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Rhode Island Board of Regents
For Elementary and Secondary Education

Basic Education Program Regulations

June 4, 2009

DRAFT

Peter McWalters
Commissioner

TITLE G – THE BASIC EDUCATION PROGRAM

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TITLE G – THE BASIC EDUCATION PROGRAM

Chapter 12: Setting Directions for the Local Education Agency

G-12-1. AUTHORITY, SCOPE, AND PURPOSE OF THE BASIC EDUCATION PROGRAM. – (a) The Basic Education Program (BEP) is a set of regulations promulgated by the Board of Regents pursuant to its delegated statutory authority to determine standards for the Rhode Island public education system and the maintenance of local appropriation to support its implementation. The BEP must be read in concert with all other applicable legal mandates, under both federal and state law, in order to ascertain the full rights afforded to every student in the Rhode Island public education system. The BEP, along with the other applicable regulations and standards promulgated and adopted by the Board of Regents, is designed to ensure that high-quality education is available to all public school students, regardless of where they reside or which school they attend. The standards set forth in this title are designed to be measurable in order to determine compliance with the law and, more generally, to determine whether equality of educational opportunity is being provided at the local level.

(b) Central to the concept of equal educational opportunity is the presence of a basic level of academic and support programs that demonstrate substantial compliance with established qualitative standards, coupled with a demonstrated commitment to continuous improvement, including a sufficiency of resources dedicated to those efforts. Though each Local Education Agency (LEA) may offer additional options to its students, each student must be provided equal access to at least the services that are described in these regulations. It is not required that every school offer every service detailed in the BEP, but it is required that LEAs ensure equal access to mandated services for each and every student. Information gathered as a result of measuring LEA compliance with the BEP will allow different constituencies to bring an informed perspective to the ongoing process of improving the Rhode Island public education system. The BEP is regulatory in nature and, as such, has full force of law.

G-12-2. BOARD OF REGENTS EXPECTATIONS FOR A STATEWIDE EDUCATION SYSTEM

G-12-2.1. Establishing Requirements for the Basic Education Program. -- (a) The mission of the Board of Regents for Elementary and Secondary Education is to lead and support schools and communities in ensuring that all students achieve at the high levels needed to lead fulfilling and productive lives, to succeed in academic and employment settings, and to contribute to society.

(a) In order to fulfill its mission, the Board of Regents has articulated the requirements for the BEP for all LEAs that ensure that every public school student will have equal access to a high quality, rigorous, and equitable array of educational opportunities from PK-12. The Board of Regents has established substantive and measureable standards and requirements for curriculum, instruction, and assessment systems; student and family supports for academic work and career success; and administration, management, and accountability. In establishing these requirements, the Board of Regents was intentional in its integration of 21st century

student skills and outcomes, i.e., the economic, civic, language, cultural, and global competencies Rhode Island students will need to become lifelong learners and global citizens.

G-12-2.2. Aligned and Cohesive Education System Dedicated to Continuous Improvement.— (a) The Board of Regents believes that an aligned and cohesive education system is required in order to ensure that all Rhode Island students are adequately prepared for life beyond secondary education. This aligned and cohesive education system shall be focused on student achievement and student mastery of skills needed to succeed as lifelong learners, workers, and citizens. To accomplish the delivery of a sound, high-quality education to every student, the school, LEA, and state must ensure that policies, programs, and systems are connected and directed toward the common purpose of improving achievement for all students. The Board of Regents recognizes that this aligned, cohesive system actively operates within the larger context of social, human, and education systems that affect all Rhode Islanders throughout their lives.

(b)The BEP provides a framework with which the state and LEA can work in concert to improve education results for all students in Rhode Island. The BEP is anchored in the philosophy of continuous improvement and is characterized by collaboration and teamwork among the education partners who share a commitment to improving education. The BEP requires that all public education systems be aligned and integrated so as to support student achievement.

G-12-2.3. Building Capacity for a Cohesive and Aligned System. – (a) The Board of Regents acknowledges that implementing an aligned, cohesive system requires a long-term investment in building the capacity of individuals, institutions, and educational communities to develop the knowledge, skills, and resources for effecting sustainable improvement.

(b) The four essential capacities that require ongoing development at every level of the system include:

- Focused, visionary, accountable **Leadership;**
- Active, responsive, dynamic **Personnel Supports;**
- Organized, accessible, transparent **Infrastructure;** and,
- High quality, rigorous, and authentic **Content.**

(c) The presence or absence of capacity-building – from state to district, from district to school, and from school to classroom – is the determinative factor in the success or failure of educational improvement efforts.

G-12-2.4. Functions and Indicators for the Education System. -- In order to ensure implementation of the BEP, the Board of Regents directs the Commissioner of Education, with appropriate input from affected constituencies, to establish a set of functions and performance indicators at all levels of the education system. The Board directs the Commissioner to design and implement a clear and focused quality assurance system for monitoring and improving the

effectiveness of the systems. The Commissioner shall develop and issue applicable guidance to ensure LEA implementation.

G-12-3.--EXPECTATIONS FOR THE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION IN IMPLEMENTING THE BASIC EDUCATION PROGRAM

G-12-3.1. Responsibilities of the Department of Elementary and Secondary Education. -- (a) The primary responsibility of the Rhode Island Department of Elementary and Secondary Education (RIDE) is to ensure the full implementation of the Rhode Island Comprehensive Education Strategy (CES) by developing and implementing a standards-based approach for each element of the BEP. The BEP sets forth or incorporates standards established by the Board of Regents in all regulated areas deemed essential to guarantee the provision of a minimally adequate education for all public school students. It is the responsibility of RIDE to develop relevant standards for adoption by the Board, to develop and maintain systems to accurately measure compliance with said standards, to develop statewide operational systems that reduce costs and burdens at the local level, to work with each LEA to improve performance at the local level, and to ensure that the LEA is effective in support of its schools.

G-12-3.2 Functions of the Department of Elementary and Secondary Education. – (a) RIDE fulfills its leadership role in ensuring an alignment of effort in the full implementation of the BEP requirements by carrying out the following functions:

- Establishing clear expectations for systems, educators, and students;
- Providing systems with the capacity and resources to enable LEAs to meet state expectations;
- Ensuring quality assurance and quality control of LEA efforts through an effective system of indicators, data collection, analysis, and public reporting; and
- Leveraging innovative partnerships to ensure fidelity of implementation and to overcome barriers to improvement.

(b) In carrying out its leadership role, RIDE has a responsibility to exercise its authority under state and federal law to intervene in LEAs and schools that are not closing student achievement gaps, are not continuously improving, or are not reaching state performance standards.

G-12-4 .EXPECTATIONS FOR THE LOCAL EDUCATION AGENCY IN IMPLEMENTING THE BASIC EDUCATION PROGRAM

G-12-4.1. Responsibilities of the Local Education Agency. – (a) The primary responsibility of the LEA is to create and sustain high quality learning environments that meet the standards set forth in the BEP. In these regulations, the LEA includes the governing board, central-level and school-level personnel. The LEA shall ensure that learning is at all times the ultimate focus of every individual employed by the agency. Full implementation of the BEP requires that student learning be the primary reference point for decision making, responsive policy development, resource allocation, and personnel assignment and evaluation.

(b) To carry out its primary responsibility, each LEA requires able, informed leadership and management at all levels of its system (governing board, central administration, school and classroom) that can guide, motivate, and support implementation of the BEP. The administration, management and accountability of LEA leadership are specified in Section G-15-1, G-15-2 and G-15-3.

(c) Each LEA shall ensure that its schools are compliant with the BEP, as well as with all other requirements related to student achievement as measured by state and local assessments. To fulfill these responsibilities, the LEA shall identify and/or develop appropriate measures to ensure LEA effectiveness and efficiency that shall include, but not be limited to, the seven LEA functions identified by RIDE. This integrated framework of functions, outlined below, builds a common language regarding the specific collective behaviors that are required in order to improve learning for both students and educators and serves as a common point of reference for school, district, and state agency operations and improvement efforts.

G-12-4.2. Functions of the Local Education Agency. -- Each LEA shall address seven core functions in order to ensure that all of its schools are providing an adequate education to every student:

a) Lead the Focus on Learning and Achievement. The LEA shall provide on-site direction that continuously guides site-based leadership; identify expectations and accountability for implementation of proven practices; and address barriers to implementation of identified educational goals.

b) Recruit, Support, and Retain Highly Effective Staff. The LEA shall recruit, identify, mentor, support, and retain effective staff; build the capacity of staff to meet organizational expectations; and provide job-embedded professional development based on student need.

c) Guide the Implementation of Curriculum, Instruction, and Assessment. The LEA shall provide access to rigorous, guaranteed, and viable curricula for all students; ensure differentiated instructional strategies, materials, and assessments; and build systems that provide opportunities for common planning and assessment.

d) Use Information for Planning and Accountability. The LEA shall develop and implement proficiency-based comprehensive assessment systems; distribute results of measured school progress and student performance; and maintain responsive and accessible information systems.

e) Engage Families and the Community. The LEA shall implement effective family and community communication systems; engage families and the community to promote positive student achievement and behavior; and provide adult and alternative learning opportunities integrated with community needs.

f) Foster Safe and Supportive Environments for Students and Staff. The LEA shall address the physical, social, and emotional needs of all students; ensure safe school facilities and

learning environments; and require that every student has at least one adult accountable for his or her learning.

g) Ensure Equity and Adequacy of Fiscal and Human Resources. The LEA shall identify and provide requisite resources to meet student needs; allocate fiscal and human resources based on student need and overcome barriers to effective resource allocation at the school level.

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TITLE G - THE BASIC EDUCATION PROGRAM

CHAPTER 13: Curriculum, Instruction, and Assessment

G-13.1. A GUARANTEED AND VIABLE CURRICULUM

G-13-1.1. Framework for a Comprehensive Curriculum. – The Board of Regents for Elementary and Secondary Education charges each LEA to ensure that its students are provided with a comprehensive program of study that is guaranteed and viable in each content area from pre-kindergarten through grade 12 (PK-12) so that its students are prepared for post-secondary education or productive employment. Each curriculum shall be developed to meet or exceed state content standards that have been adopted by the Board of Regents. In the absence of state-adopted standards in a content area, each LEA shall align its curriculum to national content standards specific to that content area. Each LEA shall formally adopt a set of curriculum documents that specify the content standards, instructional practices, materials, program, texts and assessments, and grading practices that are based on the community's rigorous achievement descriptions for its students and that account for the expectation that students must be globally aware and internationally competitive.

1. These curriculum documents shall explicitly communicate how students will be supported so that they can achieve high standards through multiple pathways and attain success in the 21st century global economy. Programs of study that are in one of the sixteen (16) critical-industry career cluster areas shall reflect the relevant academic content standards as well as the applicable national or industry skill standards. These supports shall account for multiple delivery models and settings while maintaining the common foundation of content standards and rigorous expectations for achievement. All curriculum documents shall include a Response to Intervention model as an integral component of supports and curriculum design.

2. All curriculum documents shall be aligned vertically and horizontally so that they provide direction in planning instructional strategies. Each LEA shall ensure that students across the district have access to the written curriculum in order to ensure continuity and comparability across schools or teachers within and across grade levels. Each LEA shall also ensure that all students are provided with a cohesive program of study that leads to graduation proficiency across all grade levels within the district.

3. All curriculum documents shall be made public and be easily accessible to the community.

G-13-1.2. Curriculum Management and Supports. -- (a) Each LEA shall establish a comprehensive set of district-wide policies that will guide the development, alignment, and implementation of curriculum, instruction, and assessment systems to ensure that all students become proficient life-long learners. These policies shall be made public and be easily accessible to the community.

(b) Each LEA shall develop and implement a written comprehensive curriculum-management plan that establishes the guidelines and procedures for the design, implementation, monitoring, and revision of the district-wide curriculum. The comprehensive management plan shall have the following components:

1. A defined method for designing curriculum, based on state and national standards, that includes access and opportunity for all students;
2. A curriculum-mapping process for measuring the gaps between the intended and delivered curriculum across all classrooms;
3. An approach to coordinating and articulating curriculum requirements across levels, within grades, between grades, across content areas, and with postsecondary education; and,
4. A defined method for supporting and monitoring the implementation of the delivered curriculum, instruction, and assessment systems.

(c) Each LEA shall ensure that the curriculum, instruction, and assessment systems are maintained and continuously improved by:

1. Identifying the roles and responsibilities of district personnel to support curriculum development, implementation, monitoring, and revision;
2. Providing ongoing supervision that evaluates and supports the implementation of the written curriculum;
3. Coordinating all available resources (fiscal, personnel, and time) to support curriculum development, implementation, revision, and evaluation;
4. Having sufficient personnel, resources, and time to design and implement an aligned curriculum, instruction, and assessment system;
5. Engaging professional staff in the development of curriculum design and in the selection of instructional materials;
6. Providing sufficient professional development to all staff to ensure curriculum implementation with fidelity;
7. Disseminating current PK-12 written curriculum and related documents to professional staff and the community; and,
8. Communicating publicly the results of curriculum, instruction, and assessment design and activities to the community.

(d) Curriculum management and supports enable the LEA to address the following functions: *Guide the Implementation of Curriculum, Instruction and Assessment* and *Recruit, Support and Retain Highly Effective Staff.*

G-13-1.3. Comprehensive Program of Study. -- (a) Each LEA shall provide a comprehensive program of study in English language arts, mathematics, social studies, the sciences, visual arts & design and the performing arts, engineering and technology, comprehensive health, and world languages throughout the PK -12 system. This program of study shall integrate literacy (reading, writing, speaking, and listening), applied learning, and the use of information and

communication technology across all content areas. Reading integration shall include vocabulary development, instruction in initial understanding, analysis and interpretation of content-area text, reading strategies as they relate to each content area, and the assurance that there is a breadth of text covered in each content area. The integration of writing and oral communication shall include the reading-writing connection, particularly in informational writing as well as the development of oral-communication strategies.

(b) Each comprehensive program of study shall reflect curriculum, and differentiated instruction, and assessment practices that provide a coherent and articulated development of students' skills and abilities in each content area that emphasize the following:

1. Grades PK-4 shall focus on building student fluency and conceptual understanding in literacy and numeracy through the integration of content area;
2. Grades 5-8 shall focus on integrating content-based coursework while attending to content-based literacy and numeracy development; and
3. Grades 9-12 shall offer courses within and across content areas that are in predictable sequences to ensure that all students have access to all content necessary to become proficient. Further, each LEA shall integrate career-and-technical education programs of study as part of its high-school course offerings. Career and technical education programs of study shall be tied to one or more pathways identified for critical-industry career clusters. These programs of study shall specify coursework and experiences needed to move students through high school to completion and success in postsecondary education and careers, using combinations of traditional and career-and-technical education courses, as well as project-based and work-based experiences and/or dual enrollment.

(c)In addition, each LEA shall develop specific curricula and programming that address the learning needs of (a) English language learners by attending to student profiles (e.g., education history and achievement and age of entry to the United States); (b) students with disabilities by addressing goals of the Individual Educational Program or 504 Plan; (c) students at risk for not completing their education; and (d) students in need of advanced academic opportunities.

G-13-1.3.1. English Language Arts. -- (a) A high quality English language arts education program of study is essential for a student's ability to communicate and comprehend effectively. The skills, knowledge, and competencies of the language arts, (i.e., reading and written and oral communication), pervade all content areas.

(b) The Rhode Island English language arts standards are embedded within the local and state reading and written/oral communication standards, the Grade Level Expectations (GLEs) for grades K-8, and the Grade Span Expectations (GSEs) for grades 9-12. The GLEs and GSEs identify the reading and written and oral communication knowledge and skills expected of all students in all content areas. Therefore, each LEA shall:

1. Establish an English language arts curriculum that is aligned instructionally with the local and state standards (GLEs and GSEs). Each LEA shall establish an English language arts curriculum that is aligned to the English language arts Alternate Assessment GSEs for students with significant cognitive disabilities who participate in the Alternate Assessment. In addition, each LEA shall maintain congruence among and across the curriculum, instruction, and assessment.
2. Develop a coordinated and integrated K-12 English language arts curriculum that addresses the content clusters within local and state reading and written and oral communication standards (GLEs and GSEs), includes contemporary texts, and encourages students to be active participants within the community.

G-13-1.3.2. Mathematics. -- (a) A high quality mathematics program of study leads to mathematics literacy for all students. Every student shall have a rigorous mathematics program that is focused on the development of concepts and the acquisition of basic and advanced skills. Basic skills and conceptual understanding are entwined, and both are necessary so that a student can successfully apply mathematics, conceptualize problems, and solve them.

(b) The Rhode Island K-8 GLEs and the High School GSEs specify the mathematics standards for all students. The Rhode Island mathematics standards identify the mathematics concepts and skills expected of all students in four areas: Numbers and Operations; Geometry; Functions and Algebra; and Data, Statistics, and Probability for grades K-12. Additionally, for grades K-8, standards are developed in two areas: Problem Solving, Reasoning, and Proof; and Communication, Connection, and Representation. Each LEA shall establish a mathematics curriculum that is aligned with the Mathematics Alternate Assessment GSEs for students with significant cognitive disabilities who participate in the Alternate Assessment.

(c) Each LEA shall ensure that the coherent and coordinated K-12 mathematics curriculum addresses:

1. Research-based approaches to developing mathematics skills;
2. Learning activities that emphasize mathematical communication and reasoning skills and incorporate mathematical tools and technology;
3. The use of manipulatives during the acquisition of skills and conceptual understanding; and,
4. Applied learning activities that demonstrate the use of mathematics in daily life.

G-13-1.3.3. Social Studies. -- (a) A high quality program of social studies fosters life long participation in civic life and social action that leads to effective and productive citizenship in a world that is culturally diverse and interdependent. It fosters the ability to apply inquiry processes and to employ the skills of data collection and analysis, collaboration, decision-making, and problem solving. The social studies subject area includes the following social sciences: history and historical thinking skills, geography, economics, political science/government, civics, sociology, and anthropology.

(b) Each LEA shall ensure that the coherent and coordinated K-12 curriculum for social studies includes coursework designed to develop:

1. Student knowledge, skills, and attitudes as indicated in the GSEs for Civics & Government and Historical Perspectives/Rhode Island History;
2. Student understanding of how the world operates in this interconnected era through geography, political science, and economics; and,
3. Student understanding of human behaviors, beliefs, ideologies, cultures, and backgrounds through history, sociology, anthropology, and other related social sciences.

(c) Each LEA shall ensure that a coherent and coordinated curriculum for social studies includes opportunities for the study of these major themes (within the broader subject areas in which they are found):

1. Culture (history, geography, sociology, global studies);
2. Time, Continuity, and Change (history, global studies);
3. People, Places, and Environments (history, geography, sociology, global studies, environmental studies);
4. Individual Development and Identity (citizenship, law-related education);
5. Individuals, Groups, and Institutions (political science, citizenship, law-related education, global studies);
6. Power, Authority, and Governance (political science, citizenship, law-related education, global studies);
7. Production, Distribution, and Consumption (economics, global studies, consumer education);
8. Science, Technology, and Society (environmental studies, global studies);
9. Global Connections (global studies, history, political science, geography); and
10. Civic Ideals and Practices (political science, citizenship, law-related education).

G-13-1.3.4. Science. -- A high quality science education program of study leads to scientific literacy for all students. The K-12 GSEs in science identify the science concepts and skills expected of all students in Earth and Space Science, Life Science, and Physical Science at grade spans K-4, 5-8, and high school. Additionally the Rhode Island K-12 GSEs in science incorporate the Unifying Themes (i.e., inquiry, nature of science, models and scale, form and function, systems and energy, and patterns of change) necessary to integrate the different scientific disciplines. Key among these themes is scientific inquiry through which students experience learning that is relevant, engaging, meaningful, and authentic. Scientific inquiry is inextricably tied to creating opportunities for students to formulate questions and hypotheses, plan investigations, conduct investigations, and develop explanations and evaluations. Each LEA shall establish a science curriculum that is aligned to the Science Alternate Assessment GSEs for students with significant cognitive disabilities who participate in the Alternate Assessment. Each LEA shall ensure that the coherent and coordinated K-12 curriculum for science includes an inquiry-based approach that devotes a sufficient amount of instructional time to learning

experiences that ensure all students develop and demonstrate applied learning skills appropriate to the content area and grade level.

G-13-1.3.5. Dance, Music, Theater and Visual Arts & Design. – (a) A high quality arts education program of study leads to arts literacy for all students and includes dance, music, theatre, and visual arts and design. Students shall be provided with sufficient opportunities to create, perform, and respond in each of their arts courses so as to achieve proficiency. The Rhode Island K-12 Grade Span Expectations in the Arts specify the arts standards for all students.

(b) Each LEA shall ensure that the coherent K-12 curricula for the arts include:

1. **Artistic Process**: Creative problem solving using the tools, techniques, and technology of one or more art forms in order to make the imagined tangible;
2. **Cultural Context**: Purpose and motivation fundamental to art-making for all societies; and integration of arts history, analysis, and criticism;
3. **Communication**: Personal expression, creativity, and meaning through the use of symbols representative of each art form; and sharing of the human experience with image, sound, movement, words, space, time, and/or sequence; and
4. **Aesthetic Judgment**: Applying knowledge in order to reflect on and evaluate the work of self and others.

(c) Classes in at least visual arts and design and music shall be available for each student in each grade through the middle level. Curriculum that includes dance and theatre shall adhere to the applicable grade span expectations. A program of study shall exist for all secondary students to enable them to demonstrate proficiency in at least one art form. Additionally, secondary school students shall be provided with the opportunity to do multiple levels of coursework in visual arts and design in both two and three dimensions and in at least one performing arts discipline.

G-13-1.3.6. Engineering and Technology. -- (a) A high quality engineering and technology program of study leads all students to the awareness that we live in a human built world. The K-12 GSEs in engineering and technology provide the standards to advance the technological literacy of all students. A program of study in engineering and technology addresses how every human built activity is dependent on various tools, machines, and systems. The GSEs in engineering and technology are closely based upon the *Standards for Technological Literacy* and are organized around 1) the impact of technology on human kind; 2) problem solving processes involving the application of content knowledge, acquired skills, and creativity; and 3) the selection and appropriate use of technology.

(b) Each LEA shall ensure that the coherent and coordinated K-12 curriculum for engineering and technology includes:

1. An inquiry based approach that promotes hands-on learning, including problem based and design based learning;
2. Opportunities for students to make connections among a variety of technologies; and

3. Integration of the GSEs, rather than focusing on individual standards in isolation.

G-13-1.3.7. World Languages. – (a) A high quality world language program of study prepares students to be able to communicate in languages other than English, understand other languages and cultures, and prepare for post-secondary options. Each LEA shall provide opportunities for students to study a language other than English. The offerings may include both classical and modern languages, and the determination of the offerings shall be based on the needs and interests of students, the community, and the global economy. Therefore, each LEA shall provide:

1. Coursework in a minimum of two languages other than English at the secondary level and offerings of at least three consecutive years of the two selected languages;
2. A planned program of study including coursework in the development of listening, speaking, reading, and writing along with the cultural background associated with each taught language; and
3. A program of study that includes connections to real-world applications.

(b) Although not required, instruction in at least one world language other than English at the elementary school level is recognized as best practice.

G-13-1.3.8. English Language Acquisition.-- A high quality English language acquisition program of study leads to English language proficiency in reading, writing, speaking, and listening as outlined within the English language proficiency standards for students K-12, developed in partnership with the *World-Class Instructional Design and Assessment* (WIDA) Consortium. These standards outline the social and academic language students need in order to participate fully in an English language classroom. A comprehensive program of study is aligned to the *Regulations Governing the Education of English Language Learners* and thoughtfully considers the programmatic structures and supports that these students require based on their diverse backgrounds and learning needs. Each LEA shall offer, to the extent possible, opportunities for students to maintain and develop their first language. In addition to these standards, programs of study shall attend to the following factors:

1. Varying ages and grade spans of students;
2. Identification of potential disability (e.g., learning disability);
3. Linguistic and cultural backgrounds; and
4. Differences in life and educational experiences.

G-13-1.3.9. Comprehensive Health. --- (a) A high quality health education program of study leads to health literacy for all students, providing students with the knowledge and skills necessary to maintain healthy lifestyles. *Health Literacy for All Students: The Rhode Island Health Education Framework* outlines the seven standards for health education and the concepts and skills expected of all students at grade spans K-4, 5-8, 9-10, and 11-12. These expectations are further outlined in the companion document, *Comprehensive Health Instructional Outcomes*, by grade span within each health content area.

(b) Each LEA shall ensure that the coherent and coordinated K-12 curriculum for health includes:

1. Instruction in all content areas: personal health, mental and emotional health, injury prevention (including violence prevention), nutrition, sexuality and family life, disease prevention and control, and substance use and abuse prevention – including specific topic areas required by state statute;
2. An emphasis on developing the key skills (i.e., accessing information and services, analyzing social influences on health, assessing personal risks, goal-setting, decision making, communication, negotiation, and advocacy) that cut across all health content areas and on practicing health-enhancing behaviors;
3. Sequential, comprehensive, and developmentally appropriate instruction K-12;
4. Medically accurate information; and
5. Compliance with statutory requirements for instructional time as well as with other requirements in the *Rules and Regulations for School Health Programs.*

G-13-1.3.10. Physical Education. --(a) A high quality physical education program of study leads to the development of knowledge and skills necessary to lead a physically active lifestyle. *The Rhode Island Physical Education Framework: Supporting Physically Active Lifestyles through Quality Physical Education* outlines the six standards for physical education and the concepts and skills expected of all students at grade spans K-1, 2-3, 4-5, 6-8, and 9-12.

(b) Each LEA shall ensure that the coherent and coordinated K-12 curriculum for physical education includes:

1. Movement Forms and Principles, Motor Skills, Physical Activity, Personal Fitness, Personal and Social Responsibility, and Influences on Physical Activity;
2. Student assessments that address all standards and instructional objectives, including the appropriate use of fitness testing;
3. Sequential, comprehensive, and developmentally appropriate instruction K-12;
4. Development of personal fitness plans, at least at the secondary level;
5. Instructional strategies that keep all students active at least 50% of class time; and
6. Compliance with statutory requirements for instructional time as well as with other requirements in the *Rules and Regulations for School Health Programs*.

G-13-1.3.11. Library and Media. – (a) A high quality library-media program provides all students with multiple opportunities to access and interact with library-media instruction and materials necessary to acquire proficiency in the essential learning skills that support the curriculum. Resources, which include books, written materials, internet resource materials, multimedia materials, information technology, and integrated instruction, must be appropriate to the ages of the students served by the school.

(b) The library-media resources shall be accessible to all enrolled students and personnel.

Each LEA shall ensure that its library-media program addresses the *Rhode Island Information Literacy Standards for Student Learning* by attending to the following:

1. **Reading.** An effective LEA library-media program recognizes that reading is a foundational skill that begins with decoding and comprehension and leads to interpretation and development of new understandings. The school library-media program enhances the reading curriculum and provides students with opportunities to read widely and extensively for lifelong learning, personal growth, and enjoyment.
2. **Information Literacy.** At the heart of every successful school library-media program is the teaching of effective learning strategies and information literacy skills integrated into classroom curricula. The ability to find and use information, (information literacy), is the key to lifelong learning. A successful LEA library-media program has as its goal the development of capable, creative, and responsible lifelong learners. Rather than simply disseminating information, library-media programs shall be collaborative and centered on the process of learning.
3. **Independent Learning.** An effective LEA library-media program shall assist all students in becoming active and creative locators, evaluators, and users of information to solve problems and to satisfy their own curiosity. Accessing, evaluating, and using information is the authentic learning that any successful school library-media program seeks to promote.
4. **Social Responsibility.** An effective library-media program teaches students to seek information from diverse sources, contexts, disciplines, and cultures; to respect the principles of equitable access to information, intellectual freedom, and intellectual property rights; to use technology responsibly and ethically; to share knowledge and information collaboratively with others; and to respect others' ideas and backgrounds and to acknowledge their contributions.

G-13-2. EFFECTIVE INSTRUCTION FOR ALL STUDENTS

G-13-2.1. Standards and Practices for Effective Instruction. -- Each LEA shall implement a set of coherent, organized instructional strategies designed to ensure positive improvements in student learning. Organized strategies shall be based on current research and adjusted according to student progress monitoring and assessment data. These organized strategies shall focus on the needs of all students using strategies for differentiated instruction based on principles of learning, human growth and development; and shall ensure that explicit instruction of reading, writing, speaking and listening is integrated across content areas. The organized strategies shall include specific interventions for students who are not meeting proficiency standards or are at risk for non-promotion or dropping out of school. Similarly, strategies shall be in place to expand and extend learning for students who are proficient on grade level expectations. Each LEA shall develop and implement homework policies that are clear and developmentally appropriate for each grade level.

(b) The *Rhode Island Professional Teaching Standards (RIPTS)* and the *Rhode Island Standards for Educational Leadership* shall be used by the LEA to plan for professional development, provide feedback for improvement, and monitor the delivery of a guaranteed and viable curriculum for all students.

(c) Each LEA shall articulate guidelines for effective instruction that will ensure that educators, including educational leaders, develop a sufficient understanding of content, pedagogy, and assessment practices so as to address student learning across grade levels as described in the *Rhode Island Professional Teaching Standards (RIPTS)* and the *Rhode Island Standards for Educational Leadership*. These guidelines shall identify the components and elements of effective instruction to include:

1. Questioning and discussion techniques that address depth of knowledge;
2. Active engagement in learning activities;
3. Different delivery methods to include, but not be limited to, teacher-directed instruction, inquiry-based problem solving, modeling and demonstration, and project-based learning and presentation;
4. Differentiated instruction to address the needs of all students;
5. Grouping of students that allows for individual, small-group, and whole class structures;
6. Reflecting and self assessment regarding learning;
7. Multiple opportunities for cross content learning;
8. Applying concepts and understanding in new contexts;
9. Using an array of learning environments that extend application of knowledge and skills beyond the classroom; and
10. Accessing an array of texts, technology, and materials to support learning.

(d) Each LEA shall design a schedule of instructional time across grades PK-12 that ensures that all students and teachers have multiple opportunities and supports to access the learning goals in the comprehensive program of study.

(e) Each LEA shall have a cohesive system of high quality professional development (see section 15-2.2) that addresses the state and national standards in the content areas, the district designed curriculum, the research-based instructional strategies and practices that focus on all students, assessment practices for monitoring student progress, and implementation of selected programs, texts, and materials with fidelity.

(f) Each LEA shall provide common planning time within and across grades and content areas so that educators address student learning needs, monitor progress, and identify effective instructional practices.

G-13-2.2. Resources and Materials Aligned to Curriculum. – (a) Each LEA shall provide the necessary programs, texts, and materials that ensure that students are supported fully in acquiring the knowledge and skills specified in a comprehensive program of study. Programs,

texts, and materials shall be in sufficient quantity to ensure that students can engage in and complete all curriculum activities.

(b) Each LEA shall ensure that the selection of programs, texts, and materials are:

1. Aligned to the GLEs and GSEs and LEA curriculum design;
2. Research-based and current;
3. Selected with input from educators representing all grade levels and courses; and
4. Universally designed to ensure access for all students.

G-13-3. COMPREHENSIVE ASSESSMENT AND REPORTING SYSTEMS

G-13-3.1. Components of a Comprehensive Assessment System. -- (a) Each LEA shall develop a comprehensive assessment system that includes measures of student performance for the purposes of formative, interim, and summative evaluations of all students in each core content area. All measurements shall adhere, to the extent possible, to the principles of the National Council on Measurement in Education, while ensuring that assessments are free from bias and that universal design features are embedded in the assessments. All student assessment data shall conform to the provisions of the Family Educational Rights and Privacy Act (FERPA).

(b) Each comprehensive assessment system shall include the specific strategies used for screening, diagnosing, and monitoring individual students in literacy and numeracy. Systems shall include assessments of sufficient frequency and relevance as needed to ensure that students have access to diverse pathways to support their Individual Learning Plans. These assessments must be coordinated with the evaluation process for determining student eligibility for an Individualized Education Program and for receiving English Language Learner services.

(c) The following components shall be embedded in each comprehensive assessment system:

1. The name or type of assessment (e.g., Stanford 10, teacher developed assessment, observation, comprehensive course assessment for Algebra I);
2. The category of assessment (e.g., formative, interim, summative);
3. The purpose and use of data (e.g., teacher questioning at the end of class to determine instructional next steps, end-of-unit exam to be used as a grade, evaluation from an internship, *Developmental Reading Assessment,* interim assessment to determine student progress and success of reading intervention);
4. The scoring procedures (e.g., teacher scored using rubrics and anchor papers developed by grade-alike or content-alike cross-district teachers, machine scored by publisher) along with the expected turnaround time for providing feedback to students;
5. The implementation schedule (e.g., daily, monthly, twice each quarter, annually); and
6. The allowable accommodations and/or modifications for specific students.

(d) Each LEA in Rhode Island shall have tools and procedures for interpreting and analyzing assessment data for the purposes of student, program, and instructional evaluations. The tools and procedures shall account for the varying levels of use among the education community, from school committee to the individual classroom teacher.

G-13-3.2. Grading and Reporting. – (a) Each LEA shall develop policies and procedures for grading and reporting assessment data at the student, group, school, and district levels. These policies and procedures shall be made accessible to the community. Student grades shall be supplemented with a narrative of student progress on meeting course goals. Student behavior and effort shall be reported separately from academic achievement.

(b) Student level grading shall be based on multiple measures of student work collected in multiple formats (e.g., paper and pencil, oral presentations, projects) and under varying conditions (on demand, timed and untimed, over extended periods, with and without revisions). Student level grading must be based on state or national content standards and be supported by achievement level descriptors written for each grading level.

(c) Student progress and reporting to students and families shall occur on a regular and timely basis. Informal feedback to students, both oral and written, shall occur daily at the elementary school level and at least weekly at the middle and high school levels. Formal reporting with families shall occur within two weeks after the close of a quarter or trimester and immediately if a student is at risk of failing. All reporting policies shall be made public. All reporting of student progress and achievement shall be clear and shall use a variety of formats for communicating (telephone, notes, report cards, conferences, etc.) and, when possible and necessary, multiple languages. Students shall be involved in grading and reporting processes, (e.g., self assessing, participating in parent-teacher conferences, journals).

G-13-4. EVALUATION OF CURRICULUM, INSTRUCTION, AND ASSESSMENT. – (a) Each LEA shall have an evaluation plan with timelines for ongoing and formal reviews of curriculum, instruction, and assessment systems. The plan shall include the gathering of both qualitative and quantitative data to make informed decisions about improvements and revisions to the established curriculum, instruction, and assessment systems. The plan shall:

1. Involve educators, community members, and experts in the review process;
2. Describe the evaluation methods and techniques, including activities, timeframe, and use of results;
3. Specify the plan for professional development needed to address any gaps between the written and taught curriculum;
4. Communicate to the public the results of the review; and
5. Develop a plan of action for schools and students not making progress.

(b) Each LEA shall ensure that curriculum, instruction, and assessment systems are reviewed and evaluated for effectiveness at least every five years.

APPENDIX: RI Basic Education Plan (BEP)

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TITLE G- THE BASIC EDUCATION PROGRAM

CHAPTER 14: Safe, Healthy and Supportive Learning Environment

G-14-1. ACADEMIC SUPPORTS AND INTERVENTIONS FOR ALL STUDENTS. – (a) Each LEA shall ensure that all students have the opportunity and skills necessary to access the systems of developmentally appropriate, targeted, and responsive academic supports and interventions for learning that they need to become college, work, and career ready. These supports and interventions enable the LEA to address the following functions: *Foster Safe and Supportive Environments for Students and Staff*, *Engage Families and the Community,* and *Use Information for Planning and Accountability.*

(b) Each LEA shall provide supplemental academic supports and interventions that are evidence-based in the areas of literacy, numeracy, science, social studies, history, and speech and English language acquisition. Such supplemental academic supports and interventions shall be provided to students in K-12 when students are determined, through an LEA systematic problem-solving approach, to be at risk of not successfully achieving proficiency on state assessments and/or Proficiency-Based Graduation Requirements.

(c) The academic supports and interventions of each LEA shall:

- Coordinate with and supplement instruction in the guaranteed and viable comprehensive program of study;
- Provide sufficient instructional time to enable all students to achieve proficiency in the GLEs or GSEs or alternate GSEs in any area required for graduation, as well as to meet LEA-established standards for promotion;
- Apply uniform entrance and exit criteria;
- Address cultural and linguistic needs of students; and
- Include student progress monitoring through the LEA systematic problem-solving approach.

(d) For each student receiving or discontinuing an academic support or intervention, the LEA shall provide written notice to the parent(s) or guardian(s) that must:

- Describe the academic support or intervention being delivered or discontinued;
- Describe the systematic problem-solving approach used to identify the student's need for support or intervention;
- Describe the exit criteria for the support or intervention; and
- Be provided in the parent's native language.

(e) Each LEA shall provide for students who are homebound, hospitalized, or capable of only intermittent school attendance for medical reasons , a sufficient degree of academic support, including tutoring if necessary, to allow for regular academic progress in the student's program

of study. These supports shall commence when the LEA becomes aware that the student's sustained or intermittent absence will result in a significant regression in academic progress.

G-14-1.1. Supports and Interventions through Systematic Problem Solving. – (a) Each LEA shall provide student-centered, data-driven supports and interventions utilizing a problem-solving process, building on the foundation of a guaranteed and viable comprehensive program of study. This process shall be comprehensive and systematic and focused at the individual student level in order to provide access to supports and interventions as may be necessary at the classroom, school, and district levels to ensure that each student is provided with supports and interventions designed to enable that student to achieve academic success. The LEA shall provide a full continuum of universal, targeted, and intensive supports that are culturally and linguistically appropriate, research-based, and designed to respond to student needs in compliance with the specific requirements for support services described herein.

(b) Each LEA shall develop school and district level data-based, decision-making teams. These teams shall review comprehensive assessment data to develop, evaluate and modify academic instruction and support services. Descriptions of such teams shall include the purpose of each team, team composition, and the frequency with which each team meets.

(c) The LEA's problem-solving approach to determine appropriate levels of support and intervention must include identification of student-based issues (specifying both target and actual performance), identification of supports and interventions developed to address those issues, measurements designed to evaluate responsiveness, and the identification of responsible LEA staff.

G-14-1.2. Personalized Learning Environment. -- Each LEA shall ensure that schools will implement strategies for creating personalized environments to optimize learning. Each LEA shall:

- Establish PK-12 protocols for communication and record sharing that will facilitate successful transition from grade to grade, school to school, district to district, and high school to postsecondary opportunities;
- Establish structures by which every student is assigned a responsible adult, in addition to a school counselor (where applicable), who is knowledgeable about that student's academic, career, and social and personal goals; and
- Establish protocols for the development, implementation and student-based monitoring of Individual Learning Plans.

G-14-1.3. Comprehensive Guidance. -- Each LEA shall establish and maintain a Comprehensive School Counseling Guidance (CSC) Program, including guidance and counseling services, available to all students in grades K-12. Each LEA shall ensure that the CSC Guidance program shall:

- Be developed and delivered in accordance with the *Rhode Island Framework for Comprehensive K-12 School Counseling Programs*;
- Support each student in meeting the American School Counselor Association (ASCA) standards in the academic, career, and personal and social domains;
- Be a coordinated effort among the professional counseling staff and the rest of the educational community; and
- Include services to be provided to students at each developmental stage and specify how the services will be provided to all students.

G-14-1.4. Multiple Opportunities for Achieving and Exceeding Proficiency Standards. -- Each LEA shall provide all students with multiple learning opportunities that support meeting proficiency. Each LEA shall:

- Establish pathways that represent a set of courses and other programs within its guaranteed and viable comprehensive course of study and that provide students with the means to meet their academic and career goals. These pathways shall include Advanced Placement (AP) courses, career and technical programs, dual enrollment, and opportunities for extended applied learning (e.g., internships, job shadowing, and community service learning);
- Establish processes to ensure that all pathways maintain high expectations for all students and provide all students with the same level of academic rigor;
- Establish, or provide access to, before and after school programs that provide additional supports and interventions for attaining proficiency; and
- Establish alternate programs for graduation for youth at-risk, including those students entering LEAs as latecomers. These alternate programs will require a comprehensive and coordinated effort between the LEA and community agencies and must include strategies differing from traditional programs in their use of material, instructional approaches, or concentration of time on skills. Alternate programs may include, but are not limited to, on-line or correspondence courses, day and evening academies, workforce training programs, and adult education.

G-14-2. SUPPORTIVE AND NURTURING SCHOOL COMMUNITY. -- Each LEA shall ensure that schools create a climate of safety, security and belonging for all students and adults, thereby establishing an environment that builds respectful relationships, enhances productive learning and teaching, promotes school engagement, and promotes academic success. Each LEA shall accomplish this goal by ensuring that each school:

- Is safe, respectful, and free of discrimination;
- Establishes protocols for on-going student, family, and community engagement; and
- Provides expanded learning opportunities and academic enrichment.

G-14-2.1. Safe and Respectful Environment. -- Each LEA shall build a safe and respectful learning environment by addressing the components described in G-14-2.1.1 through G-14-2.1.4.

G-14-2.1.1. Freedom from Discrimination. – (a) Each LEA shall identify and remove barriers to students and adults that are based on their race, ethnicity, national origin, language, gender, religion, economic status, disability, or sexual orientation.

(b) Each LEA shall comply with all relevant state and federal statutes and regulations regarding discrimination.

G-14-2.1.2. Right to a Safe School. – (a)Each LEA shall ensure that students who are on school grounds before, during, and after school, during recess, and during other intermissions are appropriately supervised by adults.

(b) Each LEA shall follow state statute that states that each student and staff member has a right to attend or work at a school that is safe and secure, that is conducive to learning, and that is free from the threat, actual or implied, of physical harm.

G-14-2.1.3. Prevention of Bullying, Harassment, Hazing, Teen Dating Violence, and Sexual Violence. -- Each LEA shall:

1. Prevent and respond appropriately to incidents of bullying, hazing, teen dating violence, sexual violence, and related issues;
2. Promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations;
3. Provide professional development, training, resources, and other means to assist students, staff, and other adults in the school building or at school sponsored activities in carrying out these responsibilities; and
4. Comply with relevant state and federal statutes regarding these issues.

G-14-2.1.4. Positive Behavioral Supports and Discipline. -- Each LEA shall ensure that schools promote a positive climate with emphasis on mutual respect, self-control, good attendance, order and organization, and proper security. Each LEA shall develop protocols that define a set of discipline strategies and constructs that ensure that students and adults make positive behavioral choices and that are conducive to a safe and nurturing environment that promotes academic success. Each LEA shall ensure that:

- Schools engage in a participatory process (involving students and staff) to assess periodically the school climate and to adopt or develop strategies to improve conditions (see the Board of Regents Policy Statement on Student Rights);
- Students and parents/guardians are notified of district and school rules related to conduct and shall receive regular instruction regarding these rules. In addition, parents/guardians, and students shall be provided with information about early warning signs of harassing and intimidating behaviors, such as bullying, as well as prevention and intervention strategies;

- Schools provide a structure of incentives that adequately reward students for their efforts and achievements. Attention shall be given to rewarding a diversity of accomplishments and to broadening the availability of rewards;
- Schools have a clearly delineated system for ensuring compulsory attendance for children six (6) to sixteen (16) that includes:

  a) Procedures for noting daily absenteeism and investigating unexcused absences;
  b) Procedures for noting the required period of attendance of students attending at- home instruction approved by the school committee or at a private day school approved by the Commissioner of Education; and
  c) The appointment of truant (or attendance) officers whose duties shall include referring truant students to appropriate school support services and procedures for enforcing any given case through civil action filed in Family Court;

  - Disciplinary actions are fairly administered for all students and comply with state laws mandating that certain violations be considered on a case by case basis; recognizing that there is no mechanism in Rhode Island law for expulsion of students; and
  - Schools shall provide a continuum of interim alternative educational placement options to continue a student's education while suspended that ensure the safety of the student and the school community.

G-14-2.2. Student, Family, and Community Engagement. – (a) Students can offer viable solutions to some of the policy, program, and funding challenges our changing schools face. In addition, it is both possible and desirable to create structures and processes to facilitate student engagement at the district and school levels. Each LEA, therefore, shall:

- Establish policies, processes, and procedures that facilitate regular (i.e., at least quarterly) participation of a representative group of school youth in discussions regarding how to improve the school environment, curriculum, and instruction to ensure increased access to challenging, hands-on learning experiences and supports and to ensure student success on state and local achievement measures;
- Document the process of selection and orientation of these youth as well as the proposals that they put forth, how these proposals were evaluated, and the extent to which they were incorporated in LEA decision-making; and
- Authorize and support youth led events to solicit input from and provide feedback to the larger school community.

(b) Each LEA shall provide a broad spectrum of activities, programs, and services that directly involve families in their children's education and personally engage families in the school. Therefore, each LEA shall adopt the national Parent-Teacher Association (PTA) *Standards for Parent/Family Involvement Programs*, which state:

- Communication: Communication between home and school is regular, two-way, and meaningful;
- Parenting: Parenting skills are promoted and supported;
- Student Learning: Parents play an integral role in assisting student learning;
- Volunteering: Parents are welcome in the school, and their support and assistance are sought; and
- School Decision Making and Advocacy: Parents are full partners in the decisions that affect children and families.

(c) Each LEA shall facilitate partnerships with community organizations and agencies, municipal entities, and businesses to meet the needs of students and families. Therefore, each LEA shall establish communication strategies that will engage community partners, including:

- Ensuring community representation on the school improvement team or other decision-making teams;
- Identifying and recruiting businesses to provide career exploration activities for students;
- Soliciting community organizations or business members to mentor students;
- Facilitating on-site services of local organizations at the school, e.g. counseling, food pantry, tax assistance, legal aid; and
- Recruiting volunteers from community organizations and businesses.

G-14-2.3. Expanded Learning Opportunities, Academic Enrichment and Adult Education. - Each LEA shall develop a system for the provision of a broad array of high quality expanded learning opportunities that will that strengthen school engagement, support academic success, and expand all students' educational experiences. Academic enrichment opportunities shall address diverse learning needs and capabilities, individual interests, connections to the community, and engagement in activities beyond what is provided during the regular school day. These opportunities shall include strategies that differ from those in the regular program either in use of material, instructional strategies or concentration of time on skills. Therefore, each LEA shall:

- Develop and implement policies and protocols that allow out-of-school time for activities that meet rigorous criteria to fulfill academic, graduation, or credit requirements;
- Provide students with opportunities for experiential learning, community service, and skill building;
- Create and maintain working partnerships to ensure that dropouts and youth at risk of dropping out will achieve a high school credential and be ready for work and/or postsecondary education and training or apprenticeship. These shall include, but not be limited to, partnerships with a Department of Labor and Training approved Youth Center, a RIDE approved adult education program, and a state approved provider of wrap-around support services; and

- Create and maintain an active partnership with a RIDE approved and high performing adult English for Speakers of Other Languages (ESOL) program. The purpose of this partnership is to ensure that older English Language Learners who cannot graduate with their age cohort must have age appropriate opportunities until age twenty-four to complete their secondary education and become proficient in English.

G-14-3. HEALTH AND SOCIAL SERVICE SUPPORTS. -- Health, mental health, and social service needs of children and their families may be barriers to academic success. Each LEA shall therefore provide and/or facilitate partnerships with community agencies to provide, on site or through referral, a broad array of services and supports to meet these needs.

G-14-3.1. Health Services. -- Each LEA shall implement and comply with the requirements of the Health Services section of the *Rules and Regulations for School Health Programs*, addressing school health staff, health and dental screenings, physical examinations, records review and maintenance, medication administration, emergency care, chronic disease care, compliance with immunization regulations, and compliance with any other state or federal health related regulations and statutes.

G-14-3.2. Psychological and Mental Health Services. -- Mental and emotional health issues directly impede students' abilities to learn. Such issues include bullying, alcohol and drug abuse, depression, anxiety, and domestic violence, as well as psychiatric disorders. Therefore, each LEA shall:

- Ensure that students have access to a coordinated program of culturally and linguistically responsive psychological and mental health services, on site or through effective referral systems;
- Ensure that school psychological and mental health services will be provided by appropriately credentialed, high quality staff. Services must provide for identification of risks and assessment of service needs; primary prevention; individual, family, and group counseling; consultative services; and resource and service coordination; and
- To the extent practicable, ensure that schools coordinate with community youth development, prevention, and treatment efforts.

G-14-3.3. Social Services. -- Research indicates that when families' basic needs are met, there is a higher likelihood that the students will succeed in school. Therefore, each LEA shall ensure that effective outreach strategies will be utilized to support families' access to health and social services through on-site services and/or through effective referral systems to. These strategies shall:

- Be driven by needs identified through school and community data;
- Be family centered;
- Be provided in a respectful and culturally responsive manner;
- Be provided in the family's native language, to the extent practicable;

- Address a comprehensive array of issues, including but not limited to hunger, housing, homelessness, health insurance, employment, pregnant and parenting teens, family illness, child abuse and domestic violence, legal issues, and issues related to foster care and Department of Children, Youth and Families (DCYF) custody; and
- Help families to navigate social service systems and access community resources.

G-14-3.4. Physical Activity and Nutrition Services. -- Research shows that students are better able to learn when they are engaged in regular physical activity and receive adequate and proper nutrition. Therefore, each LEA shall:

- Ensure the provision of statutorily required, standards-based instruction in physical education;
- Implement a policy for physical activity and nutrition and a plan to address the physical activity and nutrition needs of students;
- Provide daily recess opportunities for students in grades Kindergarten through grade 5;
- Provide a variety of physical activity opportunities to students in grades 6 through 12, such as stretch breaks, dance programs or classes, intramural athletics, interscholastic athletics, or other activities; and
- Ensure that schools implement and comply with state and federal statutes and regulations that promote good nutrition, including those related to school food service programs and snacks.

G-14-3.5. School Safety Planning and Emergency Procedures. – (a) Each LEA shall protect the health and safety of students and staff, through the implementation of comprehensive school safety planning and the development of emergency procedures to address a wide range of potential emergency situations, including, but not limited to, incidents of fire, natural disasters, violence, disease related crises or epidemics, terrorism, and hazardous material spills.

(b) Each LEA shall develop plans that include prevention, planning, communication, response, and recovery. School and district personnel shall work with state and local emergency personnel, as appropriate, in the planning and implementation of safety plans.

G-14-4. SAFE AND HEALTHY PHYSICAL ENVIRONMENT. – (a) The school facilities -- consisting of the site, building, equipment, and utilities – are major factors in the functioning of the educational program. The facilities provide more than a place for instruction; they assist or limit the potential for student achievement of desirable learning outcomes. High performing schools provide high quality learning environments, conserve natural resources, consume less energy, are easier to maintain, and provide an enhanced community resource. Above all, a high performing school provides an environment that enhances the primary mission of schools: the education of future citizens.

(b) Each LEA shall recognize and promote the belief that 21st century high performing school facilities must provide a physical environment that contributes to the successful conduct of the program that has been designed to meet the educational needs of students. This requirement

encompasses provisions for a variety of areas for instruction and for extra class, recreational, and community activities.

(c) Each LEA shall ensure that buildings are adequate to meet current demands as required by the *Rhode Island Standards for School Buildings and Facilities* and Section 15-2.4 of these Regulations. The spaces within each building should be sufficiently flexible to provide for multiple uses of the area in the overall educational and activity programs. The facilities shall have adequate space with respect to student enrollment, the instructional program, and necessary administrative and supporting services. As such:

a) Each classroom or laboratory shall be adequate to serve the specific purpose for which it is intended and shall have sufficient area to accommodate each student.
b) Each school shall maintain a designated area that affords access to library-media resources, as appropriate to the age of students in the school.
c) Storage space, such as a safe-designated area, shall be provided so that materials and equipment may be securely stored in a space other than in student instructional areas. Storage of hazardous materials shall be in accordance with OSHA requirements.

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TITLE G- THE BASIC EDUCATION PROGRAM

CHAPTER 15: Administration, Management, and Accountability of the Local Education Agency

G-15-1. ACCOUNTABLE MANAGEMENT

G-15-1.1. Leading the Focus on Student Learning and Continuous Improvement. – (a) At all levels of the LEA system, leadership shall focus on student learning and development and create educational environments conducive to learning. LEA leadership shall establish and communicate agreed upon standards for student learning and development, based on relevant state grade level and grade span expectations, that reflect both the disciplinary content of critical subjects—including career and life related subjects--and the essential thinking skills required to explore, invent, develop, and communicate important intellectual products within these subjects. In addition, LEA leadership shall ensure that all management and operating systems are focused on student learning and achievement.

(b) The primary method for leadership to achieve the focus on student learning is the management of a continuous improvement process, which consists of the following five elements:

- Collect relevant qualitative and quantitative data to assess performance in relation to measurable expectations;
- Use available data to measure gaps in current performance of students, educators, and systems against state standards;
- Develop and disseminate integrated school and LEA level plans that clearly describe what each person involved in the plan should do;
- Implement improvement plans with fidelity and sufficient resources, including time; and
- Monitor and evaluate the effectiveness of improvement efforts using relevant qualitative and quantitative data and make such reports publicly available.

G-15-1.2. Management Duties and Responsibilities. -- (a) The LEA is ultimately responsible for operating a system of education and support services that is reasonably designed and adequately resourced to achieve compliance with all aspects of the BEP. The primary responsibility of the administration is the leadership and management of the educational system at multiple levels.

(b) Each LEA shall employ a chief executive, under the direction of the established governing board, who is responsible for the leadership, management, operation, and accountability of the LEA and who shall be the chief administrative agent and highest ranking education professional employed by the governing board. The chief executive shall provide the vision and educational leadership for creating a high performing education system that is focused on student learning and development. Within the parameters of law, the chief executive shall assign administrative and supervisory personnel, including building level leadership to assist in the effective management of the LEA. Although the chief executive may delegate appropriate powers and

duties so that operational decisions can be made at various administrative levels, he or she is accountable for the execution of these powers and duties.

(c) The chief executive shall comply with provisions of federal and state law, including the full implementation of the BEP, as well as with applicable municipal charter provisions and with all ordinances and directives of the Commissioner of Elementary and Secondary Education. Under the supervision of the governing board, the chief executive shall exercise his or her management authority to accomplish the following responsibilities that are deemed by the Board of Regents to be essential to the mission of implementing a statewide system of public education:

1. Planning and Evaluation: The chief executive shall effectively accomplish system-wide planning and evaluation, including:
   - Implementation of policies and strategic plans developed in conjunction with and approved by the governing board, as well as development and implementation of administrative procedures necessary to implement board policy;
   - Establishment and implementation of district wide plans and programs that are applicable to all schools; identification of roles and responsibilities for carrying out such plans that will entail analysis of the plans and leveraging and engaging partners to accelerate improvement efforts; and,
   - Evaluation of the effectiveness of educational plans, policies, and programs to meet the needs of the students of the LEA, including implementing the governing board's policies concerning curriculum and ensuring the availability of multiple pathways of instruction, student support systems, textbooks, and local assessment systems in order to provide a guaranteed and viable curriculum for all students.

2. Organizational Structure: The chief executive shall establish an academic organization within the LEA in order to ensure continuous improvement of learning and teaching, including:
   - Establishment and implementation of annual and daily school calendars based on the learning needs of students;
   - Creation of building and staffing plans based on the educational program needs of the LEA;
   - Establishment and implementation of grade and program organizations within the levels of the LEA that ensure that students achieve proficiency on all state achievement standards;
   - Establishment of structures to ensure communication and collaboration among constituency groups to assist in the development and implementation of programs and policies; and
   - Establishment and implementation of specific procedures, internal controls, and timelines designed to provide the state with written assurances that the LEA goals and objectives will be met.

3. Information: The chief executive shall oversee a comprehensive information system of data collection, analysis and reporting, including relevant achievement criteria and measurement sufficient to inform the LEA about its progress in improving student learning. To that end, the information system shall support meaningful communication and professional learning.

4. Human Capital: The chief executive shall oversee administration of the personnel function consistent with personnel standards, policies, and the table of organization established by the governing board that includes: policies and procedures for recruiting, supporting and retaining highly effective staff; ongoing supports to improve the effectiveness of staff; cohesive professional development; and evaluation of personnel performance.

5. Fiscal Oversight: The chief executive shall oversee the development and adoption of a responsible budget with spending priorities that reflect the LEA strategic plan and that is focused on student learning and continuous improvement.

6. Facilities Oversight: The chief executive shall oversee the administration of an operational and maintenance program that will ensure that all educational facilities and transportation programs are efficiently operated, properly maintained, and in a safe condition for students, staff, and the community.

7. Communication: The chief executive shall lead the development and implementation of a comprehensive system of communication that ensures that all district staff, parents, guardians, and the community at large are fully informed regarding the goals, programs, opportunities, achievements, and needs of the education system. To that end, the chief executive shall articulate educational issues and values to district staff, the community and other governmental agencies. He or she shall be accessible to community members and shall work with them to further the LEA goals and to build a strong, positive community commitment to public education.

(d) In performing his or her management responsibilities, the chief executive shall adhere to the operational requirements outlined in G-15-2.

G-15-2. ACCOUNTABLE OPERATIONAL SYSTEMS

G-15-2.1. Information. – (a) A comprehensive, integrated information system is essential to the creation and support of a 21st century learning environment. High quality information systems allow the collective LEA community to continuously improve. High quality information systems enable accurate and reliable data collection, analysis, and reporting.

(b) The LEA shall provide data and reports as are required by federal or state law and Board of Regents regulations or as are necessary for ensuring all aspects of accountability. These data and information shall provide the basis for meaningful comparisons of data by the LEA. These data and information will also provide the basis for the information required to set policies,

align resources, and ensure equality of educational opportunities. The LEA shall provide appropriate access to its information systems and shall utilize all state and federal data systems necessary to implement its information system.

(c) Information systems enable the LEA to address the following functions: *Lead the Focus on Learning and Achievement; Use Information for Planning and Accountability;* and *Engage Families and the Community*. Information Systems shall adhere to state and federal laws regarding open records, public access, security, and confidentiality, as applicable. The system shall interface with various types of communications networks and shall be designed to accommodate anticipated advances in technology, to the greatest extent possible.

(d) The LEA shall develop and adequately maintain comprehensive, accessible, and transparent information systems with specific implementation strategies that address the following components:

1. Student Learning
   The information system shall promote achievement of the academic standards in the classroom and lifelong learning and success in our digital society; enhance student acquisition of technology and information literacy skills needed to succeed in the classroom, higher education and the workplace; ensure that each student has sufficient access to technology to support achievement of the academic standards; promote learning, including English language acquisition; and foster remediation to enhance student learning and close achievement gaps.

2. System Efficiency and Effectiveness
   The information system shall improve student achievement data collection, analysis, reporting, and decision making; maintain and improve the LEA student record keeping and assessment efforts; maintain and enhance personnel and fiscal records and functions; maintain and enhance governance, operations, and administration; and promote cost effective sharing of informational resources.

3. Communication and Support
   The information system shall facilitate and improve meaningful communication between and across all members of the school community; support intra-district dialogue that addresses mutual expectations; maintain and improve routine operations that enhance accessibility for end users, and connect the school community to local, state, and global networks and supports.

4. Technical Support
   The information system shall provide ongoing support on interpreting and using information for planning, professional development and continuous improvement and shall enable staff to exchange ideas with peers and to establish communities of practice.

G-15-2.2. Human Capital. -- (a) Improving achievement requires recruitment of talented educators driven by strategic human capital management. Human capital management involves the practices of recruiting, developing, rewarding and retaining talented and demonstrably successful staff. The human capital management system enables the LEA to address the following functions: *Recruit, Support and Retain Highly Effective Staff*; *Use Information for Planning and Accountability*, and *Ensure Equity and Adequacy of Fiscal and Human Resources*. In order to effectively meet these functions, each LEA shall maintain control of its ability to recruit, hire, manage, evaluate, and assign its personnel.

(b) Each LEA shall develop, implement, and monitor a human capital management system that is connected to its educational improvement strategy, and supports the people with the knowledge and skills necessary to execute that strategy. Human capital management systems shall adhere to standards and state regulations that relate to professional knowledge, skills, and competencies expected of all staff. Human capital management systems shall contain the following components:

1. Policies and Procedures to Recruit, Support, and Retain Highly Effective Staff
   The LEA shall establish a set of policies and an array of strategies to recruit, hire, and retain highly effective district and school personnel; said policies and strategies shall align to district needs, focus on screening methods for determining candidate knowledge and skills to match the needs of the LEA, promote early identification of openings, use research-based protocols and incentives to address LEA related factors affecting retention and its impact on mobility trends, and address staffing low performing schools with highly effective and experienced staff.

   The LEA shall establish effective procedures for ensuring the completeness and security of personnel records and files for all of its employees. The LEA shall provide for proper storage, retention, and access. Each LEA shall have a policy for the examination of personnel records by individual employees. All personnel records shall adhere to state and federal laws regarding open records, public access, security, and confidentiality, as applicable.

2. Ongoing Supports to Staff
   Staffing schools and districts with qualified and effective personnel requires a systems approach that allows support for all staff throughout their professional careers. The LEA shall provide differentiated support to all staff. These supports shall include induction programs to support the developing proficiencies for new staff and staff serving in new assignments, mentoring and coaching to enhance professional learning and to foster peer relationships, job embedded professional development for continuous improvement, a compensation system reasonably related to achieving the purposes of these regulations, and a targeted support system for staff in need of improving their performance.

   Each LEA shall develop and implement policies and protocols that promote the health of school employees to support their overall well-being and their performance as

educators and role models, including, as necessary, wellness programs, employee assistance programs, referral systems, and/or other services or supports as may be needed to help school staff maintain healthy lifestyles.

3. Cohesive System of Professional Development
   Effective professional development is planned systematically, driven by multiple sources of data and designed with input from staff. It is job embedded and considers an individual's growth needs as well as district and school improvement goals. A cohesive system of professional development is designed to affect student achievement and overall student success as well as to enable professional growth. It shall be informed by analysis of district needs and aligned with state expectations for student proficiency and professional standards. The LEA shall require all staff to participate in professional development that is structured and coordinated to ensure that all support staff meet their individual as well district goals. The LEA shall monitor and evaluate the effectiveness of professional development and make necessary changes to support individual growth and the effectiveness of resources.

4. Evaluation of Personnel Performance
   Appraising personnel performance and quality is an extremely important factor affecting student learning. The LEA shall establish a set of clearly detailed and widely disseminated policies and procedures for the supervision and evaluation of all staff. These policies and procedures shall include personnel policy statements, job descriptions that outline job functions and responsibilities, and assignment and discipline of all LEA staff.

(c) In order to ensure that all staff show consistent positive impact on student learning, the LEA shall have a formal evaluation process that is completed on a regular basis and is compliant with applicable legal requirements. The evaluation system promotes the growth and effectiveness of staff, provides feedback for continuous improvement, and includes processes for disciplinary action and exiting of ineffective staff. The evaluation system shall be developed, implemented and managed by persons with the necessary qualifications, skills, and training. The evaluation system shall be described in sufficient detail so that it is clear who is responsible and what is expected.

G-15-2.3. Fiscal Oversight. -- Each LEA shall ensure the fiscal health of the LEA and provide public accountability through the adoption of sound fiscal policies and oversight of the LEA financial condition. Furthermore, the LEA shall ensure that the financial systems support the LEA mission that includes goals for student achievement and a high quality educational program. Fiscal oversight enables the LEA to address the following functions: *Ensure Equity and Adequacy of Fiscal and Human Resources* and *Use Information for Planning and Accountability*. To accomplish this, the following components must be in place:

G-15-2.3.1. Efficient and Effective Finance System. – (a) Each LEA shall adopt and maintain a financial accounting system, in accordance with Generally Accepted Accounting Principles (GAAP), the Governmental Accounting Standards Board (GASB), and the Financial Accounting

Standards Board (FASB), and with requirements prescribed by the Commissioner of Education, in which all revenue and expenditure data shall be recorded. This system shall be the basis for the periodic reporting of financial data by the LEA to the Department of Elementary and Secondary Education.

1. Each LEA shall engage in thorough advance planning in order to develop budgets and guide expenditures so that the greatest educational returns and contributions to the education program, in relation to dollars, may be achieved. Funding from local, state, and federal sources shall be coordinated to meet prioritized instructional goals within the LEA. The LEA shall use available resources to meet instructional priorities, provided that such use is in compliance with the rules and regulations governing the funding stream and provided further that the LEA has established budgets that link anticipated expenditures to anticipated outcomes.

2. Each LEA shall use the best available techniques of long range planning, budget development, and budget administration and shall establish efficient procedures for accounting, reporting, purchasing, contracting, making payments, auditing, maintaining fixed assets, and fulfilling all other areas of fiscal management. These procedures will be accomplished by:

   (a) Developing budget policies and strategies for optimal protection, investment, and allocation of resources;
   (b) Managing the federal grants process for integrating federal, state, and local resources and for ensuring timely reconciliation of accounts and submission of federal grant reports;
   (c) Ensuring that all financial transactions are in compliance with generally accepted accounting principles as well as with internal policies and procedures;
   (d) Maintaining a cash management process that ensures timely, accurate drawdown of funds;
   (e) Developing appropriate procedures and policies for procurement as well as for managing bids and contracts;
   (f) Monitoring of cash flow, revenue, budget, and expenditures on an ongoing basis; and,
   (g) Providing a quarterly upload of financial data to the Department of Elementary and Secondary Education.

(b) Each LEA shall utilize a financial accounting system that permits the reporting of all school LEA revenues and expenditures in accordance with the Uniform Chart of Accounts as issued by the Office of the Auditor General and the Department of Elementary and Secondary Education. This system shall integrate with other key systems, including those for human resources, payroll, and asset protection.

(c) Each LEA shall maintain an adequate system of internal controls and shall establish and document such policies and procedures as are necessary to ensure an effective management system for the accountability of funds administered by the LEA. Internal controls shall promote

operational efficiency and effectiveness, provide reliable financial information, safeguard assets and records, encourage adherence to prescribed policies, and comply with applicable statutes and regulations.

G-15-2.3.2. Audit and Accountability. -- In accordance with state law, municipalities and regional school LEAs shall engage an independent certified public accountant to make a detailed post audit of their financial records. LEAs that are part of the primary government of a municipality shall be included in the post audit of the municipality and shall not be required to obtain a separate post audit.

1. Annual audits of municipalities and LEAs shall be conducted in accordance with generally accepted auditing standards and government auditing standards.
2. The selection of auditors is subject to final written approval by the State Auditor General. Municipalities and school LEAs shall not engage auditors nor shall they contract for their services until such written authorization is received from the Auditor General.
3. Each LEA shall, within six months of the close of its fiscal year, arrange for and undergo an independent audit of its financial records and submit the report of this audit to the Office of the Auditor General, the state Director of Administration, and the Department of Elementary and Secondary Education, no later than December 31 of each year.
4. In conjunction with the audit process, independent auditors shall also audit the compliance of an LEA with the Uniform Chart of Accounts (UCOA). A special report, due no later than December 31 of the year, shall be provided to the Office of the Auditor General and to the Department of Elementary and Secondary Education.
5. The Department of Elementary and Secondary Education shall conduct review and follow-up procedures to ensure that audit exceptions are evaluated and appropriate actions are taken. The Commissioner of Education shall be notified of any material and significant findings that reflect on the ability of the LEA to provide a high quality education or that indicate that progress toward satisfactory resolution is not being made.

G-15-2.4. Facilities Oversight. – (a) LEA facilities, consisting of the site, building, equipment, and utilities, are major factors in the functioning of the educational program. The LEA facilities provide more than a place for instruction; the physical environment assists or limits student achievement of desirable learning outcomes. Facilities oversight enables the LEA to address the following functions: *Foster Safe and Supportive Environments for Students and Staff* and *Ensure Equity and Adequacy of Fiscal and Human Resources.*

(b) The 21st century high performing LEA must provide physical environments that contribute to the successful performance of educational programs designed to meet students' educational needs. The buildings must be adequate to meet current demands as required by the *Rhode Island Standards for School Buildings and Facilities*. The spaces within must be sufficiently flexible to provide for multiple uses of the area, including educational and non-educational programs. The facilities shall have adequate space with respect to student enrollment, the instructional program, and necessary administrative and supporting services. The facilities

oversight system shall adhere to standards and state regulations and shall address the following:

1. Facilities Planning, Coordination, and Maintenance
   Each LEA shall prepare a long range Educational Facilities Master Plan (EFMP), with annual revisions and updates that address all facilities under the control of the district and that is aligned with the Capital Improvement Program (CIP). The LEA shall develop methods and procedures to coordinate their facility planning with local governments and related comprehensive community plans. The LEA shall develop a Comprehensive Maintenance Plan (CMP) with annual revisions and updates, using the template provided in the *School Housing Aid and School Construction Regulations*.

2. Safe, Healthy, and Sanitary Physical Environments
   All school facilities, which shall include buildings, grounds, and equipment necessary for the provision of instructional programs, shall be operated and maintained in safe, healthful, and sanitary condition. The physical environment of all schools shall be in compliance with local, state, and federal standards, codes, laws, and regulations regarding health and safety, accessibility, and energy conservation. Each LEA shall have a chemical hygiene plan.

3. Adequate Facilities to Promote Student Learning and Development
   LEA facilities shall be sufficiently flexible to provide for multiple uses of the area in regard to both educational and supplementary activity programs. The facilities shall have adequate space with respect to student enrollment, the instructional program, and necessary administrative and supporting services. Instructional environments, including classrooms, laboratories, library-media centers, and recreational facilities, shall be adequate to serve the specific purpose for which they are intended, shall have sufficient area to accommodate each student, and shall afford access to resources as appropriate to the age of the students in the school.

G-15-2.5. Communications. – (a) Each LEA shall develop, implement, and monitor a comprehensive system of communication that ensures that parents, guardians, and the community at large are fully informed regarding the goals, programs, opportunities, achievements, and needs of the education system.

(b) Communication systems enable the LEA to address the following functions: *Lead the Focus on Learning and Achievement*; *Use Information for Planning and Accountability* and *Engage Families and the Community*. Each LEA shall develop and implement a written comprehensive communication plan that establishes the guidelines and procedures for the design, implementation, monitoring, and revision of the district wide communication system. The comprehensive communication plan shall address the following:

1. Strategies to fully inform parents, guardians, and students of their individual rights under state and federal laws as well as to keep the public fully informed about the goals,

programs, opportunities, achievements, and needs of the education system in a timely manner and in a culturally and linguistically responsive format;
2. Communication methods that accommodate the needs of all members of the public, including the visually or hearing impaired, those whose primary language is not English, and those with other special needs;
3. Opportunities for the public to give input on LEA issues and operations;
4. Strategies for ensuring that staff members are responsive to requests by parents, guardians, and members of the public for information or assistance and for providing staff members with professional development regarding service to the public, parental engagement, and community relations;
5. The organizational structure for implementing the communication strategies throughout the school community and within and across the district and its schools; and
6. The process for approval, review (based on data and information collected regarding the efficacy of the LEA communication system), revision, and renewal of the LEA communication plan.

15.3. ACCOUNTABILITY FOR CONTINUOUS IMPROVEMENT. -- (a) Rhode Island has incorporated the accountability requirements set forth in the No Child Left Behind Act into its existing state system as set forth in the Comprehensive Education Strategy (CES). This unified system serves as the basis for classifying schools and districts based on whether the schools have met Annual Measurable Objectives (AMOs) on the state assessments for English language arts and mathematics and other indicators of progress.

(b) Each LEA shall develop, implement, monitor, and evaluate an accountability system, using information from multiple sources, to inform analysis of the many aspects of the education system. Relevant data shall consist of a combination of contextual and demographic information, measures of student learning, curriculum and instruction strategies and practices, and perceptual or evaluative data.

(c) The accountability system shall:

1. Include the processes and written plans described in 13-3.1 and 13-3.2 for a comprehensive assessment system and identified in G-14 for systemic problem solving;
2. Specify policies, procedures, and strategies for public reporting that comply with state and federal reporting requirements and ensure broadly accessible and timely dissemination of information;
3. Establish procedures by which a thorough self-study of the district functions and capacities for continuous improvement, as stated in G-12-5.2 shall be conducted using criteria established by the Commissioner of Education, as indicated in G-12-3.3; and,
4. Include development of a plan that demonstrates how the LEA will use self-study findings to inform allocation of resources, strategic planning, and differentiated supports to schools.

15-3.1. Intervention and Support. – (a) Based on the accountability system described above, the LEA shall design a system of differentiated supports and interventions for schools that are not closing achievement gaps, are not continuously improving, or are not reaching state performance standards. The differentiated system of supports shall include specific strategies and investments that address:

1. **Leadership.** Strengthening hierarchical and distributive leadership capacity to accelerate performance;
2. **Personnel.** Changes or enhancements to staffing, professional development, mentoring, technical assistance, peer observation, and modeling effective practices;
3. **Infrastructure.** Modifications in organizational structures, processes, resources, and materials that serve as barriers to improvement; and,
4. **Content.** Intensifying academic and developmental programs, practices, and initiatives, based on scientific research.

(b) The LEA shall develop a district action plan and individual school plans that identify and develop solutions that take into account the underlying causes for low performance by students, set forth a detailed and adequately resourced implementation strategy, and provide for evaluation of the improvement efforts. These plans shall be disseminated to the public in a timely manner.

(c) Failure to increase student performance to target levels at the school level shall result in increased LEA oversight responsibility on a year to year basis. Consecutive years without demonstrated improvement shall result in state intervention and decreased local authority. In cases in which there is insufficient LEA leadership capacity to implement these directives, the LEA must communicate said lack of capacity to the Commissioner of Elementary and Secondary Education.

Basic Education Program Regulations
Definitions

1	21st Century Learning Environment	:	In a 21st century learning environment all students are able to learn, instruction is engaging, interactive, contextual in the real world, student centered and differentiated for individual learners needs; 21st century tools and technologies are integrated into the learning process; systems (technological and otherwise) are student and learning focused; and personnel engage in continuous professional growth to maintain their skills and knowledge.
2	Alternate Assessment (RIAA)	:	An assessment for the small number of students who cannot participate in large-scale assessments even with accommodations. The RIAA is based on Alternate Assessment Grade Span Expectations (AAGSEs) in reading, mathematics, science, and writing that are an extension of the NECAP Grade Level Expectations (GLEs).
3	Annual Measurable Objectives (AMOs)	:	Annual Measurable Objectives are a set of state-established benchmarks for monitoring changes in performance among and across student subgroups, schools, and districts. States established the objectives as part of Adequate Yearly Progress (AYP) required by the federal No Child Left Behind Act
4	Capital Improvement Program (CIP)	:	A long-range plan, typically five years, which identifies capital needs in a district and provides a funding schedule and timeline for implementation.
5	Comprehensive Assessment System	:	A system that draws on data from the state/national level, the district/school level, and the classroom level to a) improve education, b) determine success, and c) provide feedback to relevant stakeholders (e.g., students, teachers, policy makers, the community). Components of the assessment system include: • **Formative Assessments** - the processes used by teachers and students during instruction that provide feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes; • **Interim assessments -** the assessments that fall

between formative and summative assessment and are used to evaluate students' knowledge and skills relative to a specific set of academic goals; and

- **Summative assessments -** assessments generally given at the end of some unit of time such as the semester or school year to evaluate students' performance against a defined set of content standards. *(Achieve/Aspen Center for Achievement)*

6	Comprehensive Education Strategy	:	The state's blueprint for comprehensive system-wide restructuring of the state's public schools. There are two central themes within CES: Improving Teaching and Learning and Creating Responsive and Supportive Systems.
7	Curriculum Mapping	:	Curriculum mapping provides a timeline for instruction that is typically organized into blocks of time, (e.g. monthly, quarterly). The map outlines prerequisite skills and knowledge, benchmarks, goals and alignment of standards between grades and courses in order to ensure that all students have the opportunity to learn all agreed upon standards.
8	Differentiated Instruction	:	To differentiate instruction is to recognize that students have varying background knowledge, readiness, learning styles, interests and abilities in the same class. The model requires teachers to be flexible in their approach to teaching by adjusting the format and presentation of information to learners so that they can access the same curriculum. It requires a blend of whole class, group, and individual instruction.
9	Dual Enrollment	:	A successful acceleration mechanism that allows high school students to pursue an advanced curriculum related to their postsecondary interests.
10	Financial Accounting Standards Board	:	An organization whose mission is to establish and improve standards of financial accounting and reporting for the guidance and education of the public, including issuers, auditors, and users of financial information.
11	Generally Accepted Accounting Principles	:	A term used to refer to the standard framework of guidelines for financial accounting used in any given jurisdiction.

12	Governmental Accounting Standards Board	:	The mission of the Governmental Accounting Standards Board is to establish and improve standards of state and local governmental accounting and financial reporting that will result in useful information for users of financial reports and guide and educate the public, including issuers, auditors, and users of those financial reports.
13	Grade Span and Grade Level Expectations	:	Grade Span Expectations (GSEs) – at any grade – represent content knowledge and skills that have been introduced instructionally at least one to two years before students are expected to demonstrate confidence in applying them independently. Grade Level Expectations (GLEs) differentiate performance on concepts, skills, or content knowledge between adjacent grade levels, and as a set, lead to focused, coherent, and developmentally appropriate instruction without narrowing the curriculum.
14	Guaranteed And Viable Curricula	:	A guaranteed and viable curriculum provides both the opportunity and time for students to learn. It ensures that the curriculum is implemented consistently by all teachers to all students. It is based on a commitment from the districts and its schools that the written, taught, and learned curriculum is aligned so that all students learn agreed upon standards.
15	Individual Learning Plans	:	A planning and monitoring tool that helps to customize and direct students' goals and development in three domains: academic, career, and personal/social.
16	Individualized Education Program or IEP	:	A written statement for a child with a disability that is developed, reviewed, and revised in accordance with federal law.
17	Induction Programs	:	The vehicles that facilitate systemic sustained enhancement to school culture and the teaching profession. These programs combine mentoring, professional development and support, and evaluation for at least the first two years of a beginning educator's professional career.

18	Local Educational Agency (LEA)	:	A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.
19	No Child Left Behind Act	:	The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school. NCLB is built on four principles: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research.
20	Performance Based Graduation Requirements (PBGR)	:	A set of uniform requirements that is consistent with the high school regulations, GLEs / GSEs and State Scholars Initiative.
21	Personalization	:	A learning process in which schools help students assess their own talents and aspirations, plan a pathway toward their own purposes, work cooperatively with others on challenging tasks, maintain a record of their explorations, and demonstrate learning against clear standards in a wide variety of media, all with the close support of adult mentors and guides (Clarke, 2003)
22	Personalized Learning Plan (PLP)	:	A plan of action used to accelerate a student's learning in order to move toward grade level reading proficiency.
23	Positive Behavior Supports	:	A set of practices used to organize teaching and learning environments and experiences for students which facilitate the student's successful self-awareness, self-management, and engagement with others and with the learning process.
24	Response To Intervention (RTI)	:	RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty.

			In middle level schools and high schools there are three levels, or "scaffolds," of support for improving all students' reading.
25	Scaffolded Literacy	:	The three levels are 1) a school-wide discipline-specific program for all students, 2) targeted literacy supports for students reading more than one and up to two years below grade level, and 3) intensive literacy intervention for students reading more than two years below grade level.
26	Site-Based Leadership	:	Site-Based Leadership refers to building-level leaders (e.g. principals, school improvement team members, parents, teachers) who are responsible for creating educational environments conducive to student learning and making decisions that promote student achievement.
27	Uniform Chart Of Accounts	:	A uniform system of numbers used to account for all of the revenues and expenditures in schools
28	Universal Design	:	The design of products and environments to be useable by all people, to the greatest degree possible, without the need for adaptation or specialized design
29	W-APT (WIDA Access Placement Test)	:	The W-APT is designed to help schools provide ELL students with the most appropriate instruction given the student's knowledge of English.

STRATEGIC PLAN

1/04/10

Rhode Island Department of Education
Deborah A. Gist
Commissioner

Transforming Education in Rhode Island
All Rhode Island Students Ready for Success in College, Careers, and Life

By 2012 80% of all Rhode Island students will graduate with a Regents approved high school diploma or its equivalent ready for entry into college or post-secondary education and training program.

By 2015 85% of all Rhode Island students will graduate with a Regents approved high school diploma or its equivalent ready for entry into college or post-secondary education and training program.

The five identified priorities with goals, impact statements, objectives, strategies, and milestone markers of strategy implementation have been drafted to impact the above measures.

Based upon input received from members of the Board of Regents, from the staff, and from the field, the following changes have been made:

- Narrative Text Boxes have been added for each section.
- All measures have been recalibrated based on feedback.
- Identified for each area an acronym for differentiating objectives and strategies so that readers could easily identify the objective or strategy
- Clarified under Ensure Educator Excellence that Strategy EE1.1 applies to preparation programs and not merely degree programs
- Added the analysis and reporting of district decision-making on tenure under Objective EE2 in Ensure Educator Excellence rather than under Objective 3
- Additional strategy added to Ensure Educator Excellence to address the state role in professional development
- Added full compliance language to the measure around the Basic Education Program under Accelerating All Schools area
- Including adult education programs in strategy ASG1.3 under Objective ASG 1 in Accelerating All Schools and Programs; will be adding measures for adult education, and highlighted the benchmark for involving parents and family
- Added business community and national and state experts in creating viable pathways to Strategy ASG 3.1, under Objective ASG 3
- Added students to the impact statement for 2015 in User-Friendly data
- Added districts and schools to Strategy DS 3.2 in User-friendly data to emphasize sharing of best practices with data-use
- Added business community to Strategy IRW 3.2 under Invest Resources Wisely

Note: *Prior to final production, the following will be done: (1) graphic design of a cover with pictures to make it attractive to readers, (2) a letter from the Commissioner, (3) inclusion of the transformation*

chart and beliefs that have guided the development of the plan and (4) a section on the critical role of the state in leading education as identified in the Basic Education Program.

Priority Name: Ensure Educator Excellence

Priority Goal: All educators will be effective and committed to accelerating student performance.

Priority Impact Statements:

By 2012 100 %of educators will be evaluated using a rigorous performance evaluation that includes student achievement data.

By 2015 all students will be supported by educators that demonstrate effective performance.

We know that the single most important factor in the successful education of our students is the effectiveness of the classroom teacher. Every student must have excellent teachers throughout their educational experience. Every teacher must work in a school where the principal is a highly effective instructional leader. We also know that ensuring educator excellence requires thorough preparation, ongoing professional development, a high-quality system of supports, and candid and instructive feedback about performance. We are committed to developing a comprehensive system to ensure that we have excellent educators in every school and every classroom. Creating a comprehensive, robust system of educator development and support will require strong partnerships with institutes of higher education, professional organizations, labor unions, and the practitioners within our schools. The objectives and strategies identified below are our key actions for ensuring educator excellence in Rhode Island.

Objective EE1: Improve the quality and rigor of all educator preparation programs.

Objective Measures:

By 2012 100% educator candidates will pass a set of rigorous, state-approved assessments for licensure.

By 2015 100% of preparation program renewals will include strong linkages to program graduates effectiveness including student achievement.

Strategy EE1.1 Review and strengthen rigorous standards and criteria for approval of educator preparation programs.

- Increase minimum scores on basic skills testing requirements for candidates.
- Establish rigorous protocols for recruitment and interview of preparation program candidates.
- Establish objective requirements for teaching performance in order to exit any educator preparation program.
- Revise Rhode Island Program Approval Standards to include measures of effectiveness of program completers.

Strategy EE1.2 Create innovative options and supports for individuals with diverse backgrounds to demonstrate proficiency and enter the profession.

- Expand the variety of pathways into the profession by attracting high quality non-college based programs for all educators.
- Require all programs to fully implement and monitor proven strategies for the recruitment of diverse individuals into the profession.
- Remove barriers to the recruitment of a diverse candidate pool for all educators.
- Establish rigorous non-degree leadership development options.

Objective EE2: Support all districts in their implementation and management of effective human resource systems that continuously improve student achievement and support performance-based compensation models.

Objective Measures:

By 2012, 50% of districts will implement performance-based evaluation models tied to measures of educator effectiveness and student achievement data.

By 2015, 100% of districts will generate two-years of performance data for all educators and will be able to demonstrate data-driven decisions around hiring, assignment, advancement, evaluation, and termination.

Strategy EE2.1 Develop models of effective human resource systems

- Create explicit standards for capacity needed to implement human capital system compliant with Basic Education Program.
- Establish system of technical assistance, guidance and supports for implementing criterion-based recruitment, hiring, and assignment strategies.

Strategy EE2.2 Provide models of effective performance-based evaluations systems and rubrics for measuring the effectiveness of existing performance-based evaluation systems.

- Develop models and establish tools, rubrics, and protocols for performance-based evaluation of all educators.
- Develop systems requirements for data collection and storage of evaluation information.
- Analyze and report on districts systems for awarding tenure based on performance-based evaluations.
- Develop a model performance-based compensation system.

Objective EE3: Ensure that all educators' professional growth and advancement is aligned to student achievement.

Objective Measures:

By 2012, a redesigned licensure renewal process will be fully implemented.

By 2015 all educators' continuation in the profession will be based on objective measures of educator effectiveness.

Strategy EE3.1 Revise and implement licensure renewal process

- Develop information system that links re-licensure to student achievement and other evidence of effective educator performance.
- Streamline areas of certification to ensure that all certificates are reasonably designed to improve student achievement of all youth and adults
- Create a multi-tiered system of licensure that opens pathways for career advancement.

Strategy EE3.2 Ensure that districts and schools provide individualized and targeted professional development based on evaluation information and in support of student academic growth.

- Collect and disseminate data on districts and schools professional development outcomes.
- Provide districts and schools with best practices on professional development and quality providers.

- Fund and target professional development opportunities that build educator effectiveness.

Priority Name: Accelerate All Schools Toward Greatness

Priority Goal: All schools and programs will be high performing and provide multiple pathways for student success.

Priority Impact Statements:

By 2012, every school and program will demonstrate aggressive gains in student achievement as measured by state-determined growth targets.

By 2015, all students will be attending high quality schools and programs.

Every school and educational program in Rhode Island must accelerate student learning to prepare students for career, college, and life. While many schools and programs have demonstrated high levels of performance over several years, we know that many schools struggle for more than a decade, resulting in generations of failure in our state and that must stop. Approximately 47,000 students attend schools that did not meet all improvement targets for the 2008-2009 school year. Of that group, 19,000 students are in schools that have missed one or more of their improvements targets for five or more years. The state assessment results for most of these schools indicate that less than half of the students are reaching proficiency in reading and mathematics. We must and will transform these schools so that all students can be successful. The objectives and strategies described below apply to all of our schools, districts, and programs as well as being inclusive of the needs of diverse population of students. Achieving these objectives requires that we all work together to identify the innovative practices and programs that make a difference in accelerating student achievement. Creating great schools and programs means working with communities, families, civic leaders, and all educators so that failing schools do not exist anywhere in Rhode Island.

Objective ASG1: Ensure that all schools and programs are accelerating student achievement and closing achievement gaps.

Objective Measures:
By 2012, all districts will be in full compliance with the Basic Education Program and meeting established performance targets.

By 2015, achievement gaps across all socio-demographic groups will be reduced by 50%.

By 2012 and 2015, student achievement in reading, mathematics, and science will improve significantly as demonstrated by the following percentage point gains at elementary, middle, and high school levels:

	2008	2012	2015
Percent of elementary students Proficient in reading	69	84	90
Percent of elementary students Proficient in mathematics	61	76	90
Percent of elementary students Proficient in science	40	60	75
Percent of middle school students Proficient in reading	68	83	90
Percent of middle school students Proficient in mathematics	53	68	75
Percent of middle school students Proficient in science	18	38	68
Percent of high school students Proficient in reading	69	84	90
Percent of high school students Proficient in mathematics	27	47	77
Percent of high school students Proficient in science	19	49	79

[Note: Performance targets for proficiency gains in completion of adult education and employment outcomes will be contained in the Appendix.]

Strategy ASG1.1 Improve the quality and accessibility of early learning programs available for children from ages three to kindergarten.

- Provide technical assistance on Regents' approved early childhood standards.
- Approve and monitor early childhood programs.
- Identify and seek additional resources to support Pre-K expansion.
- Expand the pool of qualified providers.
- Coordinate and collaborate with other state agencies, community partners, institutes of higher education, and early childhood professionals to strengthen quality program implementation on governance, operations, and outreach.

Strategy ASG1.2 Ensure that all districts address student achievement gaps so that schools and programs accelerate increases in student achievement.

- Establish state expectations for acceptable outcomes in student achievement based upon growth measures and metrics for closing achievement gaps.
- Conduct diagnostic analysis to identify current levels of school and district performance against state expectations.

- Provide technical assistance to districts authorized to improve school performance without state oversight.
- Implement comprehensive visitation and monitoring system to measure effectiveness of district programs and supports.

Strategy ASG1.3 Support all districts and adult education programs in the development of a system of academic, social, and emotional supports for student health and well-being.

- Establish state expectations and criteria for a meaningful system of student supports that close achievement gaps in content areas.
- Monitor and support healthy and safe learning environments that contribute to effective student and adult learning.
- Increase the availability of expanded learning opportunities.
- Promote active family and community engagement in improving student achievement and success.
- Collaborate with districts, other state agencies, institutes of higher education, and community partners to develop innovations and funding for a comprehensive system of student supports.

Objective ASG2: Transform schools and programs that fail to accelerate student achievement and close gaps.

Objective Measures:

By 2012, all identified schools will be responding positively to a state approved system of options for accelerating student achievement.

By 2015, all Rhode Island schools and programs will meet all applicable state performance targets.

Strategy ASG2.1 Develop, implement, and support a menu of approved state options for transforming identified schools and programs.

- Develop and disseminate a statewide framework of policies and infrastructure to support innovations in schools, programs, and practices.
- Identify existing legal, contractual, and financial barriers to implementation of state-endorsed innovations.
- Collaborate with state, local, and labor leaders in identifying and addressing barriers to remedy under-performance.
- Define parameters for a continuum of allowable turnaround and transformation models.
- Communicate and engage with families and students on options, choices, and implementation plans.
- Develop an infrastructure within RIDE to support full continuum of intervention and transformation opportunities to improve school performance.

- Establish a cadre of outside turnaround and transformation providers and management specialists to implement and support state-approved models.
- Evaluate effectiveness of various options used.

Strategy ASG2.2 Support the development of leaders who are able to intervene and transform underperforming schools and programs.

- Collaborate with educational leaders in the New England states to develop an innovative leadership program for transforming under-performing schools and districts.
- Engage the services of an external provider to recruit, prepare, and place individuals in leadership positions in urban schools and districts.
- Implement an extensive system of professional development to support existing urban school leaders.
- Seek private and public funding to support innovative leadership development programs.
- Evaluate and track the performance of newly trained leaders on student achievement results.

Objective ASG3: Create a system of multiple pathways leading to career and college readiness.

Objective Measures:

By 2012, all districts will provide multiple pathways that lead to preparing students for college and career readiness.

By 2015, 85% of high school student who will graduate will successfully transition into postsecondary education and training, apprenticeships, the military, or employment.

Strategy ASG3.1 Diversify ways that allow youth and adults to prepare for and access college and careers.

- Create an inventory of current pathways, identify gaps, and develop additional pathways for Regents' approval.
- Engage critical stakeholders, related state agencies, educational service organizations, business community, and national and regional experts in the development of a full range of viable career pathways.
- Ensure the implementation of culturally and linguistically appropriate cross-district supports for English Language Learners, students with special needs, and others who have not reached proficiency-based requirements for exiting school.
- In collaboration with workforce cabinet partner agencies, launch virtual learning network that includes coursework, training, and college e-learning, including a statewide virtual high school.
- Expand in-school and out-of-school opportunities for youth and adults to build academic and technical skills and attain stackable certificates.

- Monitor and track all graduates from schools and programs on attainment of both academic and industry-recognized credentials.

Strategy ASG3.2 Provide technical assistance to schools and programs in the implementation of approved multiple pathways.

- Issue standards that multiple pathways must meet.
- Conduct program approval reviews based on standards.
- Foster the growth of professional learning communities focused on implementation of promising and effective practices to implement multiple pathways for all learners.
- Ensure the provision of effective technical assistance to schools and programs in the implementation of multiple pathways.
- Increase mandatory school attendance age to eighteen in order to facilitate increased access to multiple pathway system.

Strategy ASG3.3 Form strategic partnerships to fully align secondary, postsecondary, and community- and work-based components of pathways.

- Expand use of statewide articulation agreements between schools and programs for youth and adults in order to accelerate learning and maximize dual enrollment opportunities.
- Create system of financial and job opportunity incentives in order to re-engage disconnected youth and young adults and get them to college or to work.

Strategy ASG3.4 Evaluate the relative effectiveness of and returns to different pathways.

- Implement longitudinal analysis to determine how multiple pathways affect gaps in student achievement, graduation rates, and transition rates to further education, training, and employment.
- Revise system of multiple pathways in order to eliminate pathways that are ineffective or cost prohibitive.

Priority Name: Establish World-Class Standards and Assessments

Priority Goal: Rhode Island's educational system meets international standards.

Priority Impact Statements: *By 2015 all districts will have comprehensive curriculum, instruction, and assessment systems that are internationally benchmarked.*

We currently have established high standards for our students, yet we want to be sure that we prepare all Rhode Island students to be internationally competitive in a global economy. We have joined with other states throughout the nation to align our standards with the National Common Core Standards in reading, writing, and mathematics. This work will lead to a re-examination of our standards as well as designing comprehensive state and local assessment systems that ensure that we are educating our students to meet international assessments. The objectives and strategies articulated below represent our key actions for designing a world-class standards and assessment system that prepares all Rhode Island students for global competitiveness.

Objective WCS1: Ensure that all students have access to rigorous curricula aligned to internationally benchmarked standards that are taught through multiple pathways.

Objective Measures:

By 2012 all districts will have implemented a guaranteed and viable curriculum in reading, writing, mathematics, and science that can be easily accessed by the community.

By 2015 all districts will have at least two pathways for students to reach proficiency against internationally benchmarked standards.

Strategy WCS 1.1 <u>Ensure that Rhode Island's content standards are aligned to the National Common Core.</u>

- Conduct an alignment study between Rhode Island's existing standards and the National Common Core in partnership with the NECAP states.
- Revise current standards to align with or adopt the National Common Core.
- Implement design to ensure that teachers and teacher leaders understand the content standards.

Strategy WCS 1.2 Coordinate the review, development, and monitoring systems for rigorous curricula in English language arts, mathematics, and science.

- Develop and pilot a curriculum audit tool to determine level of support each district needs in order to have rigorous curriculum in English language arts, mathematics, and science.
- Train education leaders to conduct curriculum audit in each of the three content areas.
- Create a 5-year state plan that prioritizes districts' curriculum support needs in each content area and that is based on the audit tool data and student achievement information.
- Facilitate the development of curricula in district partnership with the Dana Center and Intermediary Service Providers.
- Disseminate model curricula and units of study to share best practices and support inter-district collaboration.
- Train education leaders to monitor the fidelity of curriculum implementation within their schools and classrooms.

Strategy WCS 1.3 Support the use of successful programs and structures in reading, writing, and mathematics for students who need additional support.

- Provide guidelines for intervention programs in reading, writing, and mathematics that include specifications that identify program requirements, teacher expertise requirements, profiles of students who are successful with each model, and costs.
- Provide specifications for best practice models and program requirements for English language learners that address varying levels of English proficiency, first language literacy levels, and age of entry into the United States schools.

Objective WCS 2: Implement high quality state assessments aligned to internationally benchmarked standards.

Objective Measures:

By 2012, RI will have a state assessment system that is aligned to the National Common Core.

By 2015 all district high schools ensure that students to reach proficiency against internationally benchmarked standards through multiple pathways.

Strategy WCS 2.1 Review and revise the state assessment system as needed to align with the Common Core.

- Review NECAP alignment to the common core

- Based on alignment findings revise the NECAP program and explore expanding state membership to include all New England states
- Develop data analysis tools as part of the instructional management system to support the use of NECAP results

Strategy WCS 2.2 Connect Rhode Island schools to nationally and internationally benchmarked assessments that are aligned to alternate pathways for students

- Continue partnership in the Achieve Network for end-of-course assessments in Algebra I and II
- Pilot the use of at least one board examination in high schools that supports students' pathways within and beyond high school
- Expand the use of technical skill assessments aligned to pathways in all career and technical programs

Objective WCS 3: Monitor and support district implementation of comprehensive local assessment and reporting systems based on internationally benchmarked standards.

Objective Measures:

By 2012, all districts will have a comprehensive PK-12 assessment system in reading, writing, mathematics, and science that includes both formative and interim assessments aligned to curriculum and internationally benchmarked standards

By 2015, all districts will have student grading and progress reporting systems aligned to internationally benchmarked standards in reading, writing, mathematics, and science.

Strategy WCS 3.1 Provide logistical support for the development and use of formative and summative assessment processes and data

- Identify delivery systems/providers for technical assistance on development of formative, interim and summative assessments.
- Support the development of an on-line statewide instructional management system to facilitate district work in development of local assessment system.
- Facilitate the improvement of educator leaders' ability to identify professional development needs based on analysis of student achievement data (both formative and summative)
- Provide models of standard queries for the use of local and state assessment system data to improve instruction and assessment

Strategy WCS 3.2 Identify models and practices and support the implementation of comprehensive local assessment systems including graduation by proficiency assessments

- Specify the features/components including guidance documents and templates of effective comprehensive local assessment systems
- Provide examples of benchmarked student work (K-12) against key standards in reading, writing, mathematics and science
- Identify professional development providers and models to support the implementation of effective assessment systems
- Coordinate technical assistance sessions, networks and collaborations with external groups,to ensure all districts will have well implemented assessment systems.

- Coordinate regular update and review of on-line models and support materials for implementation of assessment systems.

Priority Name: Develop User Friendly Data Systems

Priority Goal: Create a data-driven culture for education decision-making.

Priority Impact Statements:

By 2012 every RI citizen will be able to access user-friendly data on student achievement and school/district performance in their community.

By 2015 all districts will demonstrate data-driven decisions that lead to student, classroom, school, and district improvement.

Improving student achievement, our schools, and our programs is highly dependent on analyzing and using the data we collect effectively. One way we will know how we are doing, both along the way and at certain benchmarks, is through the use of data. Today, we know we collect a lot of data, but we seldom use the data to evaluate programs, inform instruction, or monitor how we invest our resources to yield the most effective results. We must create use-friendly data systems, instructional-management tools, and systems of reports so that all Rhode Island citizens can access information that will help them make the decisions that improve education in Rhode Island. We will need to build strong data governance throughout our systems and create innovative partnerships with districts, state agencies, institutes of higher education, and community groups to foster a culture of high data use and accountability. The objectives and strategies articulated below set the pathway for creating a data-driven culture of education decision-making.

Objective DS1: Improve the availability and accessibility of accurate data on student, teacher, school, and district performance.

Objective Measures:

By 2012, school and classroom data linking student achievement with teacher effectiveness in the form of easy-to-read reports through a public web-based portal will be available to the public.

By 2015, parents and the community will utilize available tools to view data on student achievement and school performance, as demonstrated by usage metrics and survey data.

Strategy DS1.1 Create tools to provide access to user-friendly data.

- Perform system requirements analysis for each intended user group.
- Develop a variety of Data Dashboards with a look and feel and level of functionality specific to each user group.
- Build appropriate levels of functionality in data warehouse to support Data Dashboards.
- Develop various reports that will be available to different users focusing on canned (live feed) reports and limited query reports.

Strategy DS 1.2 Engage and educate public about data that can be used to better understand and support student achievement.

- Develop plan for public education/outreach/training/communication
- Develop online toolkit for training and support
- Provide direct training/train-the-trainer

Objective DS2: Data and technology infrastructure support the sharing of high quality data that is accessible in real time and able to promote continuous improvement.

Objective Measures:

By 2012 the Rhode Island data system will fully meet the criteria for having the 10 essential elements identified by the Data Quality Campaign, and be able to link across state agencies.

By 2015, education data will be clean and accurate as measured against standards for accuracy for specific data elements as set forth in a prescribed data dictionary.

Strategy DS 2.1 Establish a vertically and horizontally integrated statewide data system that provides single point access to comprehensive education, demographic, and human services data for every student PK-20.

- Complete integration of internal data bases (SPED, CTE, Educator Quality, Finance, ABE, GED) into data warehouse

- Integrate data warehouse with Higher Education database, or directly into the schools themselves (vertical)
- Create ability to merge RIDE data with Department of Labor & Training and state Health/Social Services agencies (horizontal)
- Integrate Pre-K data system into data warehouse
- Align common course codes to state standards

Strategy DS 2.2 Ensure that there are processes and structures set up to support ownership around data integrity/quality and meaningful use of data by all stakeholders.

- Develop and implement full Data Governance/Data Stewardship model
- Enter into data sharing agreements with key partners
- Create data standards and data dictionary
- Develop and implement a state model for data quality (audits, monitoring)

Objective DS 3: Educators use relevant data to inform decisions for improving instructional practices and classroom outcomes.

Objective Measures:

By 2012, educators and school leaders will demonstrate consistent use of an instructional management system to link programs and services to student achievement data in order to provide more effective instruction and interventions for students.

By 2015, all RI districts will demonstrate continuous closure of achievement gaps by disaggregated student population as measured against state-established growth targets.

Strategy DS 3.1 Create tools for educators and researchers to access data that will help improve instruction.

- Provide portal that allows LEA to upload local assessments and other school level instructional data.
- Develop requirements for LEAs to be able to link their local assessment data with state data regardless of local platform.
- Build a state-supported instructional management tool that LEAs can use to access both state and local instructional data.

Strategy DS 3.2 Provide support to LEAs and individual educators in using data to improve instruction.

- Provide guidance and/or professional development to LEAs/schools on how to apply instructional management information to improve instruction.

- Build community-in-practice model that offers networks/supports to districts, schools, and individual educators to learn and share best practices as well as collaboratively problem solve.
- Develop online toolkits.
- Provide direct training/train-the-trainer on the tools.

Objective DS4: Redesign the school and district accountability processes to extend beyond NECAP results to include valid and reliable data against key indicators so that the appropriate supports, interventions, enhancements, and improvements can be targeted effectively to improve student achievement.

Objective Measures:

By 2012, Rhode Island will have implemented a performance management system based on student growth and teacher effectiveness to measure performance of schools and teachers.

By 2015, Rhode Island will be able to demonstrate a 30% increase in student achievement directly tied to a system of supports and intervention.

Strategy DS4.1 Develop accountability process that accurately measures the effectiveness of school and district programs, supports, and interventions.

- Develop systems requirements for collecting data related to student-level supports, including evaluations and individualized supports
- Develop metrics for growth model, gap analysis, and teacher effectiveness.
- Develop query-driven reports that apply performance metrics to disaggregated data in order to improve student achievement.

Strategy DS4.2 Develop standards and processes for how these metrics are to be used to improve student achievement.

- Develop methodology for including growth metrics and teacher effectiveness into a system of state performance measures, and possibly into AYP.
- Develop performance measures for systems requirements of the BEP.
- Create set of diagnostic metrics to match capacity and systems measures to specific interventions and initiatives that will ensure acceleration of student achievement.

Priority Name: Invest Our Resources Wisely

Priority Goal: Rhode Island's educational finance system supports student achievement.

Priority Impact Statements:
By 2012, Rhode Island will distribute state education aid through a formula aligned with the Basic Education Program that includes incentives for student achievement and efficiencies.

By 2015, all districts will link expenditure and achievement data to drive return on investments and increase student achievement.

Our investment in education matters to the lives of children, to the health of our community, and to our economic future. Rhode Island has made a large investment in education, yet we have not realized world-class schools and programs throughout the state. We must create an education finance system that supports student achievement and ensures that we get the best return on the investments we make. In creating the future financial system, we need a funding formula for Rhode Island schools that abides by the principles of equity, accountability, effectiveness, and stewardship. We must take every opportunity to be more efficient across the state, to direct savings from efficiencies toward improving student achievement, and aggressively seek public and private funding to support innovation and bold actions. The objectives and strategies outlined below require that we work with all levels of government and stakeholder groups to ensure that all are capable stewards accountable for our investments in education.

Objective IRW1: Ensure that schools and students are adequately and equitably funded to attain internationally benchmarked standards for college and career readiness

Objective Measures:

By 2012, Rhode Island will compare its per pupil expenditure relative to the per pupil expenditure of selected top-performing benchmark states and/or nations or systems (ratio).

By 2015, all districts meet or exceed Board of Regents targets for student achievement relative to adequacy of funding levels.

Strategy IRW 1.1 <u>Promote an equitable and predictable funding formula applicable to all students, including adult learners</u>

- Advocate for and disseminate Board of Regents funding formula
- Develop and implement communication plan to support funding formula
- Inform and engage all constituents and stakeholders to ensure understanding of formula

- Cost out the Basic Education Program to update the foundation amount for formula

StrategyIRW1.2 Consolidate and promote efficiencies for the application, reporting, and accounting systems for schools and programs

- Develop, implement, and continually improve statewide electronic systems for application, reporting, and accounting of state and federal funds
- Build capacity through training and support for end users (ex. districts, community based organizations) to establish, operate, and maintain new and upgraded systems
- Continually assess the quality of systems and strive for improvement
- Leverage strategic partnerships with various organizations (RISSA, RIASBO, etc.) to advocate for system reform

Strategy IRW1.3 Aggressively seek out public and private funding to assist in the implementation of the strategic agenda

- Identify resource gaps
- Develop revenue generating strategy
- Leverage strategic partnerships with corporate and community foundations and philanthropists to establish an innovation and excellence fund
- Distribute funding to initiatives that meet Regents criteria for innovation, impact, and greatness

Objective IRW2: Ensure resources are invested appropriately and directed toward areas that will improve student achievement statewide

Objective Measures:

By 2012, at least two new statewide efficiencies will be implemented and will generate savings that are redirected to improve student achievement.

By 2015, the share of per pupil expenditure attributed to administrative costs will not exceed the established statewide standard.

Strategy IRW 2.1 Create tools and processes for guiding innovation and cost efficiencies tied to increases in student achievement

- Engage district education and business leaders in identifying and developing strategies for cost effectiveness
- Propose and support the implementation of approved statewide efficiencies to increase return on investments

- Conduct a statewide assessment of school facility conditions and capacity to establish a baseline and recommend efficiency benchmarks
- Propose legislative language to facilitate consolidation and to redirect resources to programs that promote student achievement
- Develop incentives for more efficient use of facilities and ways to address inefficient use
- Inform and engage constituents and stakeholders regarding statewide efficiency proposals
- Assess financial data to develop cost effectiveness standards that accelerate student achievement

Strategy IRW 2.2 Evaluate the tools and processes for guiding innovation, creating efficiency, and improving student achievement

- Monitor the results of implemented statewide efficiencies for actual savings
- Disseminate information on actual savings from statewide efficiencies to all constituents and stakeholders
- Evaluate how districts have redirected savings from statewide efficiencies
- Analyze student achievement changes for districts that have generated large savings from efficiencies

Objective IRW3: Ensure school budgets are responsive and relevant to maximize student achievement

Objective Measures:

By 2012, all districts will use the uniform chart of accounts for decision-making that improves student achievement.

By 2015, all districts will use a Regents approved budget model, such as zero-based budgeting, to maximize resources.

Strategy IRW 3.1 Standardize school budgets that annually assess investment priorities and incorporate long-range planning

- Develop a Regents approved budget model that incorporates cost effectiveness standards
- Inform and educate all constituents on the benefits of the approved budget model and best practices for long-range planning, budget development, and budget administration for the greatest educational return
- Assess and report implementation of overall budgeting strategies

Strategy IRW 3.2 Identify effective practices in linking education investments to student achievement

- Compare statewide spending patterns to student achievement results by selected programs and sub populations
- Identify correlations between investments and increases in student achievement
- Collaborate with professional associations and the business community to promote implementation of effective practices

RIDE's PRIMARY SUPPORT: All RIDE staff members will provide reliable, timely, and high-quality services to all of Rhode Island's districts, schools, and constituents.

Implementing this strategic plan will require changes within the Rhode Island Department of Education. We will have to adjust our tasks, practices, and operational systems as we take on new work, stop doing some of the work we currently are doing, and do many required tasks in new, strategic ways. We know that at the heart of our change is our strong belief that we are part of creating the best education system for our student, educators, and our communities. The objectives and strategies below set out the beginning steps for uniting everyone at RIDE toward becoming the highest-performing state education agency in the country.

Objective RIDE 1: Set clear expectations and processes for all RIDE staff on providing timely and reliable services to the public.

- Strategy RIDE1.1 Create and document the expectations and processes for customer service.
- Strategy RIDE1.2 Providing training and ongoing support to RIDE staff on the expectations and processes.
- Strategy RIDE1.3 Disseminate processes and constituent surveys to customers.

Objective RIDE 2: Align all of RIDE's resources, structures, and strategies to focus on improving student success in college, career, and life.

- Strategy RIDE2.1 Engage in ongoing analysis, planning, and evaluation of fiscal and human resources and organizational processes and structures and their focus on improving student results.
- Strategy RIDE 2.2 Develop a learning culture that engages in continuous development related to analysis of the strategic agenda against its targeted results.

Objective RIDE 3: Use data and established performance measures to make improvements in the agency's organization and functioning.

- Strategy RIDE 3.1 Create performance measures and data tools that support agency decision-making on progress being made at achieving goals and objectives.

- Strategy RIDE 3.2 Implement a performance-management system that addresses recruitment, selection and promotion based on meeting goals and objectives of the strategic agenda.
- Strategy RIDE 3.3 Analyze and use data from customer surveys to improve internal processes and services.

Rhode Island Memorandum of Understanding for Participating School LEAs for Race to the Top Grant Project: A Partnership Agreement

This Memorandum of Understanding ("MOU") is entered by and among the Rhode Island Department of Elementary and Secondary Education (RIDE) as grantee, _____ ("Participating Local Education Agency (LEA")) as sub-grantee, and local teachers' union as participating partner. The purpose of this partnership agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of Rhode Island's implementation of an approved Race to the Top (RTTT) grant project.

I. SCOPE OF WORK

The Preliminary Scope of Work outlined in Exhibit 1 indicates all or a significant portion of Rhode Island's proposed reform initiatives described in its Race to the Top Application (RI Plan) that _____ (name of Participating LEA) is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the Rhode Island Department of Elementary and Secondary Education (RIDE) in implementing the tasks and activities described in the Rhode Island's Race to the Top application, _____ (name of LEA) will be a sub-grantee and agrees to the following:

1. As a condition for participating in – and receiving an allocation of funds under – Rhode Island's Race to the Top project, the LEA must enter into a partnership agreement with RIDE that will describe more specifically the mutual responsibilities of RIDE and the LEA for planning and implementing provisions of Rhode Island's plan. The partnership agreement will be incorporated in or attached to the final scope of work, which must be provided to RIDE no later than 90 days after the LEA receives notice from RIDE that Rhode Island has received a Race to the Top award.

2. The partnership agreement will include a detailed work plan, prepared by the participating LEA in collaboration with the signatories to this MOU and approved by RIDE. The work plan will describe specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures. The work plan must be consistent with the following documents: the participating LEA's preliminary scope of work in this Memorandum of Understanding; the approved State plan; and, to the extent applicable, the Department's Protocol for Interventions in Persistently Lowest-Achieving Schools. RIDE will approve the participating LEA for funding based on a review of the scope and quality of the work plan and a determination that the LEA has sufficient capacity to implement the plan in order to address at the local level significant elements of Rhode Island's approved Race to the Top state plan in a meaningful and high-quality way. The partnership agreement between RIDE and the participating LEA will also detail RIDE's responsibilities for providing or coordinating technical assistance, professional development, and other support for the participating LEA in carrying out these functions, and also set forth the manner in which both state and LEA activities will be sequenced.

3. The LEA will implement the LEA plan as identified in Exhibit I of this partnership agreement.

4. The LEA will, over the course of Rhode Island's Race to the Top project, work in good faith with RIDE to identify any need for modifications to the project and to make appropriate modifications in order to achieve the core goals of the project.

5. The LEA will actively participate in all relevant convening meetings, communities of practice, or other practice-sharing events that are organized or sponsored by RIDE or by the U.S. Department of Education ("ED").

6. The LEA will post to any website specified by RIDE or ED, in a timely manner, all non-proprietary products and lessons learned that were developed using funds under the Race to the Top grant.

7. The LEA will participate, as requested, in any evaluations of this grant conducted by RIDE or ED.

8. The LEA will be responsive to RIDE or ED requests for information regarding the status of the project, project implementation, performance measures, outcomes, and any problems anticipated or encountered.

9. The LEA will participate in meetings and telephone conferences with RIDE to discuss: (a) progress of the project; (b) potential dissemination of resulting non-proprietary products and lessons learned; (c) plans for subsequent years of the Race to the Top grant period; and, (d) other matters related to the Race to the Top grant and associated plans.

10. The participating LEA hereby certifies and represents that it agrees to be a participating LEA and, if the application is funded, the signatories agree to work together in good faith to implement those portions of Rhode Island's Plan indicated in the Preliminary Scope of Work. Nothing in this MOU shall be construed to override any rights or duties as provided by collective bargaining law or collective bargaining agreement. By way of the signatures below, the LEA and the Union agree to bargain in good faith only over matters within the scope of the MOU which are subject to collective bargaining and agree further that those portions of the MOU subject to collective bargaining shall be implemented only upon the mutual agreement of the LEA and the Union. It is explicitly understood that failure to meet the conditions set forth in the RTTT grant, regardless of the reasons therefore, may jeopardize the ability of RIDE to provide a sub-grant to the LEA. It is further agreed that the obligations of the parties referred to in this paragraph shall only become effective in the event that the grant is funded.

B. STATE RESPONSIBILITIES

In assisting participating LEAs in implementing their tasks and activities described in Rhode Island's Race to the Top application, RIDE will:

1. Work collaboratively with, and support the participating LEA in carrying out the LEA plan as identified in Exhibit I and in the partnership agreement to be developed under Section II-A-1 above;

2. Distribute in a timely manner the LEA's portion of Race to the Top grant funds during the course of the project period in accordance with the LEA's approved work plan described in Section II-A-1 above;
3. Provide timely and constructive feedback on the LEA's status, updates, annual reports, any interim reports, and project plans and products; and
4. Provide or coordinate technical assistance, professional development, and support consistent with Section II-A-1 above.

C. JOINT RESPONSIBILITIES FOR STATE AND LEA

1. RIDE and the participating LEA will collaborate in good faith to ensure alignment and coordination of state and local planning and implementation activities in order to effectively and efficiently achieve the core goals of the State's plan, consistent with their respective roles under State law and policy.

2. RIDE and the LEA will each appoint a key contact person for the Race to the Top grant.

3. These key contacts from RIDE and the LEA will maintain frequent communication to facilitate cooperation under this MOU.

4. RIDE and participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

5. RIDE and LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of RIDE's Race to the Top grant, even when the state plan requires modifications that affect the participating LEA, or when the LEA plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If RIDE determines that the participating LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements in regard to the RTTT program, RIDE will take appropriate enforcement action, which could include a collaborative process between RIDE and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including, for example, putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The participating LEA hereby certifies and represents that it:

(1) Has all requisite power and authority to execute this MOU;
(2) Is familiar with the State's Race to the Top grant application and is supportive of and will work to implement the entire Rhode Island plan or "significant portions" of the Rhode Island plan, as defined by RIDE, and consistent with Exhibit I (attached);
(3) Will provide a Final Scope of Work and detailed work plans consistent with Section II-A-1 above if Rhode Island's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will enter into an agreement with RIDE consistent with Section II-A-1 above; and
(4) Will comply with all of the terms of the Grant, RIDE's subgrant, and all applicable Federal and State laws and regulations, including, but not limited to laws and regulations applicable to the Race to the Top Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED. Revocation of the commitment of any signatory to this MOU shall be considered an amendment for the purposes of this section.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required:

_____

Signature/Date

_____

Print Name/Title

Chairperson of Local School Committee (or equivalent):

_____

Signature/Date

_____

Print Name/Title

President of Local Teachers' Union:

_____

Signature/Date

_____

Print Name/Title

Commissioner of Elementary and Secondary Education:
By its signature below, the State hereby accepts the LEA as a Participating LEA.

_____

Signature/Date

_____

Print Name/Title

EXHIBIT I – PRELIMINARY SCOPE OF WORK

Consistent with federal requirements and criteria, Rhode Island's "Transforming Education in Rhode Island" strategic plan and Race to the Top application ("RI Plan") address education reforms in each of the four assurance areas: (1) developing and adopting world class standards and assessments;(2) implementing longitudinal data system, increasing access and use of data to improve student learning; (3) improving education effectiveness and performance; and (4) intervening and providing supports for the persistently lowest achieving schools in Rhode Island. The RI Plan articulates Rhode Island's policies and goals in each of these areas and an overall strategy for accomplishing and monitoring the goals. Many of the goals relate to what happens in districts, schools, and classrooms. The goals can only be accomplished if RIDE and district personnel work in partnership to plan, coordinate, and implement reforms at the local level in ways that are aligned with RI Plan.

In signing this MOU, the local educational agency and its teachers' union signify their intent to adhere to the RI Plan, to collaborate with RIDE in modifying state and local plans over the course of the project as appropriate to achieve core goals, and to act in good faith in implementing the RI Plan in each of the following areas. If Rhode Island receives a Race to the Top grant, allocation of funds to the local educational agency will be contingent on the development of a detailed local work plan (within 90 days of receipt of grant) and the certification of the subsequent work plan into a RIDE-District partnership agreement that will spell out district and RIDE responsibilities in these areas in greater detail. It is RIDE's expectation that all signatory parties to the MOU will be involved in the further development of the work plan during the post-grant approval 90 day period. The superintendent will submit the final work plan for the Commissioner's approval.

Elements of RI Plan	**DISTRICT Participation (Y/N)**	**Comments from DISTRICT (optional)**
B. World-class Standards and Assessments – The LEA will participate in implementing relevant aspects of the RI Plan to develop and implement high-quality standards and assessment systems, including but not limited to:		
(B)(1) Participate in the professional development of the "Study of the Standards" protocol in reading, writing, and mathematics for teachers and principals		
(B)(2) (a) Work in partnership with the Dana Center and/or other districts to map curriculum to the Common Core in RI in mathematics, language arts, science, and social studies.		
(B)(2)(b) Work in partnership with RIDE and/or other districts to develop "Units of Study" to support implementation of the curricula scope and sequence		

Elements of RI Plan	DISTRICT Participation (Y/N)	Comments from DISTRICT (optional)
(B)(2)(c) Work in partnership with RIDE and/or other districts to develop statewide interim assessments aligned to the state summative assessments		
(B)(3) Participate in the transition to new state standards and assessments by holding public meetings tailored to state and local constituencies		
C. Data Systems to Support Instruction – The District will participate in implementing all aspects of the RI Plan to develop, implement, and use a statewide longitudinal data system, including but not limited to:		
©(1) Participate with RIDE in fully implementing a statewide longitudinal data system that allows reporting student achievement/growth data, educator effectiveness, and overall school performance data		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems and a statewide instructional management system that provides educators with real-time tools for improving instruction, curriculum and interventions for students		
(ii) Professional development on use of data and user-friendly dashboards		
(iii) Availability and accessibility of data to researchers, including the Urban Research Consortium		
D. Great Teachers and Leaders – The District will participate in implementing all aspects of the RI Plan to develop and implement systems to enhance teacher and leader effectiveness, including but not limited to:		
(D)(1) (a) For high-need schools or hard-to-fill positions (e.g. math, science, special education), work with RIDE in its partnerships with Teach for America, The New Teacher Project and other teacher pipeline providers.		
(D)(1)(b)Participating in the Leadership Academy training and development of school leadership teams, principals, central office leaders and school committee members.		

Elements of RI Plan	DISTRICT Participation (Y/N)	Comments from DISTRICT (optional)
(D)(2) Improving teacher and principal effectiveness based on feedback from performance evaluations:		
(i) Participate in the design and implementation of a gold standard performance management system that incorporates multiple measures, including: student achievement, content, pedagogy, and professional responsibility and professional development aligned to feedback and growth area.		
(ii) Partner with RIDE to select teacher leaders to be trained to support evaluation, induction, and coaching		
(iii) Establish data systems to support annual reporting of educator evaluation data		
(iv)(a) Participate in training to use evaluations to inform professional development planning		
(iv)(b) Use evaluations to inform decisions around the development of career ladders and professional development		
(iv)(c) Use evaluations to inform improvement plans for educators not evaluated as effective		
(D)(3) Equitably distribute effective teachers and principals to:		
(i) High-poverty and/or high-minority schools		
(ii) Hard-to-staff subjects and specialty areas		
(D)(5) Providing effective support to teachers and principals:		
(i) Partner with RIDE to implement a teacher induction and teacher leader program as well as principal training		
(ii) Measure effectiveness of professional development by tracking data and providing it to RIDE		

Elements of RI Plan	DISTRICT Participation (Y/N)	Comments from DISTRICT (optional)
E. Turning Around the Lowest-Achieving Schools – The District will participate in implementation of all aspects of the RI Plan to intervene and turn around the lowest-achieving schools, including but not limited to:		
Initiatives and Support for Level I Schools		
(E)(1) Co-planning with the state and the district to intervene in the lowest-achieving schools identified by RIDE and adherence to RIDE's protocol for intervention		
(E)(2)Provide district support for the implementation of the plan to intervene in lowest-achieving schools		
(E)(3)Select the appropriate intervention model for identified schools and work with RIDE's Office of Transformation on achieving benchmarks for improvement.		
(E)(4) Review principals from the Leadership Academy for struggling schools		
(E)(5) Participate in the RIDE teacher leader program		
Initiatives and Support for Level II Schools		
(E)(3)(a) Conduct a school analyses to inform the development of a support plan		
(E)(3)(b)Extended learning/ramp-up support		
Elements of RI Plan - Innovation	**DISTRICT Participation (Y/N)**	**Comments from DISTRICT (optional)**
(F)(1)STEM Initiatives		
(F)(2)Innovative Assessments		
(F)(3)Virtual Learning		
(F)(4)Business Innovation Factory		
(F)(5)Other-LEA competitive process		

Elements of RI Plan	DISTRICT Participation (Y/N)	Comments from DISTRICT (optional)

For the Participating LEA

For the State

Superintendent's Signature/Date

Authorized State Signature/Date

Print Name/Title

Print Name/Title

School Committee Signature/Date

Union Leader's Signature/Date

Print Name/Title

Print Name/Title

APPENDIX: Profiles of Board of Regents members

Board of Regents

Biographies

ROBERT G. FLANDERS JR. Esq., Chairman

Justice Robert G. Flanders, Jr. was born and grew up on Long Island in North Massapequa, New York and graduated from Chaminade High School in Mineola. He then attended Brown University and graduated magna cum laude in 1971. While a law student at Harvard, Justice Flanders played minor league baseball for the Tigers and served as an editor of the Harvard Law Record.

After graduation from law school in 1974, he began his legal career as a litigation associate with the New York firm of Paul, Weiss, Rifkin, Wharton & Garrison. Returning to Rhode Island in 1975, he joined Rhode Island's oldest and largest firm, Edwards & Angell, where he became a partner and Chairman of the firm's Litigation Department while also serving as assistant executive counsel to the Governor of Rhode Island. He ran for and was elected to the Town Council of Barrington, where he served for two terms. He became the town solicitor for Glocester, Rhode Island and general counsel to the Rhode Island Solid Waste Management Corporation.
In 1987, he founded his own business and government litigation firm, Flanders + Medeiros. In 1996, after serving as special prosecutor for the Judicial Tenure and Discipline Commission and being chosen as one of five finalists by a judicial merit-selection commission, Governor Almond named Justice Flanders to a vacant seat on the five member Rhode Island Supreme Court. On March 29, 1996, at age 46, Justice Flanders was sworn in as one of the five Justices of the Rhode Island Supreme Court.

In 2004, after eight years of service on the Supreme Court, Justice Flanders resigned to return to private law practice as a partner in the law firm of Hinckley, Allen & Snyder. He has also served as a "Distinguished Visiting Professor of Law" at the Roger Williams University Law School, where he has taught constitutional law and judicial process courses, and as an Adjunct Assistant Professor of Law and Public Policy at Brown University, where he is teaches courses on constitutional theory and the judicial process.

Justice Flanders serves as a member of various boards of directors and commissions, including the CARE New England Hospital system, Women & Infants Hospital (vice chair of the board), the Providence Performing Arts Center, the Veteran's Memorial Auditorium, the Rhode Island Historical Society, Common Cause of Rhode Island, the Brown University Leadership Advisory Council, and the Greater Providence YMCA, where he served as Chairman of the Board for a three-year term that ended on May 29, 2003.

He and his wife Ann live in East Greenwich, RI and have three adult children and two grandchildren.

PATRICK A. GUIDA, Esq., Vice-Chairman

Patrick A. Guida is an active partner with the Providence law firm of Tillinghast Licht LLP, practicing primarily in the areas of banking and commercial and real estate lending and development. He and his wife live in Barrington, Rhode Island, where each of their children attended the public schools. He received his B.A. from Union College, in Schenectady, New York, and his Juris Doctor degree from Case Western Reserve University, where he served as editor of the Law Review. He was elected to the Barrington School Committee in 1996 and has served as its Chairman since 1998. In 1999 he was elected to the Executive Committee of the Rhode Island Association of School Committees (RIASC) and continues to serve in that capacity. He was first elected as an officer of RIASC in 2000, was elected President in 2002, and re-elected the following year. Mr. Guida was appointed to the Board of Regents in 2001, and elected its Vice-Chair in 2005, and serves as Chairman of its Progressive Support and Intervention Committee. At the national level, Mr. Guida has represented the State of Rhode Island at the National School Board Association (NSBA) National Delegate Assembly since 2000 and has served as the Northeast Region Representative on both the National Nominating Committee and Policies and Resolutions Committee of NSBA.

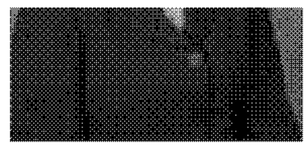
COLLEEN CALLAHAN, Secretary

A former sixth-grade and special education teacher in Lincoln, Rhode Island, with 21 years of classroom experience, Colleen Callahan has served as the Rhode Island Federation of Teachers and Health Professionals (RIFTHP) Professional Issues Director since 1991. As Director of Professional Issues, Ms. Callahan coordinates the organization's professional development networks, including its statewide Education Research & Dissemination and Redesigning Schools Networks, and is responsible for direct services to members through coursework and on-site presentations. She assists local union leaders in negotiating for and supporting professional issues and school-improvement initiatives and works regularly with the Rhode Island Department of Education and other state agencies on education policy. Ms. Callahan also represents the RIFTHP as the Co-Director of the Rhode Island Skills Commission, a partnership with the Rhode Island Department of Education and local school districts to support standards-based instruction and assessment leading to a Certificate of Initial Mastery. She is serving her second term as an appointed member of the Rhode Island Board of Regents for Elementary and Secondary Education, where she chairs the Board's Committee on Academic and Student Programs and recently co-authored the Regents' High School Regulations.

AMY BERETTA

Amy Beretta is a 1989 graduate of Northeastern University School of Law. In 1997 she formed a law office performing work exclusively for, and employed by, MetLife Auto & Home. Her office is responsible for litigating cases in state and federal courts in Rhode Island and interpreting insurance contract language. She manages and oversees office administration and she acts as an arbitrator in personal injury litigation. Ms. Beretta serves on the Rhode Island Bar Association Ethics Committee, is a board member and Treasurer for the Defense Counsel of Rhode Island, and served on the Rhode Island Supreme Court ADR Task Force. At the local level she has served as a board member, secretary, and treasurer of the Providence Animal Rescue League and, along with

her husband, has chaired the Bishop's Ball for St. Joseph's Health Services. She lives in East Greenwich with her husband, Richard, and their two children. She was appointed to the Board of Regents in 2005 and chairs the Board's Appeals Committee.



ANNA CANO-MORALES

Anna Cano Morales earned an undergraduate degree in human development, counseling and family studies from the University of Rhode Island and a minor in Latin American Literature in 1991. In 1998 she received a Master's of Social Work form Rhode Island College. She has worked as a social worker in the following agencies: Rhode Islanders Sponsoring Education (RISE), SStarbirth, Providence Community Health Centers, Women & Infants Hospital, and in Florida's Broward County's Community Health Centers. She is currently employed as the Senior Community Philanthropy Officer at the Rhode Island Foundation. Before coming to the Foundation she served on the board of directors of Gateway Healthcare and Women's Health and Educations Fund.

Ms. Cano Morales' interest in children and families led her to volunteer in several community based organizations for many years. She was a volunteer nursery assistant for over four years at Family Aids Center for Treatment and Services (F.A.C.T.S) and she spearheaded the development and implementation of a faith-based after-school program for children with English as a Second Language needs in Central Falls and Pawtucket through Project Bridges (Proyecto Puentes) based at a local faith –based institution. Currently she is the Chairwoman of the Central Falls School Board of Trustees and a Board member of Grant maker's Council of Rhode Island, and represents the Foundation on LISC's Child Care Facilities Fund committee. Along with her program officer duties she currently leads the Hispanics in Philanthropy funding collaborative and grant making for the Foundation. A native of Central Falls, she now resides in North Providence.

FRANK CAPRIO, ESQ.

Judge Frank Caprio was appointed to the Board of Governors for Higher Education in October 1997 to fill a vacancy and was reappointed in 2002, having previously served on the Board from 1992 to 1995. He was appointed the Chairman of the Governors in January 2003 and reappointed in 2005. As the Chairman of the Governors, he also sits as a member of the Board of Regents for Elementary and Secondary Education. He is currently the Chief Judge of the Municipal Court of Providence and a senior partner in Caprio and Caprio Law Offices. Judge Caprio has a bachelor's degree from Providence College and a LL.B. from Suffolk University. Judge Caprio chairs the Board of Governor's Facilities Committee and is an ex-officio member of all other Board of Governors committees.

ANGUS DAVIS

In 1999, Angus Davis co-founded Tellme Networks, a Silicon Valley technology firm that he grew to a profitable business with more than 300 employees and over $100 million in sales. In April 2007, Microsoft made its largest-ever purchase of a private company by acquiring Tellme as a wholly-owned subsidiary.

Today, Angus develops business and technology strategies to guide Tellme's direction across the Microsoft product family. Prior to Tellme, Angus joined Netscape Communications in 1996, bypassing college to become the company's youngest employee. At Netscape, he served in various roles including product manager for the flagship Netscape Navigator Web browser. Angus has addressed numerous industry conferences on technology and business, and he has been a guest lecturer on entrepreneurship at the Stanford Graduate School of Business, Harvard Business School, Berkeley's Haas School of Business, MIT Sloan and Brown University. In 2006, Business Week named him one of the top tech entrepreneurs under 30. He serves on the board of the non-profit Center for Education Reform, in Washington, DC, and as a founder of Best for Kids, a Rhode Island non-profit seeking to improve public education. Angus was appointed by Governor Carcieri to serve on the Rhode Island Board of Regents in June 2007 to replace a vacancy. A native of Bristol, Rhode Island, today Angus lives in Providence.

KARIN FORBES

Karin L. Forbes is the former Vice-Chair of the North Kingstown School Committee. As part of her duties, she was the Chair of the Policy Subcommittee. Mrs. Forbes taught school in East Greenwich from 1968-78. While she was raising her two children, she became involved in her community's educational efforts. She was involved in North Kingstown's Technology and Curriculum Committees, and she worked with the North Kingstown High School community to put forward the Annenberg Institute on Secondary School Reform "Breaking Ranks." At present, she is involved in the Wickford Middle School Advisory Committee and the North Kingstown Rotary Club, where she is a past president. She was appointed to the Board of Regents in 2005. She is currently the Chair of the Board of Regents Education Quality Committee.

BETSY P. SHIMBERG

APPENDIX: Profiles of Board of Regents members

Since 1990, Betsy Shimberg has worked with social service, education and civil rights non-profit organizations in Boston, New York City, Trenton and Providence. She has experience as a manager, policy advocate, fundraiser and board member. Ms Shimberg moved with her family to Rhode Island in 2001. Currently, she is an active volunteer in the East Greenwich schools, where she serves as Co-President of the Frenchtown Elementary School Parent-Teacher Group and as a member of the East Greenwich School's Public Relations Committee. She is the Vice-Chair of the Board of Youth in Action, a Providence youth leadership development organization, and the Secretary of the Board of Temple Sinai. She formerly served on the Board of the Paul Cuffee School, a maritime charter school in Providence. She was appointed to the Rhode Island Board of Regents in 2008.

Ms Shimberg received her Bachelor of Arts in history, *magna cum laude,* from Wellesley College in 1990. She is a graduate of Columbia University's School of International and Public Affairs, where she earned a Master's degree in Public Administration in 1997. A native of Cleveland, Ohio, Ms Shimberg and her husband live in East Greenwich, where their two children attend the public schools.

Biography
Deborah A. Gist
R.I. Commissioner of Elementary and Secondary Education

Deborah A. Gist, who taught and served directly in schools for more than a decade early in her career, began her service as the Rhode Island Commissioner of Elementary and Secondary Education on July 1, 2009.

Previously, she served as State Superintendent of Education in the District of Columbia, beginning in June 2007. As the first state superintendent of education in the District, she was responsible for transitioning all state-level education functions to the newly formed office of the state superintendent of education and for putting into effect the accountability systems of the federal No Child Left Behind education law.

As state superintendent of education, Gist created new, progressive educator-certification polices for teachers and school administrators, allowing school districts and nonprofit organizations to apply to certify educators, and she enacted new standards for teacher-preparation programs to improve quality, expand opportunity, and encourage innovation. Gist worked with the first state board of education in the District to transition its role to that of a policy-setting body during its first year of existence, and she developed many important state-level education policies, including standards for health and physical education, world languages, arts education, and early-childhood learning.

Before taking on the role as State Superintendent, Gist served for three years as the state education officer in the District. In that role, she restored the confidence of Congress in the Tuition Assistance Grants program, resulting in a federal funding increase of more than 100 percent for a program that now serves more than 5,000 college students in the District each year. She also oversaw dramatic improvements in much-maligned child-nutrition programs in the District, including the Summer Food Service program, which was subsequently named the best-performing summer-food program in America for four consecutive years.

Gist began her career in education 21 years ago, as a teacher in the Ft. Worth, Texas, elementary schools, where she focused on literacy education and applied learning. She later taught in Tampa, Florida, where she founded and directed a center on environmental education and later conceived, designed, and initiated Hillsborough Reads, which served families in 108 elementary schools in Hillsborough County. She won "Teacher of the Year" honors at her schools in both Ft. Worth and Tampa.

In addition to spending 10 years serving directly in schools, Gist was a senior policy analyst at the U.S. Department of Education. She advised the secretary and deputy secretary on top issues, analyzed proposed policy initiatives, and

conducted research and feasibility studies. Gist also served as the marketing and development director of the Discovery Creek Children's Museum, in Washington, and she later worked for the Office of the Mayor, in Washington, as the executive director of the office on volunteerism and service programs, Serve DC. While in Washington, Gist served as a volunteer mentor and a board member for Mentors, Inc.

Gist earned a master's degree in public administration from the Harvard University Kennedy School of Government, where she was also selected as a Kennedy Fellow and received the Littauer Fellowship for academic excellence and community service. She has a Bachelor of Science degree in early-childhood education from the University of Oklahoma and a Master of Arts in elementary education, with an emphasis in curriculum, from the University of South Florida. Gist became a certified public manager, following successful completion of a joint program with the District of Columbia government and the George Washington University. In 2008, she completed a fellowship with the Broad Academy for Superintendents, which prepares talented leaders to take on executive leadership roles in urban education.

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Education

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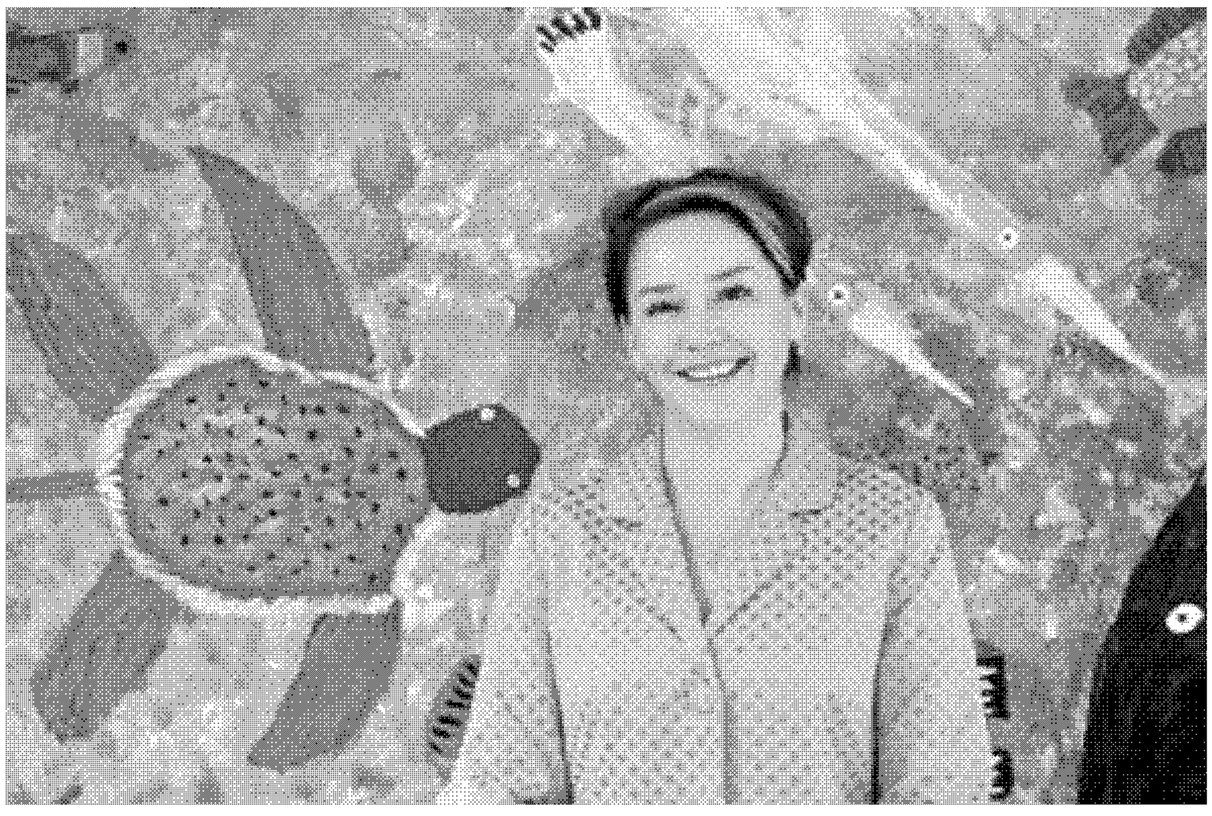
New education commissioner 'ready' to tackle Rhode Island's problems

01:00 AM EDT on Sunday, July 5, 2009

By Jennifer D. Jordan

Journal Staff Writer



Deborah Gist, posing before a mural painted by fourth graders at the state Education Department's Providence headquarters, has been making the rounds since replacing longtime Education Commissioner Peter McWalters on July 1.

The Providence Journal / Bob Thayer

PROVIDENCE — Deborah A. Gist didn't get a lot of sleep during her first week as Rhode Island's education commissioner, but she didn't seem to need much rest.

The 42-year-old, who has climbed Mount Kilimanjaro and run marathons, exuded energy and enthusiasm as she met with student groups, visited math and reading clinics for low-income students, spent time at a preschool in Fox Point, attended a panel discussion on improving education at the Rhode Island Foundation

and helped announce five summer learning programs in Woonsocket — in just two days.

Tuesday, she began an 8 a.m. meeting with her staff at the state Department of Education with a proposition: "Are you ready to change the world?"

"I am ready to go," Gist said shortly before her official first day, July 1. "I am so excited about this opportunity, I honestly feel like I am walking on clouds. I am realistic about the challenges. I recognize the mountain we are about to scale. But I love a good challenge."

Gist knows her biggest hurdle will be significantly improving student achievement among all groups — low-income, minority, white, special education.

Already, after just a few weeks working alongside her predecessor, Peter McWalters, who served as schools chief for 17½ years before departing June 30, she is asking the same question that plagued him:

Despite years of changes and reforms and high per-pupil expenditures and teacher salaries, why do students in Rhode Island continue to lag when measured against the rest of New England and are stuck in the middle of the pack nationally?

"While there has been progress, none of us is satisfied with the progress," she says.

Gist, who held a similar job as state superintendent of schools in Washington, D.C., and twice earned teacher-of-the-year awards while teaching elementary school in Texas and Florida, says improving teacher quality will be at the heart of her work.

"There are excellent schools, teachers and programs here," Gist said. "We need to do everything we can to support our teachers and to make sure we are keeping the very best."

"Whatever agenda we have will have students at the center and teachers as the key for making improvement," she said.

Gist spent most of June working with McWalters to ensure a smooth transition and poring over test score data. She plans to spend the summer traveling around the state meeting with groups including lawmakers, teacher unions, school committees, parent organizations, students, civic and faith-based groups.

"I will meet with any group that wants me to come," she said.

This fall she intends to visit all 36 school districts and every charter and state-operated school by the middle of October.

Her new job has left her little time to relax, run or bike, but she says she doesn't miss those pursuits right now.

"My batteries get recharged by getting stuff done. That's incredibly energizing," she said. "I don't draw a huge distinction between my work and play."

Her husband, Jock Friedly, is a former investigative reporter who runs Web sites that allow users to download information about government salaries. He remains at their home in Washington, D.C., with their dog, but commutes to Providence on weekends. The couple have rented a loft in downtown Providence, which allows Gist to walk to work. Gist brought the couple's cat with her.

Gist, the first woman to serve as Rhode Island's schools chief, takes over during a period of intense financial pressure and increased scrutiny nationally about states' role in improving student achievement.

The General Assembly, facing a deficit, cut roughly $6 million set aside for professional development for teachers. Cities and towns across the state are clamoring for an equitable formula for distributing state school aid. Rhode Island is the only state in the nation without a formula.

The Rhode Island Department of Education has 121 employees, down from 156 five years ago, and has eliminated several key departments and positions dedicated to helping struggling schools. Gist appears undeterred by these issues.

"Improving schools needs to be the work of the entire department, not just a department," she said. She also promises to be tough, despite her cheerful demeanor.

"I think it's unfortunate when people think you can't be aggressive and operate with a sense of urgency and at the same time, act with kindness," she said. "It's not naiveté. It's not that I don't realize this will be incredibly difficult.

"I'm just ready."

jjordan@projo.com

The Providence Journal projo.com

Editorials

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Editorial: Students over seniority

01:00 AM EST on Saturday, November 7, 2009

It is encouraging that Rhode Island leaders are beginning to base their policies more on what serves public-school students than on what pleases powerful special interests. Latest is Rhode Island Education Commissioner Deborah Gist's order to school superintendents to abolish the practice of assigning teachers most heavily on the basis of seniority.

Those running the schools on the public's behalf should be filling openings on the basis of what will most greatly benefit students, she said. What a concept! Ms. Gist said the new Basic Education Plan, passed by the Rhode Island Board of Regents under state law, requires such a focus on students.

Expressions of high dudgeon are coming from the expected quarters, of course.

"We're going to court," said Marcia Reback, president of the Rhode Island Federation of Teachers. "I'm startled that there was no conversation with the unions about this. I'm startled there were no public hearings, and I'm startled at the content. This narrows the scope of collective bargaining."

Two points:

The harm caused by rigid seniority in teacher assignments has been discussed for years, even if Ms. Gist did not vet this particular interpretation of the Basic Education Plan with Ms. Reback or her cohorts over at the National Education Association. (We can imagine how that "conversation" would have gone!)

Ms. Reback's primary concern is not the students themselves. One would not expect it to be, of course. But that's the point. Ms. Reback is the very capable leader of an economic-interest group, like a business corporation, whose aim is to maximize profits. The teachers unions seek more money, power and fringe benefits, such as less work and bigger pensions. Other issues are secondary. (That is not to say that schoolteachers don't want to help young people; of course they do!)

If the teachers' unions fight in court against superintendents' right to assign teachers, the state expects to prevail, said Regents Chairman Robert Flanders.

If Rhode Island does not prevail in such a battle, that will offer yet one more sign that state labor law is stacked heavily against the public interest and thus should be reformed. When it comes to the government (supposedly run by and for the public), key management prerogatives should not be part of collective bargaining. Meanwhile, the Regents and Ms. Gist deserve the public's thanks for waging this battle on behalf of the state's public-school students.

APPENDIX: Highlights of Commissioner Deborah Gist in the News

The Providence Journal projo.com

Rhode Island news

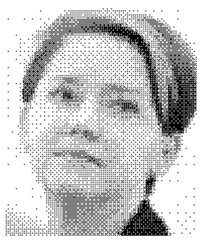
Comments | Recommended

R.I. education commissioner unveils sweeping reform plan

01:00 AM EST on Monday, November 23, 2009

By Jennifer D. Jordan

Journal Staff Writer



Gist

PROVIDENCE — State education officials have unveiled an ambitious plan to increase student proficiency, revamp failing schools, improve teacher quality and shrink gaps between low-income and middle-income students, even as the state struggles to dedicate enough resources to public education.

State Education Commissioner Deborah A. Gist shared a draft of her strategic plan with the Board of Regents for Elementary and Secondary Education on Thursday. The 20-page plan is the result of more than four months of work by Gist, who became the state's top schools chief July 1, and her staff at the state Department of Education.

The document is Gist's blueprint for how she wants to improve the school system over the next three to five years. The regents are expected to endorse the final draft at a Dec. 3 meeting.

"I want the plan to be ambitious," Gist told the regents. "I also want it to be doable."

Gist said the plan is "a living document" and will be updated or modified along the way, as education officials gather more information.

"We need to keep our eyes wide open and be flexible," she said. "In many ways, it represents not just the work that's happened since I've been here, but also the work that's gone on for several years. We are getting a little more ambitious and emphasizing … the sense of urgency we have about this work."

The plan calls for several significant changes, including:

• Increase the state's high school graduation rate to 80 percent by 2012 and to 85 percent by 2015, up from

70 percent.

• Make it harder to become and continue to work as a teacher in Rhode Island.

• Pay the best teachers more, based on data that shows they have improved student performance.

• Reduce achievement gaps by 50 percent among low-income and minority students.

• Expand online courses and develop a statewide virtual high school.

• Transform failing schools, particularly in low-performing urban districts.

• Develop data systems that help teachers improve their instruction.

The document also lays out an aggressive timeline for boosting student proficiency in English, math and science.

For example, just 27 percent of 11th graders score proficient in math on standardized tests. Gist wants 37 percent proficient by 2012, and 52 percent proficient by 2015.

Similarly, just 40 percent of fifth graders score proficient in science; Gist wants that percentage to jump to 50 percent in 2012 and to 65 percent by 2015.

She also wants middle school English scores to climb from 68 percent proficient to 73 percent by 2012 and to 80.5 percent by 2015.

Gist said her staff is still fine-tuning this portion of the plan, as they struggle to balance the need to significantly improve student performance with realistic goals.

A couple of the Regents questioned how districts could achieve these higher standards during a period when most schools are making deep cuts in programs and personnel, and the state is unable to increase its investment in education. In fact, Rhode Island currently relies on tens of millions of dollars in federal stimulus money to prop up school budgets — extra money that runs out after next year.

“This is our plan, regardless of whether additional resources come into play,” she said. “We are confident we are organizing our staff and redirecting the resources we already have to these priorities.”

Gist said she hopes the state will receive some additional federal aid in the form of Race to the Top funds, competitive grants designed to make states embrace far-reaching education reforms. Rhode Island will apply for a portion of the $4.35 billion in January, she said.

She also hopes, she said, that the state will adopt a fair and equitable school financing formula in 2010 that could help districts achieve these goals.

Since she arrived in Rhode Island, Gist has forcefully criticized the state’s low test scores and troubling achievement gaps between the state’s most vulnerable students — low-income, minority and special-education — and their more advantaged peers, calling such discrepancies “shameful.” Gist has also made teacher quality a cornerstone of her tenure, raising the bar for future teachers and promoting two other changes: an educator ethics code and rigorous yearly evaluations for teachers and principals.

More substantial changes are coming. Gist said the state Education Department will also move aggressively to help the state’s lowest-performing schools.

“We absolutely have a commitment to intervening comprehensively in our most struggling schools and

districts," she said. "What we are working on right now is developing our strategy to do that successfully."

jjordan@projo.com

The Providence Journal projo.com

Rhode Island news

Comments | Recommended

Annual teacher evaluations get go-ahead by state Regents

01:00 AM EST on Friday, December 4, 2009

By Jennifer D. Jordan

Journal Staff Writer

LINCOLN — The Board of Regents for Elementary and Secondary Education unanimously approved two initiatives Thursday designed to improve teacher quality: requiring yearly evaluations of all educators and establishing an educator Code of Professional Responsibility for all teachers, principals and superintendents.

Both take effect immediately as state regulations, but education officials say they will work out ways school districts can implement the changes over the next several months, and will offer more details in March.

Education Commissioner Deborah A. Gist has made teacher quality the cornerstone of her five-month-old administration, although these two initiatives — annual evaluations and an educator code of ethics — started under her predecessor, Peter McWalters, who stepped down June 30.

Public input, gathered at a series of forums held this fall, helped shape the final drafts of the evaluations and ethics code.

A student group, Young Voices, pushed for tougher consequences for ineffective teachers and a meaningful voice for students in evaluating their teachers.

"We want to know that recertification won't happen [without taking into consideration] what happens in the classroom on a day-to-day-basis," said Amanda Pereira, an 11th grader at Classical High School. "It is extremely difficult, almost impossible, to get rid of ineffective teachers."

About 100 people packed the Lincoln High School library where the Regents held their monthly meeting as part of its effort to meet in communities throughout the state. Many were there to voice their displeasure over plans to switch Providence's Hope High School's schedule from four longer classes a day to six shorter classes.

The Regents postponed adopting an ambitious strategic plan laying out Gist's blueprint for improving the public school system. Instead, the Department of Education will continue to gather input and refine the plan before submitting a final draft to the board, Gist said.

The Regents also approved a spending plan for the 2010-2011 school year that offers communities roughly

the same level of financing as the current year. The state relied on an infusion of federal stimulus money to prop up public schools last year and this year, and will rely on another $30.9 million in stimulus money next year.

Regent Colleen Callahan cast the lone dissenting vote, saying she could not support a budget plan that supplies additional money for public charter schools — $7.3 million — while level-funding local school districts.

The Regents' next work session will be held at 11:30 a.m. on Dec. 17 at 255 Westminster St., Providence.

To see a copy of the strategic plan, visit: www.ride.ri.gov

jjordan@projo.com

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Educator Excellence and Instructional Effectiveness

CHIEF
Fiscal Integrity an

DIRECTOR
Educator Quality

Educator Preparation & Evaluation

Educator Quality Standards

Certification

Professional Development

DIRECTOR
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Education Standards for Content Areas

Curriculum & Instruction

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(Large Scale & Formative)

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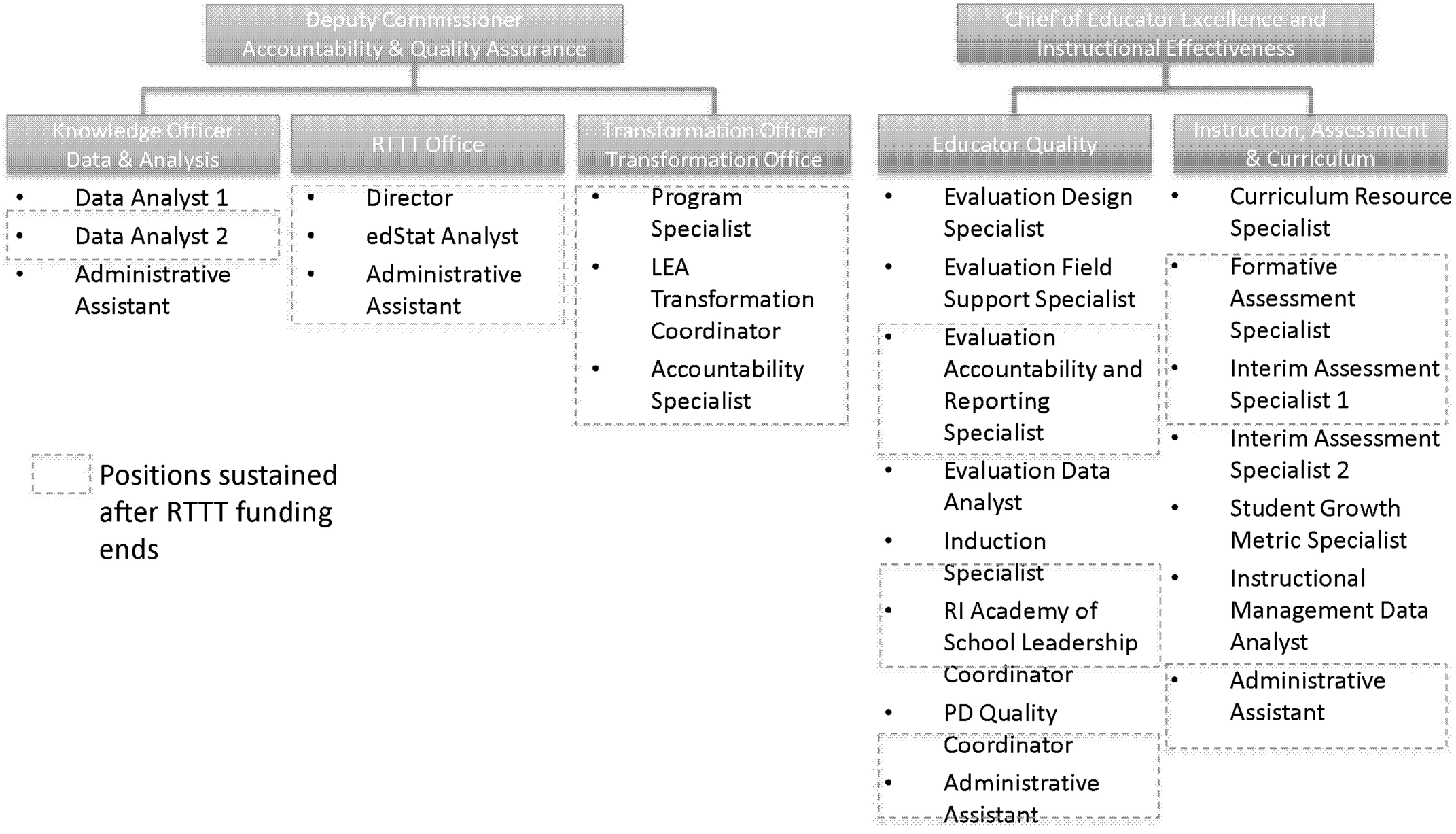
APPENDIX: Race to the Top Grant Funded Positions



Race to the Top Letters of Support

A. Ralph Mollis, RI Secretary of State
Annenberg Institute for School Reform, Brown University
Avancemos Alliance
Center for Hispanic Policy and Advocacy (CHISPA)
Channel One Central Falls, Ralph J. Holden Community Center
Child Opportunity Zone
Children's Friend
City Year RI
David N. Cicilline, Mayor of Providence
Dennis Algiere, RI State Senate Minority Leader
Education Development Center, Inc.
Eli and Edythe Broad Foundation, The
Elizabeth H. Roberts, RI Lieutenant Governor
Frank T. Caprio, General Treasurer
George E. Goodfellow, 2008 RI Teacher of the Year
Greater Providence Chamber of Commerce
Hanna M. Gallo, Chair, Committee on Education, RI State Senate
Jaime Crowley, 2009 Milken Educator, Assistant Principal
James R. Langevin, U.S. Congressman
Joseph M. McNamara, Chairman, Health, Education, & Welfare, RI House of Representatives
Kids First
Len DeAngelis, 1990 RI Teacher of the Year
Parent Leadership Training Institute of Providence
Progreso Latino
Providence Plan
Ready to Learn Providence
RI After School Plus Alliance
RI Association for Supervision and Curriculum Development
RI Association for the Education of Young Children
RI Association of School Business Officials
RI Association of School Committees
RI Association of School Principals
RI Bar Association
RI Board of Governors for Higher Education
RI Department of Children, Youth, and Families
RI Department of Labor and Training
RI Economic Development Corporation

RI Federation of Teachers and Health Professionals
RI Foundation, The
RI General Assembly
RI Kids Count
RI League of Charter Schools
RI Middle Level Educators
RI Parent Information Network
RI Parent Teacher Association
RI School Counselor Association
RI School for the Deaf
RI School Superintendents' Association
RI Science and Technology Advisory Council
RI State Council of Churches
RI State Council on the Arts
RI Statewide Coalition
Robert A. Watson, Minority Leader, RI House of Representatives
Serve RI
Swearer Center for Public Service, Brown University
United Way of RI
Urban Collaborative Accelerated Program
Urban League of RI
Young Voices
Youth 4 Change Alliance

State of Rhode Island and Providence Plantations
General Assembly

January 8, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

We are writing to express our support for Rhode Island's application for the Race to the Top funding under review by the US Department of Education. For almost a decade, our state has been actively involved in student and school performance measurement and data utilization for continuous improvement. We have the policies and leadership in place to continue to implement an agenda based on accountability and student achievement.

We also have a strong history of working cooperatively, across levels and branches of government, for the betterment of our public education system. This funding will support these efforts in a way that will ensure sustainable evidence-based practices, with performance measurement and interventions. Our state is well-positioned to take full advantage of Race to the Top funds, and to maximize their use.

We offer our sincere appreciation to you for giving this important application your every possible consideration. Please do not hesitate to contact us if we can be of any assistance or answer any questions with regard to Rhode Island's application or this letter of support.

Sincerely,

M. Teresa Paiva Weed
President of the Senate

William J. Murphy
Speaker of the House

Daniel P. Connors
Senate Majority Leader

Gordon D. Fox
House Majority Leader

State of Rhode Island and Providence Plantations

SENATOR
HANNA M. GALLO
285 Meshanticut Valley Parkway
Cranston, Rhode Island 02920
District 27

Room 221A State House
Providence, Rhode Island 02903
Res. 401-942-9566
Bus. 401-222-4200
Fax 401-222-1784

Email: sen-gallo@rilin.state.ri.us

Senate Chamber

Chairperson
Committee on Education

Committee on Corporations

Joint Chair
Commission on Civic Education

Joint Chair
Committee to Establish
a Permanent Education Foundation
Aid Formula for Rhode Island

January 14, 2010

Commissioner Deborah A. Gist
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist,

I am writing to express my support for Rhode Island's Race to the Top application developed by the Rhode Island Department of Education.

Over the past several years, we have witnessed steady and consistent improvement among Rhode Island student achievement. The efforts of our teachers, community leaders, and most importantly, our students, is commendable; but much more work remains to be done. Therefore, the state must take advantage of every opportunity to ensure that all children in Rhode Island have the chance to reach their full potential and achieve success in life.

Last October, I sponsored the Joint Resolution supporting the state's Race to the Top Application, consistent with the four reforms outlined by the United States Department of Education: college and career-readiness standards and high quality assessments for all students; pre-K to higher education data systems; teacher effectiveness and equitable distribution of effective teachers; and intensive support and effective interventions for the lowest performing schools.

Participation in the Race to the Top will provide greatly needed resources for our state to continue to innovate and improve public education for all students, while providing specific assistance for students in low-performing schools. Race to the Top funding will

01/14/2010 11:58 FAX 002/003

help further our goal of preparing all students to effectively compete in the high skilled, high wage, 21st century workforce.

Very truly yours,

Hanna M. Gallo

Senator Hanna M. Gallo
Chair – Senate Committee on Education

01/14/2010 12:00 FAX 003/003

YOUNG VOICES

PLANTING THE SEEDS OF CHANGE

January 4, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

On behalf of Young Voices, I wish to express our strong support for Rhode Island's Race to the Top grant application.

Young Voices transforms urban youth into articulate advocates who push for education reform. Over the past three years, we have worked with more than 200 young people across the State, training them to be strong public speakers with the ability to work with major policy-makers, impacting the lives of thousands of their peers. Through our efforts, youth have presented proposals for stronger educator quality at State Board of Regents hearings, testified at the State House on bills, and sat on the Steering Committee for this application. From our perspective, systems change that ensures teacher quality is paramount. It is also critical that the voice of the community, especially young people, is included in the design of reforms.

We have been thrilled with the progressive and strong direction that the RI Dept of Education (RIDE) has been taking to reform our state's schools. In the past year alone, changes have taken place that will make a real difference in the daily experience of young people. The leadership of our new Education Commissioner, Deborah Gist, as well as our state Board of Regents, has been key to this success. In addition to being both decisive and productive, they have been incredibly open to student input, with Commissioner Gist herself meeting with us on several occasions.

It is critical that we are able to keep this positive momentum going. With new leadership at the State and local levels, now is the time to push for Rhode Island to provide a quality education to every student. The aggressive agenda set forth in Rhode Island's Race to the Top application will result in real benefits for all Rhode Island students. While RIDE is clearly committed to carrying out these reforms regardless of whether our State is awarded additional funding, Race to the Top would undoubtedly provide critical resources to jumpstart our vision: of transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

We request that you give this application careful consideration, and deeply hope you are able to support it.

Sincerely,

(b)(6)

Karen Feldman
Co-Director, Young Voices

150 Miller Avenue * Providence RI 02905 * T: 401-751-3086 * E: (b)(6)

Urban League of
Rhode Island

*Empowering Communities.
Changing Lives.*

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Kathleen Wuttke

Dennis B. Langley, Lh.D.
President and CEO

Affiliated with
National
Urban League

January 8, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

It is with great pleasure that I write this letter to express my strong support for Rhode Island's Race to the Top grant application.

The Urban League of Rhode Island, one of our state's oldest non-profit organizations serving persons of color, is devoted to addressing the many important and pressing issues affecting our communities at this time. Providing a quality education to all students is at the forefront of these issues. Our youth, particularly those who grow up in our urban centers where schools persistently struggle to support student achievement, must graduate from high school well prepared for college and challenging careers.

The RI Department of Education (RIDE) has created a vision and a plan for the state's education system that will bring a blend of proven strategies and best practices to bear on, and dramatically improve, our persistently struggling schools, set higher expectations and provide the supports needed for our moderately performing schools to reach new levels of achievement, and urge our high-performing schools to reach for nothing short of excellence. While our state is committed to carrying out these reforms regardless of whether it is awarded funding under Race to the Top, there is no doubt this award would provide critical resources to jumpstart these efforts.

I am confident that Rhode Island's leaders are prepared to support and execute the ambitious, innovative plans for reform outlined in RIDE's Race to the Top application. I have been pleased to witness RIDE's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students and community organizations as it goes about this important work.

I am appreciative of the time that Commissioner Gist has taken to personally visit with the members of the Urban League's Board and staff to learn first hand about the needs of the families we serve, and to discuss ways in which her office can work more closely with the League as the education reform process begins. The Urban League stands ready to do whatever is needed to support RIDE in this most important effort to increase student achievement in the State of Rhode Island.

I appreciate your careful consideration of Rhode Island's Race to the Top application and ask that you keep me informed as the review process progresses.

Sincerely,

(b)(6)

Dennis B. Langley, Lh.D.
President and CEO

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Chief Catalyst,
Business Innovation Factory

Margaret Leinen, Ph.D.
Chief Science Officer, Climos

Thomas Rockett, Ph.D.
Member, Rhode Island Board of Governors for Higher Education

Thomas Ryan
Chairman, President and Chief Executive Officer, CVS Corporation

Jeff Seemann, Ph.D.
Vice President for Research
Texas A&M University

Donald Stanford
Interim Chief Technology Officer,
GTECH Holdings Corporation

January 13, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

It is my pleasure to write to you to express The Rhode Island Science and Technology Advisory Council's (STAC) enthusiastic support for Rhode Island's Race to the Top grant application.

Talent is a primary component of the Innovation Economy of the 21st century. As our nation transitions to a knowledge-based innovation economy, existing and new industries place a rising premium on highly educated and skilled workers. As the economy continues to advance, the demand for talent will only continue to grow. Skilled workers with a capacity for innovation increase Rhode Island's ability to compete more effectively. Innovative workers not only have the STEM knowledge base to meet the demands of employers, they also possess the critical thinking skills to transform ideas, insights and inventions into new processes, products and services. The agenda set forth in Rhode Island's Race to the Top application promises to better prepare our students for an Innovation Economy by utilizing critical resources to jumpstart improved education for all students.

STAC is ready to work together with Commissioner Gist to increase student achievement in the state of Rhode Island. The work proposed in Rhode Island's application is aligned with the goals of the state as documented in our State Science and Technology Plan and will significantly impact the future well-being of all Rhode Island citizens through investments made in our educational system today. Race to the Top represents a landmark opportunity to transform education in our state and on behalf of our Council I strongly encourage you to fund this application.

Very truly yours,

Christine M.B. Smith
Executive Director

Mayor of Providence

David N. Cicilline

January 14, 2010

Race to the Top Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

I wish to express my strong support for Rhode Island's Race to the Top grant application. As the Mayor of Rhode Island's largest city with the state's largest school district, I am confident that Race to the Top offers tremendous opportunity for Providence to better the academic outcomes for our children and youth, and to prepare them for success in their adult lives.

The agenda set forth in Rhode Island's Race to the Top application promises enormous benefits for Rhode Island students. While our state is committed to carrying out these reforms regardless of whether it is awarded additional funding, Race to the Top would undoubtedly provide Rhode Island with critical resources to jumpstart its vision for improving education for all students: transforming persistently struggling schools, closing achievement gaps, and helping schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

Providence will benefit in numerous ways from Race to the Top, including:

- ensuring teachers have the resources and preparedness to provide excellent teaching, including its planned Leadership Academy, an enhanced recruitment strategy, and the focus on evaluation and recognition of teacher performance;
- providing resources to struggling schools in order to significantly change their current performance and improve educational outcomes for Providence students. In particular, the focus on Level 1 schools will enable the Providence School Department to focus on improving more schools than would otherwise be possible, thus speeding up the timeline for district-wide improvements and reaching more children quickly with these improvements.
- building a world-class data and performance tracking system that will enable the state, and each school district, to continuously improve education outcomes over time

I am confident that Rhode Island's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the state's Race to the Top application. I have been pleased to observe the Rhode Island Department of Education's steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations as it goes about this important work.
There is a great spirit of cooperation within our state, and we are ready to work together, as a community, to increase student achievement in the state of Rhode Island.

City of Providence, Rhode Island 02903
Phone (401) 421-7740 Fax (401) 274-8240

There is a great spirit of cooperation within our state, and we are ready to work together, as a community, to increase student achievement in the state of Rhode Island.

I appreciate your careful consideration of Rhode Island's Race to the Top application and ask that you keep me informed as the review process progresses.

Sincerely,

David N. Cicilline
Mayor

Fall 2005 NECAP Tests

State Summary

2005-2006 Students

State: Rhode Island

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**71,541**	**1,136**	**142**	**70,263**	**8,139**	**12**	**32,752**	**47**	**17,745**	**25**	**11,627**	**17**	
Beginning of Grade 3	11,283	179	14	11,090	1,428	13	5,233	47	2,612	24	1,817	16	343
Beginning of Grade 4	11,511	190	10	11,311	1,458	13	5,353	47	2,522	22	1,978	17	442
Beginning of Grade 5	11,589	176	9	11,404	1,494	13	5,309	47	2,831	25	1,770	16	543
Beginning of Grade 6	12,244	202	21	12,021	1,314	11	5,637	47	3,219	27	1,851	15	642
Beginning of Grade 7	12,381	209	40	12,132	1,192	10	5,640	46	3,185	26	2,115	17	742
Beginning of Grade 8	12,533	180	48	12,305	1,253	10	5,580	45	3,376	27	2,096	17	842

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**71,541**	**663**	**210**	**70,668**	**7,786**	**11**	**27,370**	**39**	**15,961**	**23**	**19,551**	**28**	
Beginning of Grade 3	11,283	101	20	11,162	1,333	12	4,303	39	2,785	25	2,741	25	339
Beginning of Grade 4	11,511	108	19	11,384	1,339	12	4,579	40	2,637	23	2,829	25	440
Beginning of Grade 5	11,589	96	17	11,476	1,312	11	4,749	41	2,519	22	2,896	25	540
Beginning of Grade 6	12,244	123	25	12,096	1,260	10	4,724	39	2,729	23	3,383	28	639
Beginning of Grade 7	12,381	123	59	12,199	1,242	10	4,496	37	2,668	22	3,793	31	738
Beginning of Grade 8	12,533	112	70	12,351	1,300	11	4,519	37	2,623	21	3,909	32	838

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**24,122**	**378**	**132**	**23,612**	**2,125**	**9**	**9,998**	**42**	**7,499**	**32**	**3,990**	**17**	
Beginning of Grade 5	11,589	192	26	11,371	1,355	12	4,861	43	3,429	30	1,726	15	539
Beginning of Grade 8	12,533	186	106	12,241	770	6	5,137	42	4,070	33	2,264	18	838

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Fall 2006 NECAP Tests

State Summary

2006-2007 Students

State: Rhode Island

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**70,092**	**1,152**	**604**	**68,336**	**8,158**	**12**	**34,349**	**50**	**16,240**	**24**	**9,589**	**14**	
Beginning of Grade 3	11,226	158	104	10,964	1,387	13	5,749	52	2,211	20	1,617	15	344
Beginning of Grade 4	11,227	212	93	10,922	1,564	14	5,360	49	2,551	23	1,447	13	443
Beginning of Grade 5	11,393	191	84	11,118	1,710	15	5,531	50	2,364	21	1,513	14	544
Beginning of Grade 6	11,645	175	81	11,389	1,210	11	5,988	53	2,668	23	1,523	13	644
Beginning of Grade 7	12,345	209	112	12,024	1,147	10	5,890	49	3,369	28	1,618	13	743
Beginning of Grade 8	12,256	207	130	11,919	1,140	10	5,831	49	3,077	26	1,871	16	842

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**70,092**	**713**	**583**	**68,796**	**8,585**	**12**	**28,127**	**41**	**14,868**	**22**	**17,216**	**25**	
Beginning of Grade 3	11,226	109	102	11,015	1,728	16	4,460	40	2,650	24	2,177	20	341
Beginning of Grade 4	11,227	122	89	11,016	1,092	10	4,878	44	2,657	24	2,389	22	440
Beginning of Grade 5	11,393	124	81	11,188	1,458	13	4,971	44	2,368	21	2,391	21	541
Beginning of Grade 6	11,645	95	77	11,473	1,512	13	4,691	41	2,381	21	2,889	25	640
Beginning of Grade 7	12,345	120	115	12,110	1,502	12	4,738	39	2,480	20	3,390	28	739
Beginning of Grade 8	12,256	143	119	11,994	1,293	11	4,389	37	2,332	19	3,980	33	838

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**23,649**	**376**	**314**	**22,959**	**2,694**	**12**	**7,928**	**35**	**7,238**	**32**	**5,099**	**22**	
Beginning of Grade 5	11,393	178	113	11,102	1,617	15	4,001	36	3,050	27	2,434	22	540
Beginning of Grade 8	12,256	198	201	11,857	1,077	9	3,927	33	4,188	35	2,665	22	838

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Fall 2007 NECAP Tests

State Summary

2007-2008 Students

State: Rhode Island

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**67,366**	**983**	**566**	**65,817**	**9,213**	**14**	**33,352**	**51**	**14,463**	**22**	**8,789**	**13**	
Beginning of Grade 3	9,904	160	107	9,637	1,062	11	5,525	57	1,718	18	1,332	14	344
Beginning of Grade 4	11,193	152	98	10,943	1,777	16	5,200	48	2,343	21	1,623	15	444
Beginning of Grade 5	11,044	150	67	10,827	1,923	18	5,207	48	2,523	23	1,174	11	545
Beginning of Grade 6	11,379	173	77	11,129	1,279	11	5,662	51	2,644	24	1,544	14	643
Beginning of Grade 7	11,656	165	107	11,384	1,635	14	5,988	53	2,404	21	1,357	12	745
Beginning of Grade 8	12,190	183	110	11,897	1,537	13	5,770	48	2,831	24	1,759	15	844

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**67,366**	**627**	**530**	**66,209**	**8,437**	**13**	**26,917**	**41**	**14,769**	**22**	**16,086**	**24**	
Beginning of Grade 3	9,904	104	96	9,704	1,470	15	4,357	45	2,031	21	1,846	19	342
Beginning of Grade 4	11,193	79	88	11,026	1,307	12	4,639	42	2,760	25	2,320	21	441
Beginning of Grade 5	11,044	93	57	10,894	1,414	13	4,815	44	1,981	18	2,684	25	541
Beginning of Grade 6	11,379	109	76	11,194	1,548	14	4,469	40	2,264	20	2,913	26	640
Beginning of Grade 7	11,656	111	96	11,449	1,362	12	4,233	37	2,790	24	3,064	27	739
Beginning of Grade 8	12,190	131	117	11,942	1,336	11	4,404	37	2,943	25	3,259	27	839

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**23,234**	**332**	**243**	**22,659**	**2,840**	**13**	**7,822**	**35**	**7,767**	**34**	**4,230**	**19**	
Beginning of Grade 5	11,044	151	84	10,809	1,984	18	3,814	35	3,036	28	1,975	18	542
Beginning of Grade 8	12,190	181	159	11,850	856	7	4,008	34	4,731	40	2,255	19	838

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Fall 2008 NECAP Tests

State Summary

2008-2009 Students

State: Rhode Island

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**76,046**	**1,102**	**690**	**74,254**	**11,979**	**16**	**38,793**	**52**	**15,184**	**20**	**8,298**	**11**	
Beginning of Grade 3	10,160	134	50	9,976	1,843	18	5,101	51	1,752	18	1,280	13	345
Beginning of Grade 4	9,830	145	62	9,623	1,918	20	4,638	48	1,881	20	1,186	12	445
Beginning of Grade 5	11,034	154	43	10,837	1,635	15	5,709	53	2,311	21	1,182	11	545
Beginning of Grade 6	10,991	132	47	10,812	1,386	13	5,935	55	2,307	21	1,184	11	645
Beginning of Grade 7	11,317	171	63	11,083	1,700	15	6,200	56	2,167	20	1,016	9	747
Beginning of Grade 8	11,511	187	85	11,239	1,588	14	5,712	51	2,641	23	1,298	12	845
Beginning of Grade 11	11,203	179	340	10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**76,046**	**786**	**693**	**74,567**	**9,851**	**13**	**29,543**	**40**	**15,705**	**21**	**19,468**	**26**	
Beginning of Grade 3	10,160	98	48	10,014	1,566	16	4,448	44	2,086	21	1,914	19	342
Beginning of Grade 4	9,830	104	65	9,661	1,807	19	4,288	44	1,896	20	1,670	17	443
Beginning of Grade 5	11,034	91	50	10,893	1,686	15	4,938	45	1,803	17	2,466	23	542
Beginning of Grade 6	10,991	100	40	10,851	1,610	15	4,371	40	2,182	20	2,688	25	641
Beginning of Grade 7	11,317	113	58	11,146	1,530	14	4,254	38	2,239	20	3,123	28	740
Beginning of Grade 8	11,511	119	89	11,303	1,497	13	4,505	40	2,492	22	2,809	25	840
Beginning of Grade 11	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**33,748**	**476**	**571**	**32,701**	**4,394**	**13**	**11,812**	**36**	**12,066**	**37**	**4,429**	**14**	
Beginning of Grade 5	11,034	142	65	10,827	3,046	28	3,253	30	2,799	26	1,729	16	545
Beginning of Grade 8	11,511	178	128	11,205	945	8	4,536	40	3,945	35	1,779	16	840
Beginning of Grade 11	11,203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Fall 2005 NECAP Tests

State Summary

2005-2006 Students

State: Rhode Island

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**71,541**	**1,136**	**142**	**70,263**	**8,139**	**12**	**32,752**	**47**	**17,745**	**25**	**11,627**	**17**	
Beginning of Grade 3	11,283	179	14	11,090	1,428	13	5,233	47	2,612	24	1,817	16	343
Beginning of Grade 4	11,511	190	10	11,311	1,458	13	5,353	47	2,522	22	1,978	17	442
Beginning of Grade 5	11,589	176	9	11,404	1,494	13	5,309	47	2,831	25	1,770	16	543
Beginning of Grade 6	12,244	202	21	12,021	1,314	11	5,637	47	3,219	27	1,851	15	642
Beginning of Grade 7	12,381	209	40	12,132	1,192	10	5,640	46	3,185	26	2,115	17	742
Beginning of Grade 8	12,533	180	48	12,305	1,253	10	5,580	45	3,376	27	2,096	17	842

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**71,541**	**663**	**210**	**70,668**	**7,786**	**11**	**27,370**	**39**	**15,961**	**23**	**19,551**	**28**	
Beginning of Grade 3	11,283	101	20	11,162	1,333	12	4,303	39	2,785	25	2,741	25	339
Beginning of Grade 4	11,511	108	19	11,384	1,339	12	4,579	40	2,637	23	2,829	25	440
Beginning of Grade 5	11,589	96	17	11,476	1,312	11	4,749	41	2,519	22	2,896	25	540
Beginning of Grade 6	12,244	123	25	12,096	1,260	10	4,724	39	2,729	23	3,383	28	639
Beginning of Grade 7	12,381	123	59	12,199	1,242	10	4,496	37	2,668	22	3,793	31	738
Beginning of Grade 8	12,533	112	70	12,351	1,300	11	4,519	37	2,623	21	3,909	32	838

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**24,122**	**378**	**132**	**23,612**	**2,125**	**9**	**9,998**	**42**	**7,499**	**32**	**3,990**	**17**	
Beginning of Grade 5	11,589	192	26	11,371	1,355	12	4,861	43	3,429	30	1,726	15	539
Beginning of Grade 8	12,533	186	106	12,241	770	6	5,137	42	4,070	33	2,264	18	838

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

About The New England Common Assessment Program

This report highlights results from the Fall 2005 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2005
Beginning of Grade 3
NECAP Tests

Grade 3 Students in 2005-2006

State Results

State: Rhode Island

Fall 2005 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2005-2006
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2004-05 school year, first year LEP students, students who withdrew from the school after October 1, 2005, students who enrolled in the school after October 1, 2005, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							**11,283**									**100**		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**11,090**	**11,162**								**98**	**99**	
Students not tested in NECAP																		
State Approved							179	101								2	1	
Alternate Assessment							52	52								0	0	
First Year LEP							78	0								1	0	
Withdrew After October 1							27	35								0	0	
Enrolled After October 1							18	10								0	0	
Special Consideration							4	4								0	0	
Other							14	20								0	0	

NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING																				11,090	13	47	24	16	343
MATH																				11,162	12	39	25	25	339
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2005 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2005-2006
Reading Results

State: Rhode Island

Proficient with Distinction
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

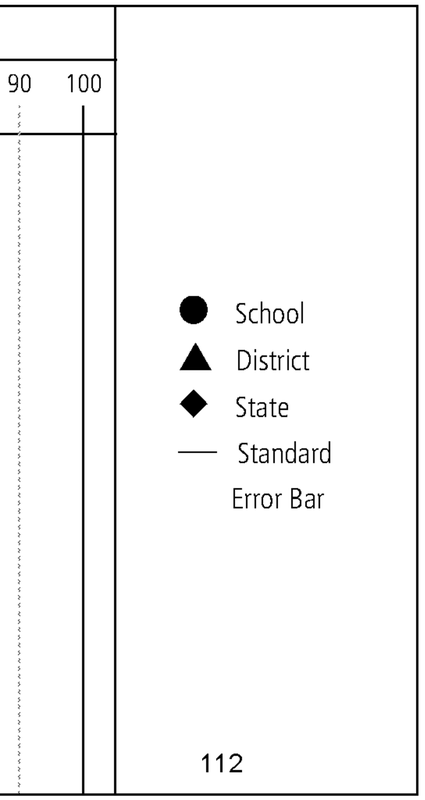
Proficient
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative													
Average													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative													
Average													
STATE													
2005-06	11,283	179	14	11,090	1,428	13	5,233	47	2,612	24	1,817	16	343
2006-07													
2007-08													
Cumulative													
Average													

Subtopic	Total Possible Points
Word ID/Vocabulary	49
Type of Text	
Literary	42
Informational	39
Level of Comprehension	
Initial Understanding	34
Analysis & Interpretation	47



Fall 2005 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2005-2006
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	SCHOOL													DISTRICT							STATE					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				**11,090**	**13**	**47**	**24**	**16**	**343**
Gender																									
Male																				5,694	11	46	24	19	341
Female																				5,310	15	49	23	13	344
Not Reported																				86	3	38	16	42	332
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				75	7	37	29	27	338
Asian																				371	15	47	23	16	343
Black or African American																				966	4	37	33	27	337
Hispanic or Latino																				1,989	3	29	35	33	334
Native Hawaiian or Pacific Islander																				0					
White (non-Hispanic)																				7,676	17	53	19	11	346
No Primary Race/Ethnicity Reported																				13	8	38	8	46	332
LEP Status																									
Currently receiving LEP services																				733	1	11	34	54	329
Former LEP student - monitoring year 1																				135	1	40	46	13	339
Former LEP student - monitoring year 2																				104	6	50	27	17	340
All Other Students																				10,118	14	50	22	14	344
IEP																									
Students with an IEP																				1,964	4	27	26	43	333
All Other Students																				9,126	15	51	23	11	345
SES																									
Economically Disadvantaged Students																				4,478	4	36	33	28	337
All Other Students																				6,612	19	55	17	9	347
Migrant																									
Migrant Students																				1					
All Other Students																				11,089	13	47	24	16	343
Title I																									
Students Receiving Title I Services																				3,664	4	32	34	30	336
All Other Students																				7,426	17	55	19	9	346
504 Plan																									
Students with a 504 Plan																				29	0	10	31	59	326
All Other Students																				11,061	13	47	24	16	343

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2005 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2005-2006
Mathematics Results

State: Rhode Island

Proficient with Distinction
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

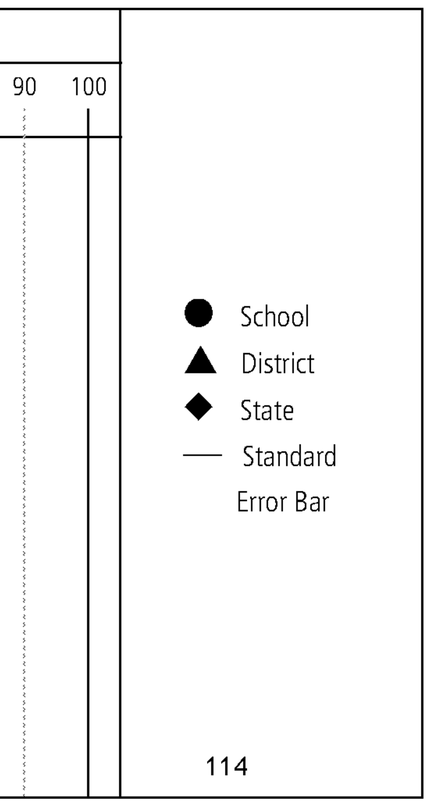
Proficient
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL **2005-06** 2006-07 2007-08 Cumulative Average													
DISTRICT **2005-06** 2006-07 2007-08 Cumulative Average													
STATE **2005-06** 2006-07 2007-08 Cumulative Average	11,283	101	20	11,162	1,333	12	4,303	39	2,785	25	2,741	25	339

Subtopic	Total Possible Points
Number & Operations	69
Geometry & Measurement	21
Functions & Algebra	20
Data, Statistics, & Probability	23



Fall 2005 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2005-2006
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	SCHOOL													DISTRICT							STATE					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				**11,162**	**12**	**39**	**25**	**25**	**339**
Gender																									
Male																				5,723	12	40	25	23	340
Female																				5,345	12	37	25	26	339
Not Reported																				94	4	22	16	57	327
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				75	4	25	29	41	335
Asian																				383	15	36	24	25	340
Black or African American																				970	3	24	31	42	333
Hispanic or Latino																				2,039	2	21	31	46	332
Native Hawaiian or Pacific Islander																				0					
White (non-Hispanic)																				7,682	16	45	23	16	342
No Primary Race/Ethnicity Reported																				13	0	46	8	46	330
LEP Status																									
Currently receiving LEP services																				813	1	10	24	66	327
Former LEP student - monitoring year 1																				135	5	27	36	31	336
Former LEP student - monitoring year 2																				103	8	41	23	28	338
All Other Students																				10,111	13	41	25	21	340
IEP																									
Students with an IEP																				1,962	4	24	25	46	332
All Other Students																				9,200	14	42	25	20	341
SES																									
Economically Disadvantaged Students																				4,533	4	27	30	39	334
All Other Students																				6,629	18	46	21	14	343
Migrant																									
Migrant Students																				1					
All Other Students																				11,161	12	39	25	25	339
Title I																									
Students Receiving Title I Services																				3,720	3	24	30	43	333
All Other Students																				7,442	16	46	22	16	343
504 Plan																									
Students with a 504 Plan																				31	0	3	35	61	328
All Other Students																				11,131	12	39	25	24	339

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

About The New England Common Assessment Program

This report highlights results from the Fall 2005 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2005
Beginning of Grade 4
NECAP Tests

Grade 4 Students in 2005-2006

State Results

State: Rhode Island

Fall 2005 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2005-2006
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2004-05 school year, first year LEP students, students who withdrew from the school after October 1, 2005, students who enrolled in the school after October 1, 2005, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							**11,511**									**100**		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**11,311**	**11,384**								**98**	**99**	
Students not tested in NECAP																		
State Approved							190	108								2	1	
Alternate Assessment							76	76								1	1	
First Year LEP							81	0								1	0	
Withdrew After October 1							18	21								0	0	
Enrolled After October 1							9	5								0	0	
Special Consideration							6	6								0	0	
Other							10	19								0	0	

NECAP RESULTS

	School												District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING																				11,311	13	47	22	17	442
MATH																				11,384	12	40	23	25	440
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2005 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2005-2006
Reading Results

State: Rhode Island

Proficient with Distinction
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

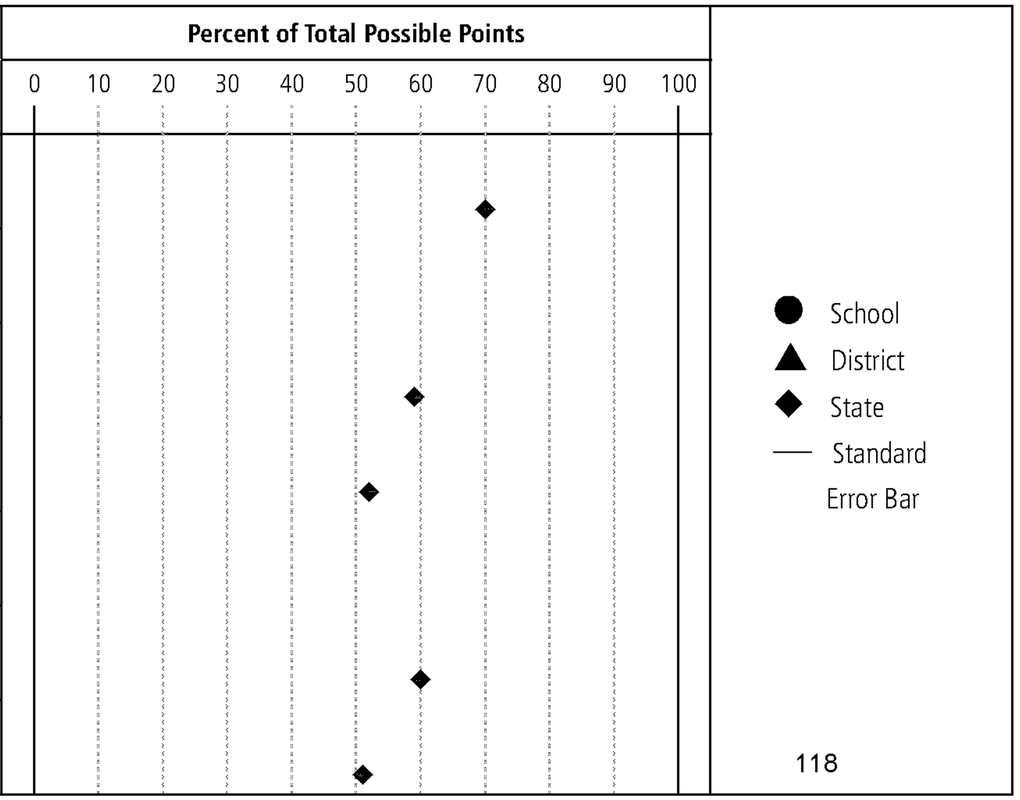
Proficient
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative													
Average													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative													
Average													
STATE													
2005-06	11,511	190	10	11,311	1,458	13	5,353	47	2,522	22	1,978	17	442
2006-07													
2007-08													
Cumulative													
Average													

Subtopic	Total Possible Points
Word ID/Vocabulary	48
Type of Text	
Literary	39
Informational	43
Level of Comprehension	
Initial Understanding	47
Analysis & Interpretation	35



Fall 2005 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2005-2006
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	SCHOOL													DISTRICT							STATE					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score		Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N		N	%	%	%	%	N
All Students																					**11,311**	**13**	**47**	**22**	**17**	**442**
Gender																										
Male																					5,822	10	45	24	20	440
Female																					5,410	16	50	21	14	444
Not Reported																					79	4	20	22	54	427
Primary Race/Ethnicity																										
American Indian or Alaskan Native																					48	6	50	17	27	438
Asian																					354	12	47	23	17	442
Black or African American																					953	4	32	31	33	435
Hispanic or Latino																					1,978	3	29	31	37	433
Native Hawaiian or Pacific Islander																					0					
White (non-Hispanic)																					7,970	16	54	19	11	445
No Primary Race/Ethnicity Reported																					8					
LEP Status																										
Currently receiving LEP services																					679	1	8	31	61	426
Former LEP student - monitoring year 1																					164	2	38	39	21	437
Former LEP student - monitoring year 2																					87	2	52	30	16	438
All Other Students																					10,381	14	50	21	15	443
IEP																										
Students with an IEP																					2,133	3	23	27	47	430
All Other Students																					9,178	15	53	21	11	445
SES																										
Economically Disadvantaged Students																					4,501	4	36	30	30	436
All Other Students																					6,810	19	55	17	9	446
Migrant																										
Migrant Students																					16	0	0	38	63	427
All Other Students																					11,295	13	47	22	17	442
Title I																										
Students Receiving Title I Services																					3,491	4	31	31	34	435
All Other Students																					7,820	17	55	18	10	445
504 Plan																										
Students with a 504 Plan																					2					
All Other Students																					11,309	13	47	22	17	442

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2005 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2005-2006
Mathematics Results

State: Rhode Island

Proficient with Distinction
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

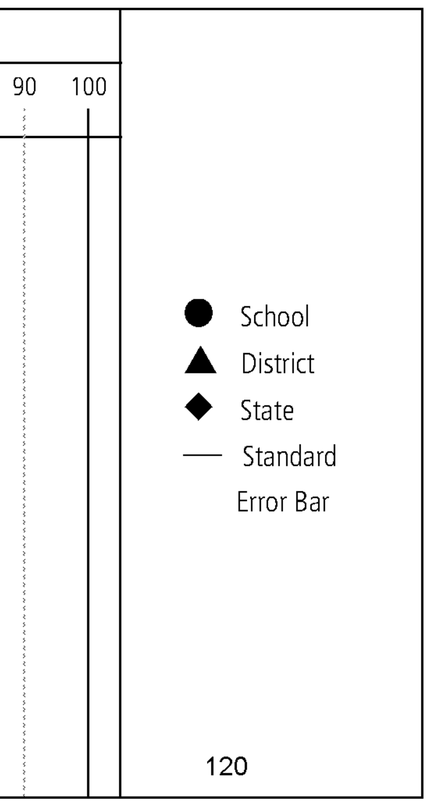
Proficient
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL **2005-06** 2006-07 2007-08 Cumulative Average													
DISTRICT **2005-06** 2006-07 2007-08 Cumulative Average													
STATE **2005-06** 2006-07 2007-08 Cumulative Average	11,511	108	19	11,384	1,339	12	4,579	40	2,637	23	2,829	25	440

Subtopic	Total Possible Points
Number & Operations	68
Geometry & Measurement	27
Functions & Algebra	21
Data, Statistics, & Probability	19



Fall 2005 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2005-2006
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	SCHOOL													DISTRICT							STATE					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				**11,384**	**12**	**40**	**23**	**25**	**440**
Gender																									
Male																				5,858	13	40	22	25	440
Female																				5,438	11	41	24	24	440
Not Reported																				88	2	16	25	57	426
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				48	15	19	25	42	436
Asian																				362	13	40	24	23	441
Black or African American																				959	3	22	29	47	432
Hispanic or Latino																				2,036	3	23	27	47	432
Native Hawaiian or Pacific Islander																				0					
White (non-Hispanic)																				7,971	15	47	22	16	443
No Primary Race/Ethnicity Reported																				8					
LEP Status																									
Currently receiving LEP services																				761	1	10	21	68	426
Former LEP student - monitoring year 1																				164	5	27	33	35	435
Former LEP student - monitoring year 2																				87	6	25	39	30	435
All Other Students																				10,372	13	43	23	21	441
IEP																									
Students with an IEP																				2,132	3	22	22	53	430
All Other Students																				9,252	14	44	24	18	442
SES																									
Economically Disadvantaged Students																				4,555	4	28	27	41	434
All Other Students																				6,829	17	48	21	14	444
Migrant																									
Migrant Students																				18	0	11	11	78	427
All Other Students																				11,366	12	40	23	25	440
Title I																									
Students Receiving Title I Services																				3,544	3	25	28	44	433
All Other Students																				7,840	16	47	21	16	443
504 Plan																									
Students with a 504 Plan																				2					
All Other Students																				11,382	12	40	23	25	440

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

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Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

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Fall 2005
Beginning of Grade 5
NECAP Tests

Grade 5 Students in 2005-2006

State Results

State: Rhode Island

Fall 2005 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2005-2006
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2004-05 school year, first year LEP students, students who withdrew from the school after October 1, 2005, students who enrolled in the school after October 1, 2005, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							**11,589**									**100**		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**11,404**	**11,476**	**11,371**							**98**	**99**	**98**
Students not tested in NECAP																		
State Approved							176	96	192							2	1	2
Alternate Assessment							53	53	53							0	0	0
First Year LEP							84	0	84							1	0	1
Withdrew After October 1							20	31	40							0	0	0
Enrolled After October 1							15	8	10							0	0	0
Special Consideration							4	4	5							0	0	0
Other							9	17	26							0	0	0

NECAP RESULTS

	School												District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING																				11,404	13	47	25	16	543
MATH																				11,476	11	41	22	25	540
WRITING																				11,371	12	43	30	15	539

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2005 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2005-2006
Reading Results

State: Rhode Island

Proficient with Distinction
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

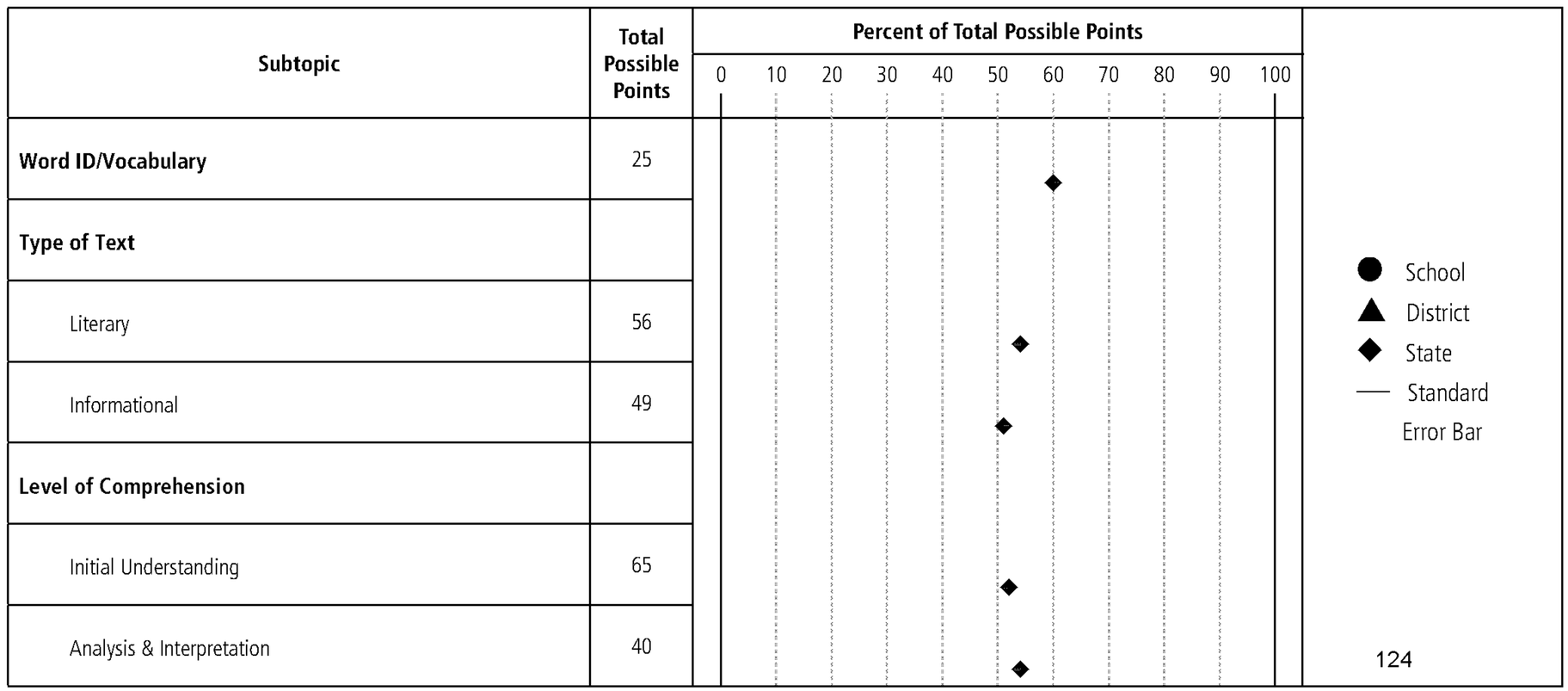
Proficient
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative													
Average													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative													
Average													
STATE													
2005-06	11,589	176	9	11,404	1,494	13	5,309	47	2,831	25	1,770	16	543
2006-07													
2007-08													
Cumulative													
Average													

Subtopic	Total Possible Points
Word ID/Vocabulary	25
Type of Text	
Literary	56
Informational	49
Level of Comprehension	
Initial Understanding	65
Analysis & Interpretation	40



Fall 2005 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2005-2006
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	SCHOOL													DISTRICT							STATE					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				**11,404**	**13**	**47**	**25**	**16**	**543**
Gender																									
Male																				5,810	9	45	27	18	541
Female																				5,496	17	48	22	12	545
Not Reported																				98	5	21	39	35	532
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				69	10	29	33	28	537
Asian																				348	19	44	23	14	544
Black or African American																				939	4	33	37	27	536
Hispanic or Latino																				1,936	3	33	33	31	535
Native Hawaiian or Pacific Islander																				0					
White (non-Hispanic)																				8,099	16	52	21	10	545
No Primary Race/Ethnicity Reported																				13	0	0	54	46	522
LEP Status																									
Currently receiving LEP services																				538	0	10	30	60	527
Former LEP student - monitoring year 1																				201	3	36	35	26	536
Former LEP student - monitoring year 2																				128	5	41	35	20	539
All Other Students																				10,537	14	49	24	13	543
IEP																									
Students with an IEP																				2,253	3	23	32	42	532
All Other Students																				9,151	16	52	23	9	545
SES																									
Economically Disadvantaged Students																				4,378	5	36	33	27	537
All Other Students																				7,026	18	53	20	9	546
Migrant																									
Migrant Students																				0					
All Other Students																				11,404	13	47	25	16	543
Title I																									
Students Receiving Title I Services																				3,361	4	34	33	29	536
All Other Students																				8,043	17	52	21	10	545
504 Plan																									
Students with a 504 Plan																				26	4	50	42	4	542
All Other Students																				11,378	13	47	25	16	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2005 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2005-2006
Mathematics Results

State: Rhode Island

Proficient with Distinction
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

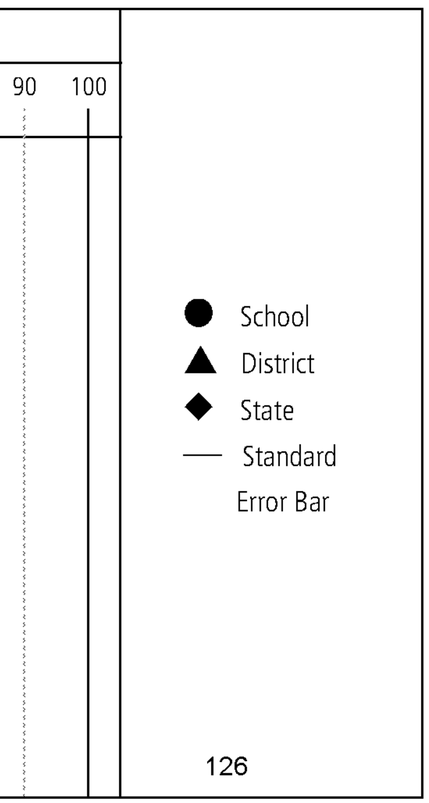
Proficient
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL **2005-06** 2006-07 2007-08 Cumulative Average													
DISTRICT **2005-06** 2006-07 2007-08 Cumulative Average													
STATE **2005-06** 2006-07 2007-08 Cumulative Average	11,589	96	17	11,476	1,312	11	4,749	41	2,519	22	2,896	25	540

Subtopic	Total Possible Points
Number & Operations	73
Geometry & Measurement	32
Functions & Algebra	32
Data, Statistics, & Probability	25



Fall 2005 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2005-2006
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	SCHOOL													DISTRICT							STATE					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				**11,476**	**11**	**41**	**22**	**25**	**540**
Gender																									
Male																				5,836	12	41	21	26	540
Female																				5,533	11	42	23	24	540
Not Reported																				107	3	21	25	50	530
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				69	4	22	39	35	535
Asian																				361	15	48	18	19	542
Black or African American																				953	2	27	24	47	533
Hispanic or Latino																				1,988	3	28	25	44	534
Native Hawaiian or Pacific Islander																				0					
White (non-Hispanic)																				8,092	15	46	21	18	543
No Primary Race/Ethnicity Reported																				13	0	0	15	85	520
LEP Status																									
Currently receiving LEP services																				624	1	10	18	71	527
Former LEP student - monitoring year 1																				201	4	30	28	37	536
Former LEP student - monitoring year 2																				128	6	33	31	30	538
All Other Students																				10,523	12	44	22	22	541
IEP																									
Students with an IEP																				2,248	3	22	23	52	532
All Other Students																				9,228	14	46	22	19	542
SES																									
Economically Disadvantaged Students																				4,440	4	30	26	39	535
All Other Students																				7,036	16	48	19	16	543
Migrant																									
Migrant Students																				0					
All Other Students																				11,476	11	41	22	25	540
Title I																									
Students Receiving Title I Services																				3,419	4	28	26	41	535
All Other Students																				8,057	15	47	20	18	543
504 Plan																									
Students with a 504 Plan																				26	4	38	31	27	540
All Other Students																				11,450	11	41	22	25	540

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2005 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2005-2006
Writing Results

State: Rhode Island

Proficient with Distinction
Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

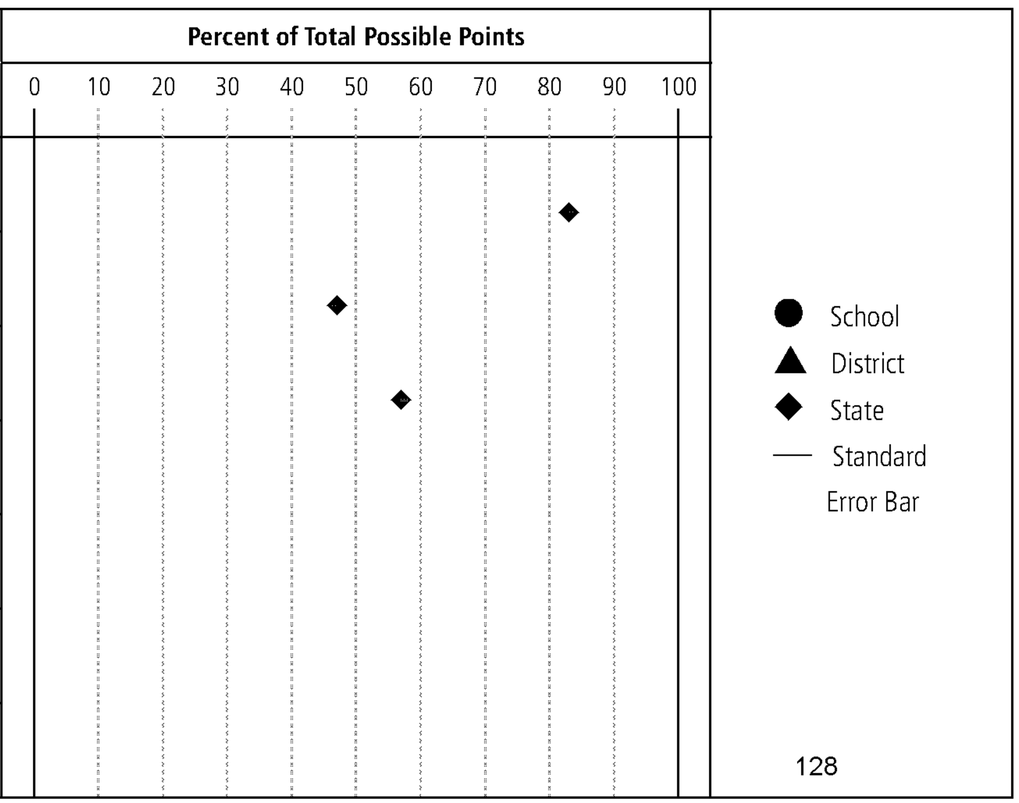
Proficient
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient
Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient
Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL **2005-06** 2006-07 2007-08 Cumulative Average													
DISTRICT **2005-06** 2006-07 2007-08 Cumulative Average													
STATE **2005-06** 2006-07 2007-08 Cumulative Average	11,589	192	26	11,371	1,355	12	4,861	43	3,429	30	1,726	15	539

Subtopic	Total Possible Points
Structures of Language & Writing Conventions	10
Short Responses	12
Extended Response	15



Fall 2005 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2005-2006
Disaggregated Writing Results

State: Rhode Island

REPORTING CATEGORIES	SCHOOL													DISTRICT							STATE					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				**11,371**	**12**	**43**	**30**	**15**	**539**
Gender																									
Male																				5,791	7	38	35	20	537
Female																				5,481	17	48	25	10	543
Not Reported																				99	5	27	26	41	527
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				69	4	32	42	22	535
Asian																				347	20	42	25	13	542
Black or African American																				931	5	34	34	27	534
Hispanic or Latino																				1,929	4	33	34	29	533
Native Hawaiian or Pacific Islander																				0					
White (non-Hispanic)																				8,083	14	46	29	11	541
No Primary Race/Ethnicity Reported																				12	0	17	17	67	516
LEP Status																									
Currently receiving LEP services																				536	0	12	32	56	524
Former LEP student - monitoring year 1																				201	4	40	37	19	536
Former LEP student - monitoring year 2																				128	9	45	34	13	540
All Other Students																				10,506	13	44	30	13	540
IEP																									
Students with an IEP																				2,242	2	20	37	41	529
All Other Students																				9,129	14	48	29	9	542
SES																									
Economically Disadvantaged Students																				4,355	5	35	35	25	535
All Other Students																				7,016	16	48	27	9	542
Migrant																									
Migrant Students																				0					
All Other Students																				11,371	12	43	30	15	539
Title I																									
Students Receiving Title I Services																				3,344	5	34	35	27	534
All Other Students																				8,027	15	47	28	10	542
504 Plan																									
Students with a 504 Plan																				26	12	42	31	15	539
All Other Students																				11,345	12	43	30	15	539

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

About The New England Common Assessment Program

This report highlights results from the Fall 2005 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2005
Beginning of Grade 6
NECAP Tests

Grade 6 Students in 2005-2006

State Results

State: Rhode Island

Fall 2005 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2005-2006
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2004-05 school year, first year LEP students, students who withdrew from the school after October 1, 2005, students who enrolled in the school after October 1, 2005, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							12,244									100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**12,021**	**12,096**								**98**	**99**	
Students not tested in NECAP																		
State Approved							202	123								2	1	
Alternate Assessment							74	74								1	1	
First Year LEP							78	0								1	0	
Withdrew After October 1							29	35								0	0	
Enrolled After October 1							15	8								0	0	
Special Consideration							6	6								0	0	
Other							21	25								0	0	

NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING																				12,021	11	47	27	15	642
MATH																				12,096	10	39	23	28	639
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2005 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2005-2006
Reading Results

State: Rhode Island

Proficient with Distinction
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

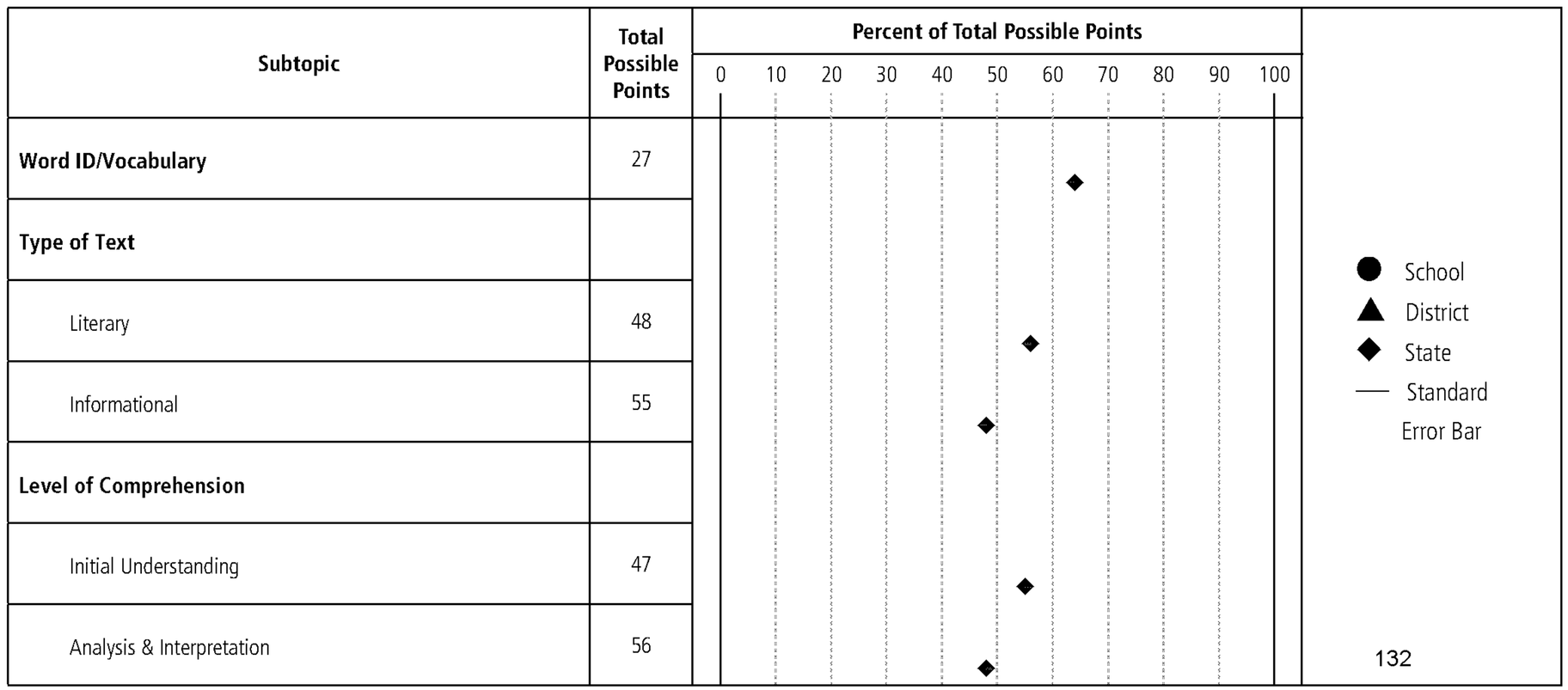
Proficient
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Average													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Average													
STATE													
2005-06	12,244	202	21	12,021	1,314	11	5,637	47	3,219	27	1,851	15	642
2006-07													
2007-08													
Cumulative Average													

Subtopic	Total Possible Points
Word ID/Vocabulary	27
Type of Text	
Literary	48
Informational	55
Level of Comprehension	
Initial Understanding	47
Analysis & Interpretation	56



Fall 2005 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2005-2006
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	SCHOOL													DISTRICT							STATE					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				**12,021**	**11**	**47**	**27**	**15**	**642**
Gender																									
Male																				6,204	7	46	29	18	641
Female																				5,724	15	49	25	12	645
Not Reported																				93	2	25	24	49	629
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				73	12	38	27	22	640
Asian																				372	10	41	35	14	642
Black or African American																				1,021	4	35	33	27	637
Hispanic or Latino																				2,088	2	32	36	30	635
Native Hawaiian or Pacific Islander																				0					
White (non-Hispanic)																				8,424	14	52	23	10	645
No Primary Race/Ethnicity Reported																				43	23	49	14	14	646
LEP Status																									
Currently receiving LEP services																				373	0	11	35	54	626
Former LEP student - monitoring year 1																				220	1	18	51	29	634
Former LEP student - monitoring year 2																				248	0	21	46	33	633
All Other Students																				11,180	12	49	26	13	643
IEP																									
Students with an IEP																				2,294	1	20	34	45	631
All Other Students																				9,727	13	53	25	8	645
SES																									
Economically Disadvantaged Students																				4,615	3	35	36	26	636
All Other Students																				7,406	16	54	21	9	646
Migrant																									
Migrant Students																				1					
All Other Students																				12,020	11	47	27	15	642
Title I																									
Students Receiving Title I Services																				2,855	3	30	37	30	635
All Other Students																				9,166	13	52	24	11	645
504 Plan																									
Students with a 504 Plan																				0					
All Other Students																				12,021	11	47	27	15	642

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2005 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2005-2006
Mathematics Results

State: Rhode Island

Proficient with Distinction
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

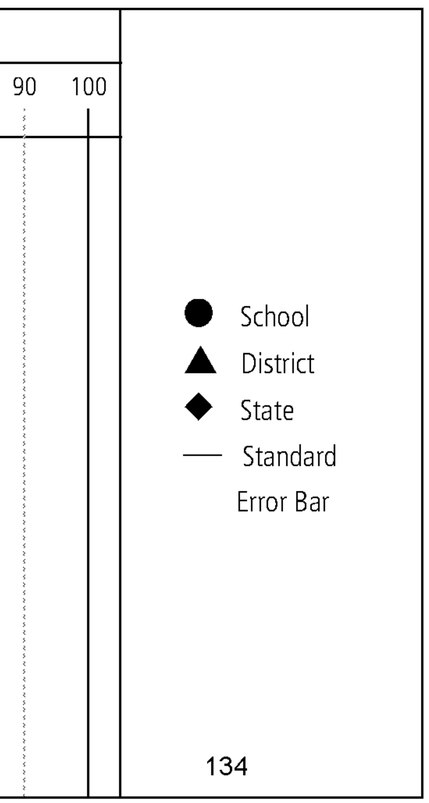
Proficient
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL **2005-06** 2006-07 2007-08 Cumulative Average													
DISTRICT **2005-06** 2006-07 2007-08 Cumulative Average													
STATE **2005-06** 2006-07 2007-08 Cumulative Average	12,244	123	25	12,096	1,260	10	4,724	39	2,729	23	3,383	28	639

Subtopic	Total Possible Points
Number & Operations	64
Geometry & Measurement	41
Functions & Algebra	32
Data, Statistics, & Probability	25



Fall 2005 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2005-2006
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	SCHOOL													DISTRICT							STATE					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				**12,096**	**10**	**39**	**23**	**28**	**639**
Gender																									
Male																				6,248	11	38	22	29	639
Female																				5,750	10	40	23	27	639
Not Reported																				98	4	12	18	65	626
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				73	11	36	16	37	636
Asian																				384	13	38	23	26	640
Black or African American																				1,030	3	24	25	49	632
Hispanic or Latino																				2,137	2	23	27	49	632
Native Hawaiian or Pacific Islander																				0					
White (non-Hispanic)																				8,430	14	45	21	20	642
No Primary Race/Ethnicity Reported																				42	7	40	24	29	638
LEP Status																									
Currently receiving LEP services																				448	0	9	14	77	625
Former LEP student - monitoring year 1																				220	3	16	28	53	632
Former LEP student - monitoring year 2																				249	1	17	31	52	632
All Other Students																				11,179	11	41	23	25	640
IEP																									
Students with an IEP																				2,296	2	16	20	62	629
All Other Students																				9,800	12	45	23	20	641
SES																									
Economically Disadvantaged Students																				4,673	3	27	26	44	634
All Other Students																				7,423	15	47	20	18	642
Migrant																									
Migrant Students																				1					
All Other Students																				12,095	10	39	23	28	639
Title I																									
Students Receiving Title I Services																				2,904	1	23	26	50	632
All Other Students																				9,192	13	44	21	21	641
504 Plan																									
Students with a 504 Plan																				0					
All Other Students																				12,096	10	39	23	28	639

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NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

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NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2005
Beginning of Grade 7
NECAP Tests

Grade 7 Students in 2005-2006

State Results

State: Rhode Island

Fall 2005 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2005-2006
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2004-05 school year, first year LEP students, students who withdrew from the school after October 1, 2005, students who enrolled in the school after October 1, 2005, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							**12,381**									**100**		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**12,132**	**12,199**								**98**	**99**	
Students not tested in NECAP																		
State Approved							209	123								2	1	
Alternate Assessment							73	73								1	1	
First Year LEP							89	0								1	0	
Withdrew After October 1							29	36								0	0	
Enrolled After October 1							13	9								0	0	
Special Consideration							5	5								0	0	
Other							40	59								0	0	

NECAP RESULTS

	School												District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING																				12,132	10	46	26	17	742
MATH																				12,199	10	37	22	31	738
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2005 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2005-2006
Reading Results

State: Rhode Island

Proficient with Distinction
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

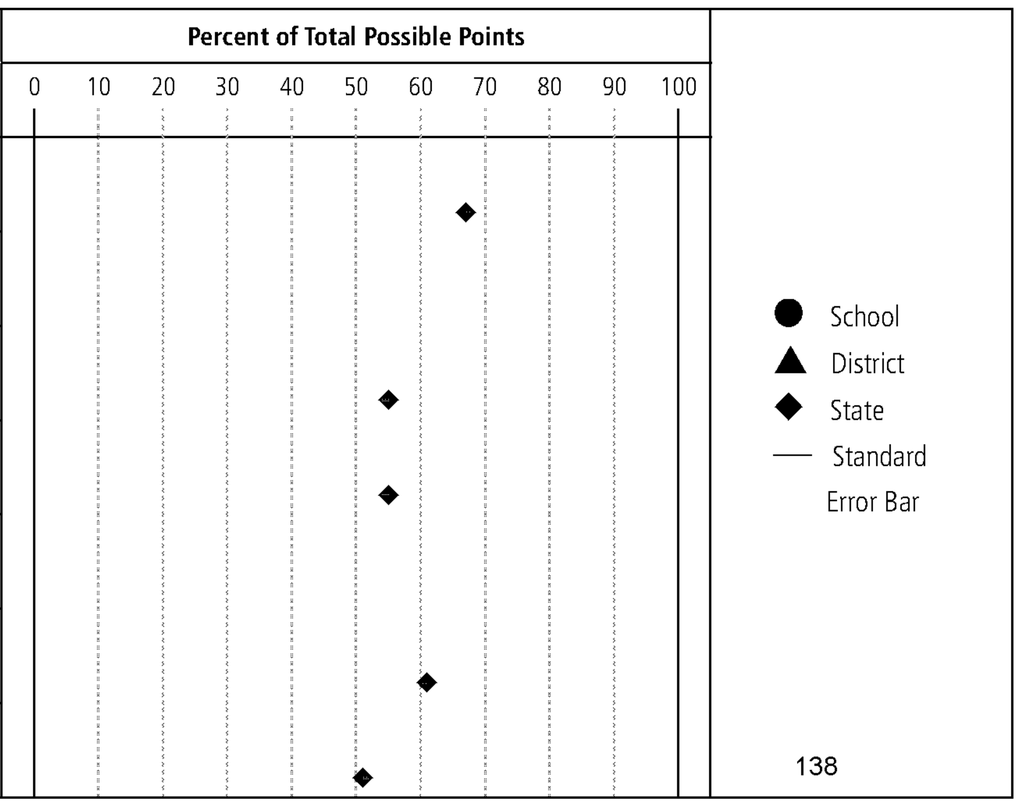
Proficient
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative													
Average													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative													
Average													
STATE													
2005-06	12,381	209	40	12,132	1,192	10	5,640	46	3,185	26	2,115	17	742
2006-07													
2007-08													
Cumulative													
Average													

Subtopic	Total Possible Points
Word ID/Vocabulary	26
Type of Text	
Literary	56
Informational	48
Level of Comprehension	
Initial Understanding	37
Analysis & Interpretation	67



Fall 2005 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2005-2006
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	SCHOOL													DISTRICT							STATE					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score		Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N		N	%	%	%	%	N
All Students																					**12,132**	**10**	**46**	**26**	**17**	**742**
Gender																										
Male																					6,169	7	45	27	20	740
Female																					5,867	12	48	25	14	744
Not Reported																					96	0	18	30	52	725
Primary Race/Ethnicity																										
American Indian or Alaskan Native																					88	5	38	30	28	737
Asian																					374	14	38	31	17	742
Black or African American																					1,066	1	29	35	35	734
Hispanic or Latino																					2,066	2	27	35	37	733
Native Hawaiian or Pacific Islander																					0					
White (non-Hispanic)																					8,524	13	54	23	10	745
No Primary Race/Ethnicity Reported																					14	0	29	29	43	728
LEP Status																										
Currently receiving LEP services																					321	0	6	22	72	724
Former LEP student - monitoring year 1																					127	1	17	43	39	732
Former LEP student - monitoring year 2																					171	1	15	37	48	730
All Other Students																					11,513	10	48	26	15	743
IEP																										
Students with an IEP																					2,242	1	17	32	50	729
All Other Students																					9,890	12	53	25	10	745
SES																										
Economically Disadvantaged Students																					4,510	2	32	35	31	735
All Other Students																					7,622	14	55	21	9	746
Migrant																										
Migrant Students																					2					
All Other Students																					12,130	10	46	26	17	742
Title I																										
Students Receiving Title I Services																					1,089	3	33	35	29	736
All Other Students																					11,043	11	48	25	16	743
504 Plan																										
Students with a 504 Plan																					2					
All Other Students																					12,130	10	46	26	17	742

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2005 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2005-2006
Mathematics Results

State: Rhode Island

Proficient with Distinction
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

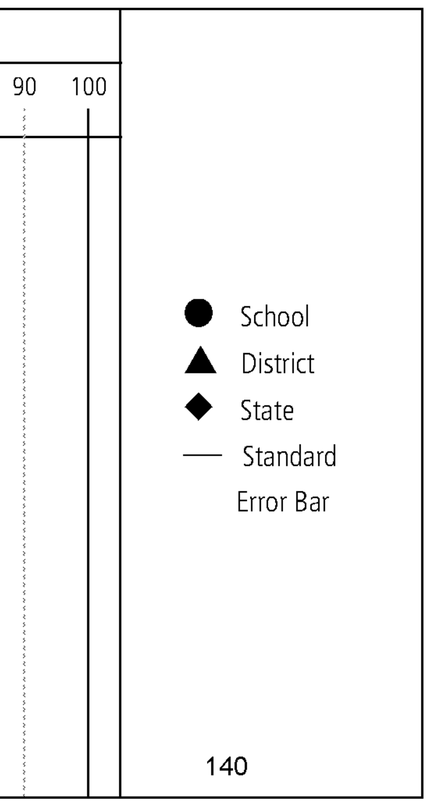
Proficient
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL **2005-06** 2006-07 2007-08 Cumulative Average													
DISTRICT **2005-06** 2006-07 2007-08 Cumulative Average													
STATE **2005-06** 2006-07 2007-08 Cumulative Average	12,381	123	59	12,199	1,242	10	4,496	37	2,668	22	3,793	31	738

Subtopic	Total Possible Points
Number & Operations	47
Geometry & Measurement	36
Functions & Algebra	48
Data, Statistics, & Probability	25



Fall 2005 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2005-2006
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	SCHOOL													DISTRICT							STATE					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				**12,199**	**10**	**37**	**22**	**31**	**738**
Gender																									
Male																				6,199	10	37	22	31	738
Female																				5,901	10	37	22	30	738
Not Reported																				99	2	13	18	67	725
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				89	2	27	22	48	733
Asian																				384	13	34	22	31	739
Black or African American																				1,082	1	19	22	58	731
Hispanic or Latino																				2,106	2	18	24	56	731
Native Hawaiian or Pacific Islander																				0					
White (non-Hispanic)																				8,525	13	44	21	21	741
No Primary Race/Ethnicity Reported																				13	0	23	15	62	725
LEP Status																									
Currently receiving LEP services																				400	0	5	11	84	724
Former LEP student - monitoring year 1																				138	0	12	23	64	729
Former LEP student - monitoring year 2																				173	1	12	16	71	729
All Other Students																				11,488	11	39	22	28	739
IEP																									
Students with an IEP																				2,235	1	12	18	69	728
All Other Students																				9,964	12	42	23	23	740
SES																									
Economically Disadvantaged Students																				4,568	2	23	25	50	733
All Other Students																				7,631	15	45	20	20	741
Migrant																									
Migrant Students																				17	0	0	0	100	715
All Other Students																				12,182	10	37	22	31	738
Title I																									
Students Receiving Title I Services																				1,109	2	23	25	50	733
All Other Students																				11,090	11	38	22	29	739
504 Plan																									
Students with a 504 Plan																				2					
All Other Students																				12,197	10	37	22	31	738

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

About The New England Common Assessment Program

This report highlights results from the Fall 2005 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2005
Beginning of Grade 8
NECAP Tests

Grade 8 Students in 2005-2006

State Results

State: Rhode Island

Fall 2005 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2005-2006
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2004-05 school year, first year LEP students, students who withdrew from the school after October 1, 2005, students who enrolled in the school after October 1, 2005, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							12,533									100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**12,305**	**12,351**	**12,241**							**98**	**99**	**98**
Students not tested in NECAP																		
State Approved							180	112	186							1	1	1
Alternate Assessment							62	62	62							0	0	0
First Year LEP							74	0	74							1	0	1
Withdrew After October 1							24	29	32							0	0	0
Enrolled After October 1							13	13	9							0	0	0
Special Consideration							7	8	9							0	0	0
Other							48	70	106							0	1	1

NECAP RESULTS

	School												District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING																				12,305	10	45	27	17	842
MATH																				12,351	11	37	21	32	838
WRITING																				12,241	6	42	33	18	838

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2005 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2005-2006
Reading Results

State: Rhode Island

Proficient with Distinction
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

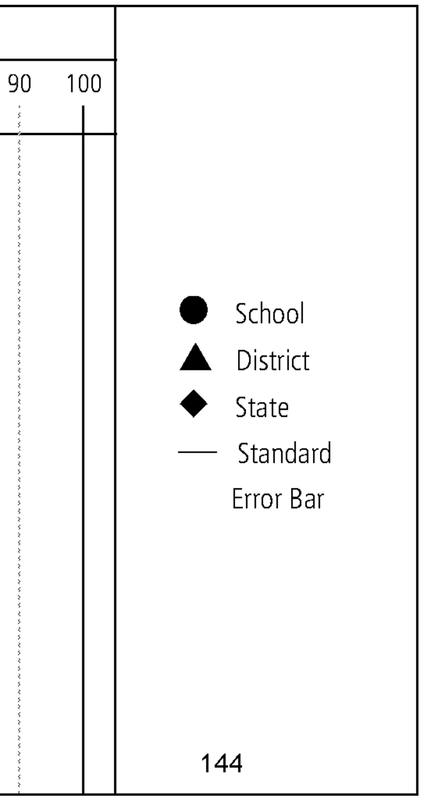
Proficient
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative													
Average													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative													
Average													
STATE													
2005-06	12,533	180	48	12,305	1,253	10	5,580	45	3,376	27	2,096	17	842
2006-07													
2007-08													
Cumulative													
Average													

Subtopic	Total Possible Points
Word ID/Vocabulary	25
Type of Text	
Literary	57
Informational	48
Level of Comprehension	
Initial Understanding	43
Analysis & Interpretation	62



Fall 2005 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2005-2006
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	SCHOOL													DISTRICT							STATE					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				**12,305**	**10**	**45**	**27**	**17**	**842**
Gender																									
Male																				6,287	7	44	29	20	840
Female																				5,917	14	47	26	14	844
Not Reported																				101	7	16	25	52	828
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				69	4	42	35	19	839
Asian																				393	10	39	31	20	840
Black or African American																				994	2	28	36	34	834
Hispanic or Latino																				1,968	1	23	36	40	831
Native Hawaiian or Pacific Islander																				0					
White (non-Hispanic)																				8,870	13	53	24	10	845
No Primary Race/Ethnicity Reported																				11	9	18	27	45	829
LEP Status																									
Currently receiving LEP services																				355	0	6	20	74	823
Former LEP student - monitoring year 1																				80	0	15	46	39	830
Former LEP student - monitoring year 2																				86	2	26	36	36	834
All Other Students																				11,784	11	47	27	15	842
IEP																									
Students with an IEP																				2,294	1	20	33	46	830
All Other Students																				10,011	12	51	26	10	844
SES																									
Economically Disadvantaged Students																				4,272	2	31	36	31	834
All Other Students																				8,033	14	53	23	9	846
Migrant																									
Migrant Students																				1					
All Other Students																				12,304	10	45	27	17	842
Title I																									
Students Receiving Title I Services																				982	3	31	37	30	835
All Other Students																				11,323	11	47	27	16	842
504 Plan																									
Students with a 504 Plan																				0					
All Other Students																				12,305	10	45	27	17	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2005 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2005-2006
Mathematics Results

State: Rhode Island

Proficient with Distinction
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL **2005-06** 2006-07 2007-08 Cumulative Average													
DISTRICT **2005-06** 2006-07 2007-08 Cumulative Average													
STATE **2005-06** 2006-07 2007-08 Cumulative Average	12,533	112	70	12,351	1,300	11	4,519	37	2,623	21	3,909	32	838

Subtopic	Total Possible Points	Percent of Total Possible Points (0 10 20 30 40 50 60 70 80 90 100)
Number & Operations	32	
Geometry & Measurement	34	
Functions & Algebra	66	
Data, Statistics, & Probability	24	

Fall 2005 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2005-2006
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	SCHOOL													DISTRICT							STATE					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				**12,351**	**11**	**37**	**21**	**32**	**838**
Gender																									
Male																				6,305	11	37	21	31	838
Female																				5,943	10	37	22	31	838
Not Reported																				103	6	12	13	70	823
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				68	4	28	24	44	835
Asian																				396	15	34	21	30	839
Black or African American																				1,002	2	18	22	58	830
Hispanic or Latino																				2,015	2	17	21	60	830
Native Hawaiian or Pacific Islander																				0					
White (non-Hispanic)																				8,860	13	43	21	22	841
No Primary Race/Ethnicity Reported																				10	0	0	10	90	821
LEP Status																									
Currently receiving LEP services																				429	0	5	10	85	822
Former LEP student - monitoring year 1																				82	0	6	18	76	828
Former LEP student - monitoring year 2																				86	3	13	27	57	832
All Other Students																				11,754	11	38	22	29	839
IEP																									
Students with an IEP																				2,287	1	13	18	68	827
All Other Students																				10,064	13	42	22	23	840
SES																									
Economically Disadvantaged Students																				4,320	3	23	23	51	832
All Other Students																				8,031	15	44	20	21	841
Migrant																									
Migrant Students																				3					
All Other Students																				12,348	11	37	21	32	838
Title I																									
Students Receiving Title I Services																				1,001	3	23	25	49	833
All Other Students																				11,350	11	38	21	30	838
504 Plan																									
Students with a 504 Plan																				0					
All Other Students																				12,351	11	37	21	32	838

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2005 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2005-2006
Writing Results

State: Rhode Island

Proficient with Distinction
Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

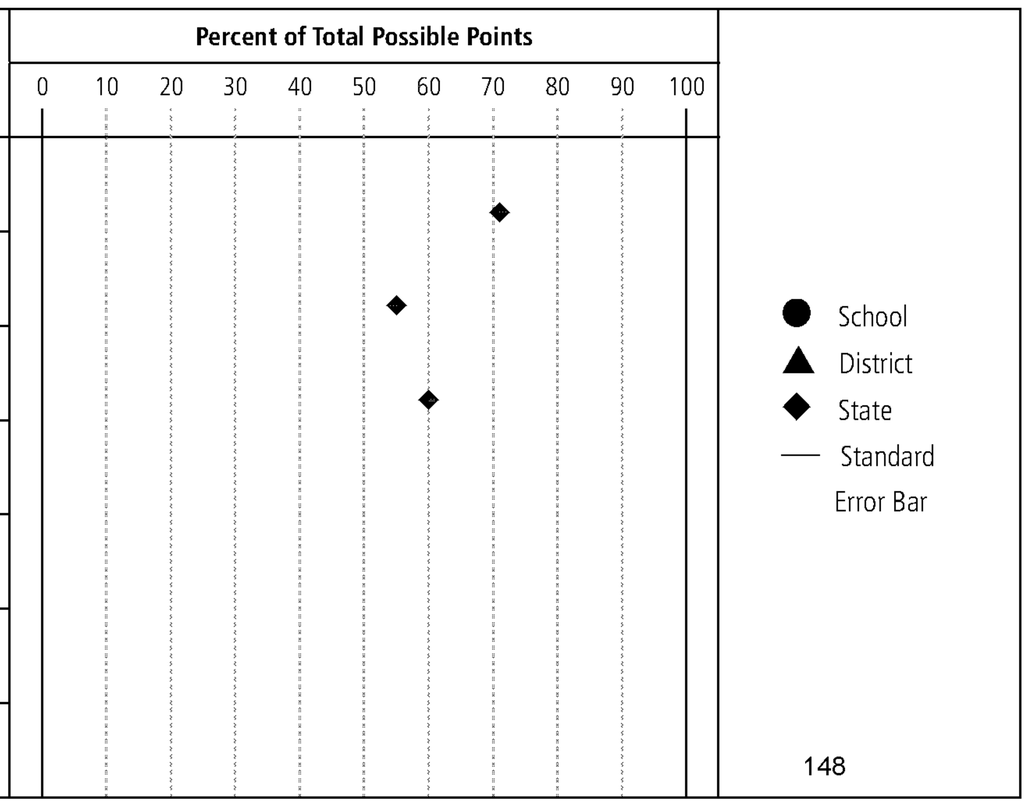
Proficient
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient
Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient
Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL **2005-06** 2006-07 2007-08 Cumulative Average													
DISTRICT **2005-06** 2006-07 2007-08 Cumulative Average													
STATE **2005-06** 2006-07 2007-08 Cumulative Average	12,533	186	106	12,241	770	6	5,137	42	4,070	33	2,264	18	838

Subtopic	Total Possible Points
Structures of Language & Writing Conventions	10
Short Responses	12
Extended Response	15



Fall 2005 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2005-2006
Disaggregated Writing Results

State: Rhode Island

REPORTING CATEGORIES	SCHOOL													DISTRICT							STATE					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				12,241	6	42	33	18	838
Gender																									
Male																				6,241	4	35	38	24	835
Female																				5,900	9	50	29	12	841
Not Reported																				100	3	11	26	60	822
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				68	6	34	38	22	837
Asian																				392	7	38	39	16	838
Black or African American																				982	1	28	37	34	832
Hispanic or Latino																				1,940	1	22	39	38	830
Native Hawaiian or Pacific Islander																				0					
White (non-Hispanic)																				8,850	8	48	31	13	840
No Primary Race/Ethnicity Reported																				9					
LEP Status																									
Currently receiving LEP services																				348	0	7	28	65	823
Former LEP student - monitoring year 1																				79	1	19	46	34	831
Former LEP student - monitoring year 2																				84	5	24	42	30	833
All Other Students																				11,730	7	43	33	17	838
IEP																									
Students with an IEP																				2,277	0	14	36	49	827
All Other Students																				9,964	8	48	33	12	840
SES																									
Economically Disadvantaged Students																				4,235	1	28	40	31	832
All Other Students																				8,006	9	49	30	12	841
Migrant																									
Migrant Students																				1					
All Other Students																				12,240	6	42	33	18	838
Title I																									
Students Receiving Title I Services																				981	2	31	40	27	833
All Other Students																				11,260	7	43	33	18	838
504 Plan																									
Students with a 504 Plan																				0					
All Other Students																				12,241	6	42	33	18	838

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2006 NECAP Tests

State Summary

2006-2007 Students

State: Rhode Island

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**70,092**	**1,152**	**604**	**68,336**	**8,158**	**12**	**34,349**	**50**	**16,240**	**24**	**9,589**	**14**	
Beginning of Grade 3	11,226	158	104	10,964	1,387	13	5,749	52	2,211	20	1,617	15	344
Beginning of Grade 4	11,227	212	93	10,922	1,564	14	5,360	49	2,551	23	1,447	13	443
Beginning of Grade 5	11,393	191	84	11,118	1,710	15	5,531	50	2,364	21	1,513	14	544
Beginning of Grade 6	11,645	175	81	11,389	1,210	11	5,988	53	2,668	23	1,523	13	644
Beginning of Grade 7	12,345	209	112	12,024	1,147	10	5,890	49	3,369	28	1,618	13	743
Beginning of Grade 8	12,256	207	130	11,919	1,140	10	5,831	49	3,077	26	1,871	16	842

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**70,092**	**713**	**583**	**68,796**	**8,585**	**12**	**28,127**	**41**	**14,868**	**22**	**17,216**	**25**	
Beginning of Grade 3	11,226	109	102	11,015	1,728	16	4,460	40	2,650	24	2,177	20	341
Beginning of Grade 4	11,227	122	89	11,016	1,092	10	4,878	44	2,657	24	2,389	22	440
Beginning of Grade 5	11,393	124	81	11,188	1,458	13	4,971	44	2,368	21	2,391	21	541
Beginning of Grade 6	11,645	95	77	11,473	1,512	13	4,691	41	2,381	21	2,889	25	640
Beginning of Grade 7	12,345	120	115	12,110	1,502	12	4,738	39	2,480	20	3,390	28	739
Beginning of Grade 8	12,256	143	119	11,994	1,293	11	4,389	37	2,332	19	3,980	33	838

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**23,649**	**376**	**314**	**22,959**	**2,694**	**12**	**7,928**	**35**	**7,238**	**32**	**5,099**	**22**	
Beginning of Grade 5	11,393	178	113	11,102	1,617	15	4,001	36	3,050	27	2,434	22	540
Beginning of Grade 8	12,256	198	201	11,857	1,077	9	3,927	33	4,188	35	2,665	22	838

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About The New England Common Assessment Program

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Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

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Fall 2006
Beginning of Grade 3
NECAP Tests

Grade 3 Students in 2006-2007

State Results

State: Rhode Island

Fall 2006 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2006-2007
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2005-06 school year, first year LEP students, students who withdrew from the school after October 1, 2006, students who enrolled in the school after October 1, 2006, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							11,226									100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**10,964**	**11,015**								**98**	**98**	
Students not tested in NECAP																		
State Approved							158	109								1	1	
Alternate Assessment							53	55								0	0	
First Year LEP							57	0								1	0	
Withdrew After October 1							28	37								0	0	
Enrolled After October 1							10	7								0	0	
Special Consideration							10	10								0	0	
Other							104	102								1	1	

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	11,226	158	104	10,964	1,387	13	5,749	52	2,211	20	1,617	15	344												
MATH	11,226	109	102	11,015	1,728	16	4,460	40	2,650	24	2,177	20	341												
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2006 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2006-2007
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

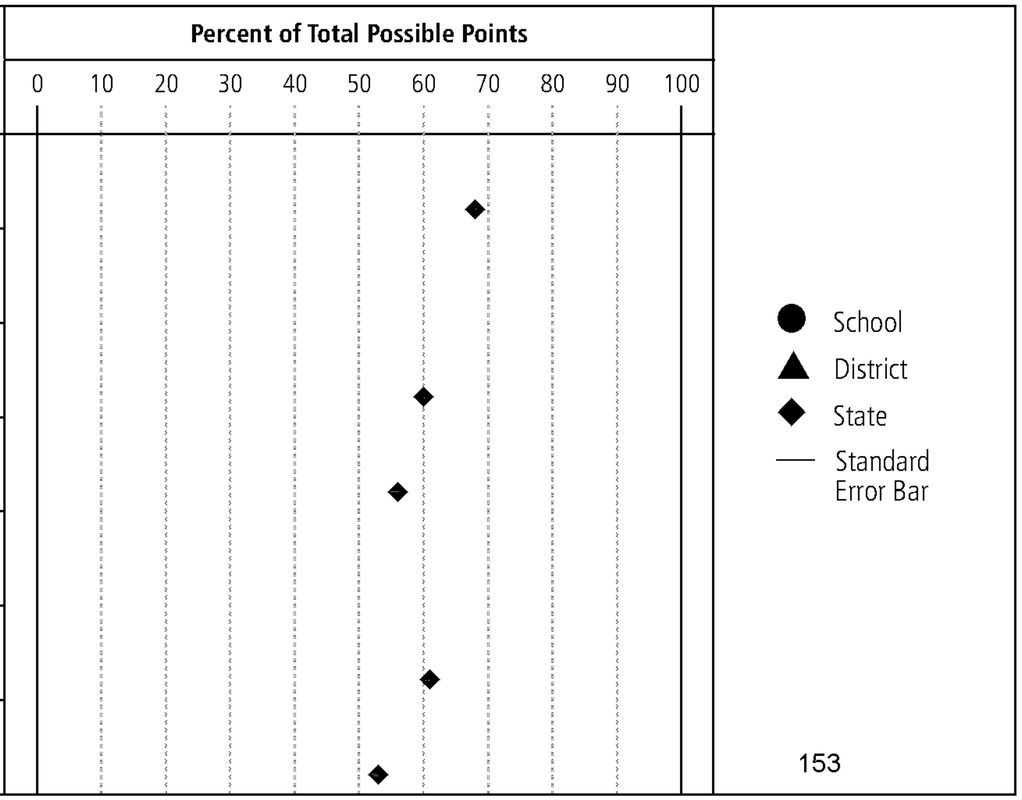
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08 Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08 Cumulative Total													
STATE													
2005-06	11,283	179	14	11,090	1,428	13	5,233	47	2,612	24	1,817	16	343
2006-07	**11,226**	**158**	**104**	**10,964**	**1,387**	**13**	**5,749**	**52**	**2,211**	**20**	**1,617**	**15**	**344**
2007-08 Cumulative Total	22,509	337	118	22,054	2,815	13	10,982	50	4,823	22	3,434	16	343

Subtopic	Total Possible Points
Word ID/Vocabulary	47
Type of Text	
Literary	43
Informational	40
Level of Comprehension	
Initial Understanding	52
Analysis & Interpretation	31



Fall 2006 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2006-2007
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,226**	**158**	**104**	**10,964**	**1,387**	**13**	**5,749**	**52**	**2,211**	**20**	**1,617**	**15**	**344**												
Gender																									
Male	5,794	94	66	5,634	627	11	2,774	49	1,191	21	1,042	18	342												
Female	5,411	54	34	5,323	760	14	2,972	56	1,017	19	574	11	345												
Not Reported	21	10	4	7																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	82	0	6	76	2	3	33	43	26	34	15	20	339												
Asian	337	11	4	322	39	12	181	56	59	18	43	13	344												
Black or African American	992	24	14	954	52	5	420	44	273	29	209	22	339												
Hispanic or Latino	2,228	59	23	2,146	51	2	837	39	646	30	612	29	337												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,566	54	53	7,459	1,243	17	4,275	57	1,204	16	737	10	346												
No Primary Race/Ethnicity Reported	21	10	4	7																					
LEP Status																									
Currently receiving LEP services	859	57	14	788	1	0	162	21	264	34	361	46	331												
Former LEP student - monitoring year 1	93	0	0	93	3	3	51	55	25	27	14	15	340												
Former LEP student - monitoring year 2	63	1	0	62	3	5	29	47	25	40	5	8	341												
All Other Students	10,211	100	90	10,021	1,380	14	5,507	55	1,897	19	1,237	12	345												
IEP																									
Students with an IEP	1,916	65	64	1,787	76	4	538	30	427	24	746	42	334												
All Other Students	9,310	93	40	9,177	1,311	14	5,211	57	1,784	19	871	9	346												
SES																									
Economically Disadvantaged Students	4,522	82	44	4,396	196	4	1,969	45	1,174	27	1,057	24	339												
All Other Students	6,704	76	60	6,568	1,191	18	3,780	58	1,037	16	560	9	347												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,226	158	104	10,964	1,387	13	5,749	52	2,211	20	1,617	15	344												
Title I																									
Students Receiving Title I Services	4,010	79	37	3,894	130	3	1,585	41	1,160	30	1,019	26	338												
All Other Students	7,216	79	67	7,070	1,257	18	4,164	59	1,051	15	598	8	347												
504 Plan																									
Students with a 504 Plan	96	0	0	96	6	6	51	53	23	24	16	17	342												
All Other Students	11,130	158	104	10,868	1,381	13	5,698	52	2,188	20	1,601	15	344												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2006 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2006-2007
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

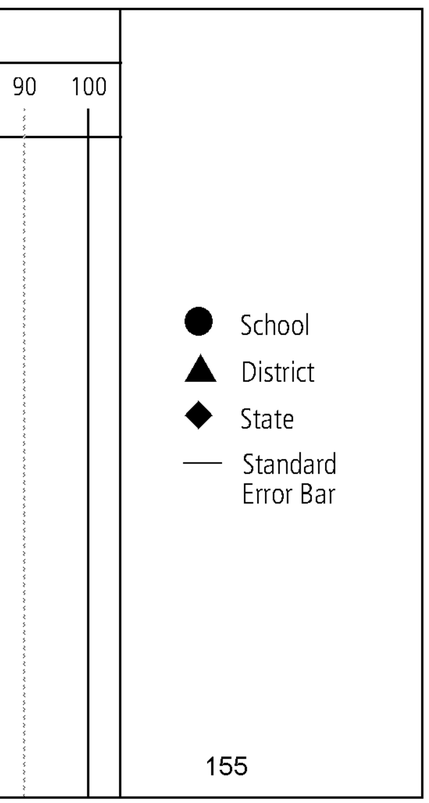
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	11,283	101	20	11,162	1,333	12	4,303	39	2,785	25	2,741	25	339
2006-07	**11,226**	**109**	**102**	**11,015**	**1,728**	**16**	**4,460**	**40**	**2,650**	**24**	**2,177**	**20**	**341**
2007-08													
Cumulative Total	22,509	210	122	22,177	3,061	14	8,763	40	5,435	25	4,918	22	340

Subtopic	Total Possible Points
Number & Operations	75
Geometry & Measurement	21
Functions & Algebra	20
Data, Statistics, & Probability	21



Fall 2006 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2006-2007
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,226**	**109**	**102**	**11,015**	**1,728**	**16**	**4,460**	**40**	**2,650**	**24**	**2,177**	**20**	**341**												
Gender																									
Male	5,794	66	65	5,663	962	17	2,314	41	1,316	23	1,071	19	342												
Female	5,411	33	34	5,344	766	14	2,144	40	1,332	25	1,102	21	341												
Not Reported	21	10	3	8																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	82	0	6	76	6	8	22	29	17	22	31	41	336												
Asian	337	7	4	326	64	20	123	38	77	24	62	19	343												
Black or African American	992	9	16	967	60	6	296	31	275	28	336	35	336												
Hispanic or Latino	2,228	26	21	2,181	109	5	628	29	648	30	796	36	335												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,566	57	52	7,457	1,489	20	3,389	45	1,631	22	948	13	344												
No Primary Race/Ethnicity Reported	21	10	3	8																					
LEP Status																									
Currently receiving LEP services	859	9	11	839	16	2	148	18	220	26	455	54	331												
Former LEP student - monitoring year 1	93	0	0	93	6	6	36	39	29	31	22	24	338												
Former LEP student - monitoring year 2	63	1	0	62	5	8	17	27	27	44	13	21	338												
All Other Students	10,211	99	91	10,021	1,701	17	4,259	43	2,374	24	1,687	17	342												
IEP																									
Students with an IEP	1,916	64	64	1,788	99	6	469	26	478	27	742	41	334												
All Other Students	9,310	45	38	9,227	1,629	18	3,991	43	2,172	24	1,435	16	343												
SES																									
Economically Disadvantaged Students	4,522	48	44	4,430	286	6	1,451	33	1,304	29	1,389	31	336												
All Other Students	6,704	61	58	6,585	1,442	22	3,009	46	1,346	20	788	12	344												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,226	109	102	11,015	1,728	16	4,460	40	2,650	24	2,177	20	341												
Title I																									
Students Receiving Title I Services	4,010	42	38	3,930	235	6	1,196	30	1,173	30	1,326	34	336												
All Other Students	7,216	67	64	7,085	1,493	21	3,264	46	1,477	21	851	12	344												
504 Plan																									
Students with a 504 Plan	96	0	0	96	8	8	42	44	27	28	19	20	340												
All Other Students	11,130	109	102	10,919	1,720	16	4,418	40	2,623	24	2,158	20	341												

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Fall 2006
Beginning of Grade 4
NECAP Tests

Grade 4 Students in 2006-2007

State Results

State: Rhode Island

Fall 2006 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2006-2007
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2005-06 school year, first year LEP students, students who withdrew from the school after October 1, 2006, students who enrolled in the school after October 1, 2006, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							11,227									100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**10,922**	**11,016**								**97**	**98**	
Students not tested in NECAP																		
State Approved							212	122								2	1	
Alternate Assessment							77	76								1	1	
First Year LEP							86	0								1	0	
Withdrew After October 1							32	33								0	0	
Enrolled After October 1							10	5								0	0	
Special Consideration							7	8								0	0	
Other							93	89								1	1	

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	11,227	212	93	10,922	1,564	14	5,360	49	2,551	23	1,447	13	443												
MATH	11,227	122	89	11,016	1,092	10	4,878	44	2,657	24	2,389	22	440												
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2006 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2006-2007
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

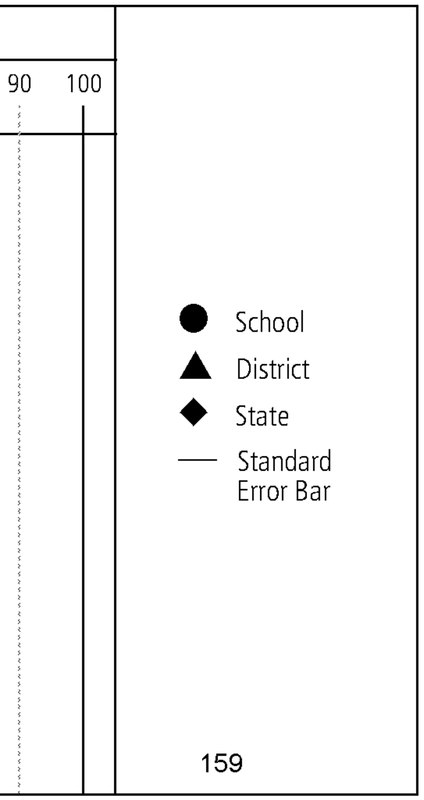
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08 Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08 Cumulative Total													
STATE													
2005-06	11,511	190	10	11,311	1,458	13	5,353	47	2,522	22	1,978	17	442
2006-07	**11,227**	**212**	**93**	**10,922**	**1,564**	**14**	**5,360**	**49**	**2,551**	**23**	**1,447**	**13**	**443**
2007-08 Cumulative Total	22,738	402	103	22,233	3,022	14	10,713	48	5,073	23	3,425	15	442

Subtopic	Total Possible Points
Word ID/Vocabulary	48
Type of Text	
Literary	38
Informational	44
Level of Comprehension	
Initial Understanding	45
Analysis & Interpretation	37



Fall 2006 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2006-2007
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,227**	**212**	**93**	**10,922**	**1,564**	**14**	**5,360**	**49**	**2,551**	**23**	**1,447**	**13**	**443**												
Gender																									
Male	5,833	132	65	5,636	628	11	2,629	47	1,432	25	947	17	441												
Female	5,383	80	28	5,275	936	18	2,727	52	1,115	21	497	9	445												
Not Reported	11	0	0	11	0	0	4	36	4	36	3	27	432												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	83	2	1	80	5	6	37	46	25	31	13	16	440												
Asian	366	9	3	354	58	16	188	53	75	21	33	9	445												
Black or African American	981	30	12	939	44	5	371	40	313	33	211	22	438												
Hispanic or Latino	2,114	100	39	1,975	90	5	667	34	677	34	541	27	436												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,672	71	38	7,563	1,367	18	4,093	54	1,457	19	646	9	446												
No Primary Race/Ethnicity Reported	11	0	0	11	0	0	4	36	4	36	3	27	432												
LEP Status																									
Currently receiving LEP services	784	105	23	656	7	1	84	13	255	39	310	47	430												
Former LEP student - monitoring year 1	101	1	2	98	6	6	49	50	35	36	8	8	442												
Former LEP student - monitoring year 2	100	0	0	100	3	3	48	48	26	26	23	23	439												
All Other Students	10,242	106	68	10,068	1,548	15	5,179	51	2,235	22	1,106	11	444												
IEP																									
Students with an IEP	2,165	82	45	2,038	77	4	560	27	635	31	766	38	433												
All Other Students	9,062	130	48	8,884	1,487	17	4,800	54	1,916	22	681	8	446												
SES																									
Economically Disadvantaged Students	4,469	136	38	4,295	244	6	1,707	40	1,380	32	964	22	438												
All Other Students	6,758	76	55	6,627	1,320	20	3,653	55	1,171	18	483	7	447												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,227	212	93	10,922	1,564	14	5,360	49	2,551	23	1,447	13	443												
Title I																									
Students Receiving Title I Services	3,648	106	42	3,500	192	5	1,272	36	1,164	33	872	25	437												
All Other Students	7,579	106	51	7,422	1,372	18	4,088	55	1,387	19	575	8	446												
504 Plan																									
Students with a 504 Plan	119	0	0	119	8	7	66	55	36	30	9	8	443												
All Other Students	11,108	212	93	10,803	1,556	14	5,294	49	2,515	23	1,438	13	443												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2006 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2006-2007
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

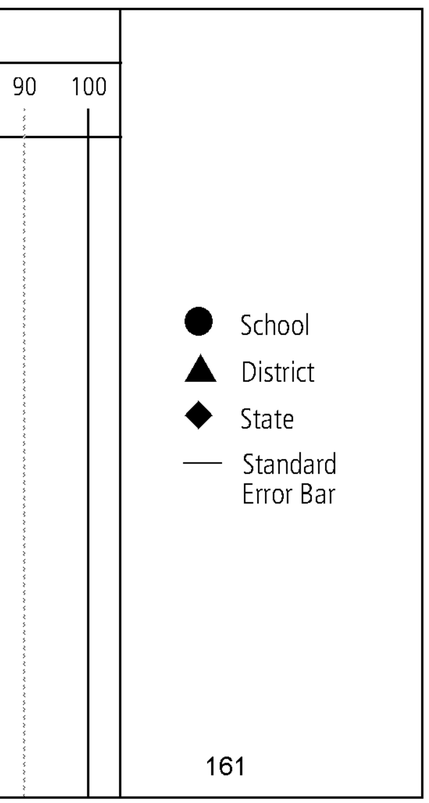
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	11,511	108	19	11,384	1,339	12	4,579	40	2,637	23	2,829	25	440
2006-07	**11,227**	**122**	**89**	**11,016**	**1,092**	**10**	**4,878**	**44**	**2,657**	**24**	**2,389**	**22**	**440**
2007-08													
Cumulative Total	22,738	230	108	22,400	2,431	11	9,457	42	5,294	24	5,218	23	440

Subtopic	Total Possible Points
Number & Operations	68
Geometry & Measurement	27
Functions & Algebra	21
Data, Statistics, & Probability	21



Fall 2006 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2006-2007
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,227**	**122**	**89**	**11,016**	**1,092**	**10**	**4,878**	**44**	**2,657**	**24**	**2,389**	**22**	**440**												
Gender																									
Male	5,833	89	63	5,681	587	10	2,570	45	1,311	23	1,213	21	441												
Female	5,383	33	26	5,324	505	9	2,304	43	1,343	25	1,172	22	440												
Not Reported	11	0	0	11	0	0	4	36	3	27	4	36	432												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	83	1	1	81	3	4	27	33	26	32	25	31	435												
Asian	366	1	2	363	54	15	169	47	76	21	64	18	443												
Black or African American	981	15	12	954	20	2	270	28	295	31	369	39	434												
Hispanic or Latino	2,114	47	34	2,033	45	2	624	31	574	28	790	39	434												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,672	58	40	7,574	970	13	3,784	50	1,683	22	1,137	15	443												
No Primary Race/Ethnicity Reported	11	0	0	11	0	0	4	36	3	27	4	36	432												
LEP Status																									
Currently receiving LEP services	784	24	12	748	9	1	129	17	179	24	431	58	429												
Former LEP student - monitoring year 1	101	1	2	98	6	6	40	41	31	32	21	21	439												
Former LEP student - monitoring year 2	100	0	0	100	4	4	43	43	24	24	29	29	438												
All Other Students	10,242	97	75	10,070	1,073	11	4,666	46	2,423	24	1,908	19	441												
IEP																									
Students with an IEP	2,165	77	49	2,039	69	3	542	27	523	26	905	44	432												
All Other Students	9,062	45	40	8,977	1,023	11	4,336	48	2,134	24	1,484	17	442												
SES																									
Economically Disadvantaged Students	4,469	63	35	4,371	135	3	1,466	34	1,284	29	1,486	34	435												
All Other Students	6,758	59	54	6,645	957	14	3,412	51	1,373	21	903	14	444												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,227	122	89	11,016	1,092	10	4,878	44	2,657	24	2,389	22	440												
Title I																									
Students Receiving Title I Services	3,648	45	39	3,564	102	3	1,081	30	1,062	30	1,319	37	435												
All Other Students	7,579	77	50	7,452	990	13	3,797	51	1,595	21	1,070	14	443												
504 Plan																									
Students with a 504 Plan	119	0	1	118	9	8	54	46	34	29	21	18	441												
All Other Students	11,108	122	88	10,898	1,083	10	4,824	44	2,623	24	2,368	22	440												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

About The New England Common Assessment Program

This report highlights results from the Fall 2006 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2006
Beginning of Grade 5
NECAP Tests

Grade 5 Students in 2006-2007

State Results

State: Rhode Island

Fall 2006 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2006-2007
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2005-06 school year, first year LEP students, students who withdrew from the school after October 1, 2006, students who enrolled in the school after October 1, 2006, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							**11,393**									**100**		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**11,118**	**11,188**	**11,102**							**98**	**98**	**97**
Students not tested in NECAP																		
State Approved							191	124	178							2	1	2
Alternate Assessment							77	77	61							1	1	1
First Year LEP							73	0	70							1	0	1
Withdrew After October 1							26	34	36							0	0	0
Enrolled After October 1							10	7	4							0	0	0
Special Consideration							5	6	7							0	0	0
Other							84	81	113							1	1	1

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	11,393	191	84	11,118	1,710	15	5,531	50	2,364	21	1,513	14	544												
MATH	11,393	124	81	11,188	1,458	13	4,971	44	2,368	21	2,391	21	541												
WRITING	11,393	178	113	11,102	1,617	15	4,001	36	3,050	27	2,434	22	540												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2006 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2006-2007
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

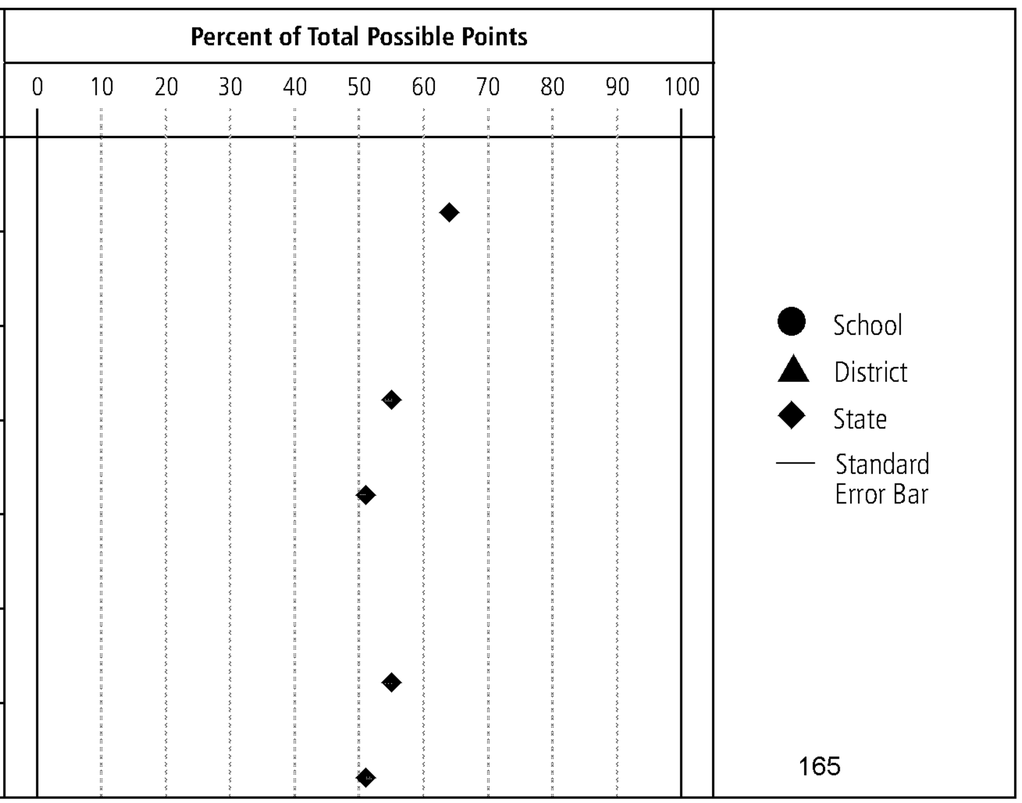
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08 Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08 Cumulative Total													
STATE													
2005-06	11,589	176	9	11,404	1,494	13	5,309	47	2,831	25	1,770	16	543
2006-07	**11,393**	**191**	**84**	**11,118**	**1,710**	**15**	**5,531**	**50**	**2,364**	**21**	**1,513**	**14**	**544**
2007-08 Cumulative Total	22,982	367	93	22,522	3,204	14	10,840	48	5,195	23	3,283	15	543

Subtopic	Total Possible Points
Word ID/Vocabulary	25
Type of Text	
Literary	57
Informational	48
Level of Comprehension	
Initial Understanding	52
Analysis & Interpretation	53



Fall 2006 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2006-2007
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,393**	**191**	**84**	**11,118**	**1,710**	**15**	**5,531**	**50**	**2,364**	**21**	**1,513**	**14**	**544**												
Gender																									
Male	5,923	114	51	5,758	737	13	2,838	49	1,273	22	910	16	543												
Female	5,454	77	33	5,344	970	18	2,687	50	1,089	20	598	11	545												
Not Reported	16	0	0	16	3	19	6	38	2	13	5	31	541												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	52	1	1	50	5	10	24	48	11	22	10	20	540												
Asian	340	6	1	333	59	18	161	48	71	21	42	13	545												
Black or African American	967	19	12	936	52	6	328	35	295	32	261	28	537												
Hispanic or Latino	2,026	85	26	1,915	95	5	688	36	604	32	528	28	537												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,990	79	44	7,867	1,496	19	4,324	55	1,380	18	667	8	546												
No Primary Race/Ethnicity Reported	18	1	0	17	3	18	6	35	3	18	5	29	541												
LEP Status																									
Currently receiving LEP services	633	74	17	542	6	1	85	16	181	33	270	50	531												
Former LEP student - monitoring year 1	142	0	0	142	13	9	66	46	49	35	14	10	542												
Former LEP student - monitoring year 2	123	0	0	123	2	2	55	45	41	33	25	20	538												
All Other Students	10,495	117	67	10,311	1,689	16	5,325	52	2,093	20	1,204	12	545												
IEP																									
Students with an IEP	2,215	87	48	2,080	64	3	535	26	606	29	875	42	533												
All Other Students	9,178	104	36	9,038	1,646	18	4,996	55	1,758	19	638	7	546												
SES																									
Economically Disadvantaged Students	4,362	115	35	4,212	259	6	1,715	41	1,253	30	985	23	538												
All Other Students	7,031	76	49	6,906	1,451	21	3,816	55	1,111	16	528	8	547												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,393	191	84	11,118	1,710	15	5,531	50	2,364	21	1,513	14	544												
Title I																									
Students Receiving Title I Services	3,597	87	34	3,476	213	6	1,287	37	1,099	32	877	25	538												
All Other Students	7,796	104	50	7,642	1,497	20	4,244	56	1,265	17	636	8	546												
504 Plan																									
Students with a 504 Plan	150	0	0	150	16	11	93	62	32	21	9	6	544												
All Other Students	11,243	191	84	10,968	1,694	15	5,438	50	2,332	21	1,504	14	544												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2006 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2006-2007
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

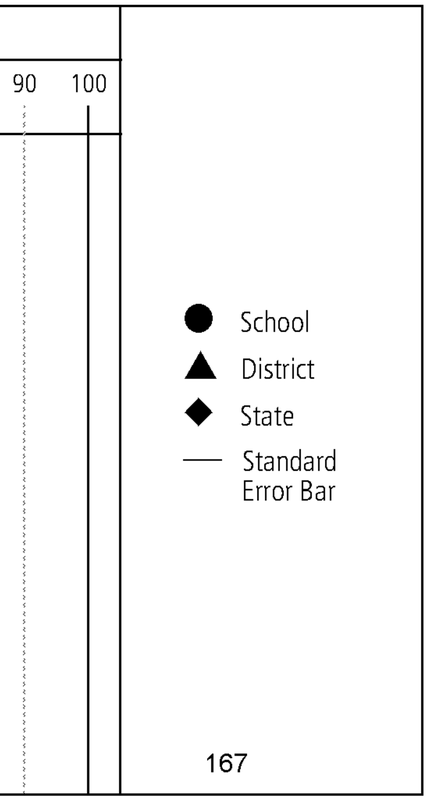
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	11,589	96	17	11,476	1,312	11	4,749	41	2,519	22	2,896	25	540
2006-07	**11,393**	**124**	**81**	**11,188**	**1,458**	**13**	**4,971**	**44**	**2,368**	**21**	**2,391**	**21**	**541**
2007-08													
Cumulative Total	22,982	220	98	22,664	2,770	12	9,720	43	4,887	22	5,287	23	540

Subtopic	Total Possible Points
Number & Operations	73
Geometry & Measurement	33
Functions & Algebra	30
Data, Statistics, & Probability	26



Fall 2006 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2006-2007
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,393**	**124**	**81**	**11,188**	**1,458**	**13**	**4,971**	**44**	**2,368**	**21**	**2,391**	**21**	**541**												
Gender																									
Male	5,923	76	50	5,797	800	14	2,554	44	1,185	20	1,258	22	541												
Female	5,454	48	31	5,375	657	12	2,409	45	1,182	22	1,127	21	541												
Not Reported	16	0	0	16	1	6	8	50	1	6	6	38	538												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	52	1	1	50	6	12	16	32	9	18	19	38	537												
Asian	340	3	1	336	55	16	156	46	68	20	57	17	543												
Black or African American	967	13	11	943	28	3	286	30	258	27	371	39	535												
Hispanic or Latino	2,026	30	22	1,974	62	3	687	35	480	24	745	38	535												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,990	77	46	7,867	1,306	17	3,817	49	1,552	20	1,192	15	544												
No Primary Race/Ethnicity Reported	18	0	0	18	1	6	9	50	1	6	7	39	538												
LEP Status																									
Currently receiving LEP services	633	11	12	610	4	1	104	17	153	25	349	57	530												
Former LEP student - monitoring year 1	142	0	0	142	7	5	68	48	39	27	28	20	540												
Former LEP student - monitoring year 2	123	0	0	123	3	2	48	39	34	28	38	31	536												
All Other Students	10,495	113	69	10,313	1,444	14	4,751	46	2,142	21	1,976	19	542												
IEP																									
Students with an IEP	2,215	83	49	2,083	63	3	470	23	490	24	1,060	51	531												
All Other Students	9,178	41	32	9,105	1,395	15	4,501	49	1,878	21	1,331	15	543												
SES																									
Economically Disadvantaged Students	4,362	58	32	4,272	193	5	1,546	36	1,110	26	1,423	33	536												
All Other Students	7,031	66	49	6,916	1,265	18	3,425	50	1,258	18	968	14	544												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,393	124	81	11,188	1,458	13	4,971	44	2,368	21	2,391	21	541												
Title I																									
Students Receiving Title I Services	3,597	38	29	3,530	147	4	1,197	34	925	26	1,261	36	536												
All Other Students	7,796	86	52	7,658	1,311	17	3,774	49	1,443	19	1,130	15	544												
504 Plan																									
Students with a 504 Plan	150	0	0	150	23	15	58	39	37	25	32	21	542												
All Other Students	11,243	124	81	11,038	1,435	13	4,913	45	2,331	21	2,359	21	541												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2006 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2006-2007
Writing Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

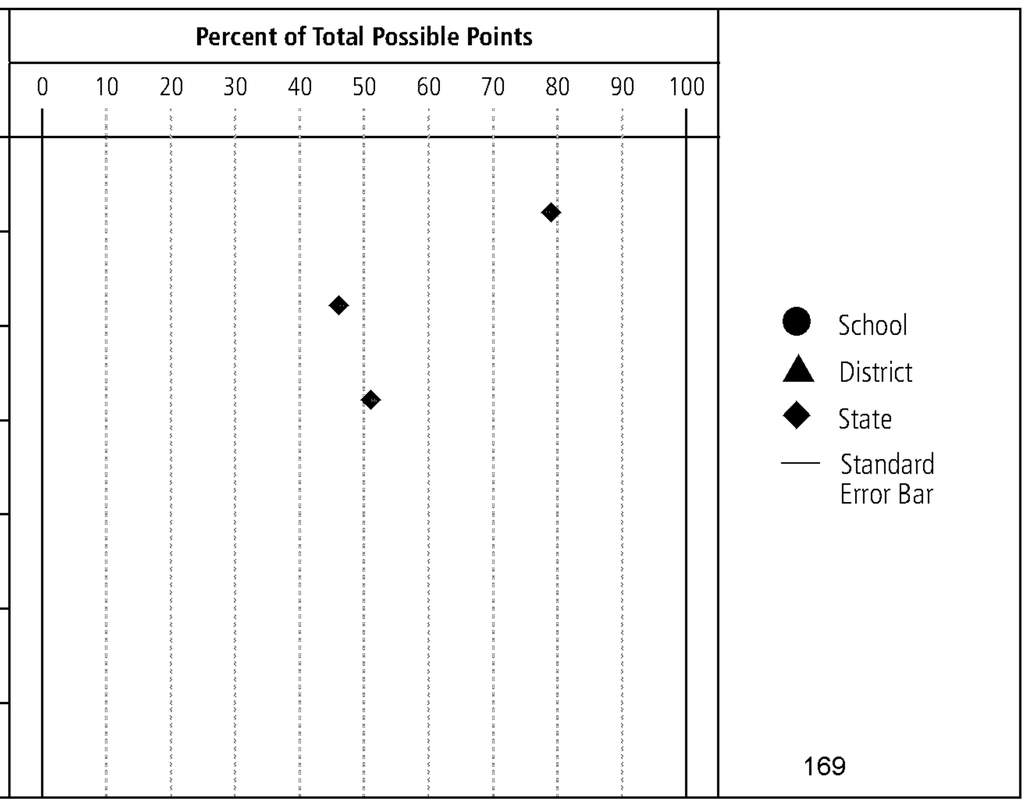
Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)
Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)
Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	11,589	192	26	11,371	1,355	12	4,861	43	3,429	30	1,726	15	539
2006-07	**11,393**	**178**	**113**	**11,102**	**1,617**	**15**	**4,001**	**36**	**3,050**	**27**	**2,434**	**22**	**540**
2007-08													
Cumulative Total	22,982	370	139	22,473	2,972	13	8,862	39	6,479	29	4,160	19	539

Subtopic	Total Possible Points
Structures of Language & Writing Conventions	10
Short Responses	12
Extended Response	15



Fall 2006 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2006-2007
Disaggregated Writing Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,393**	**178**	**113**	**11,102**	**1,617**	**15**	**4,001**	**36**	**3,050**	**27**	**2,434**	**22**	**540**												
Gender																									
Male	5,923	105	71	5,747	563	10	1,882	33	1,716	30	1,586	28	537												
Female	5,454	73	42	5,339	1,052	20	2,112	40	1,330	25	845	16	544												
Not Reported	16	0	0	16	2	13	7	44	4	25	3	19	540												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	52	0	2	50	5	10	15	30	18	36	12	24	537												
Asian	340	6	1	333	56	17	140	42	81	24	56	17	543												
Black or African American	967	17	19	931	68	7	219	24	306	33	338	36	534												
Hispanic or Latino	2,026	85	26	1,915	96	5	476	25	600	31	743	39	533												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,990	70	65	7,855	1,390	18	3,144	40	2,041	26	1,280	16	543												
No Primary Race/Ethnicity Reported	18	0	0	18	2	11	7	39	4	22	5	28	538												
LEP Status																									
Currently receiving LEP services	633	74	16	543	6	1	65	12	146	27	326	60	526												
Former LEP student - monitoring year 1	142	0	0	142	11	8	56	39	40	28	35	25	539												
Former LEP student - monitoring year 2	123	0	0	123	5	4	27	22	48	39	43	35	534												
All Other Students	10,495	104	97	10,294	1,595	15	3,853	37	2,816	27	2,030	20	541												
IEP																									
Students with an IEP	2,215	71	71	2,073	50	2	323	16	558	27	1,142	55	527												
All Other Students	9,178	107	42	9,029	1,567	17	3,678	41	2,492	28	1,292	14	543												
SES																									
Economically Disadvantaged Students	4,362	116	43	4,203	291	7	1,144	27	1,313	31	1,455	35	534												
All Other Students	7,031	62	70	6,899	1,326	19	2,857	41	1,737	25	979	14	544												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,393	178	113	11,102	1,617	15	4,001	36	3,050	27	2,434	22	540												
Title I																									
Students Receiving Title I Services	3,597	93	33	3,471	211	6	857	25	1,116	32	1,287	37	534												
All Other Students	7,796	85	80	7,631	1,406	18	3,144	41	1,934	25	1,147	15	543												
504 Plan																									
Students with a 504 Plan	150	0	0	150	13	9	55	37	44	29	38	25	539												
All Other Students	11,243	178	113	10,952	1,604	15	3,946	36	3,006	27	2,396	22	540												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

About The New England Common Assessment Program

This report highlights results from the Fall 2006 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2006
Beginning of Grade 6
NECAP Tests

Grade 6 Students in 2006-2007

State Results

State: Rhode Island

Fall 2006 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2006-2007
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2005-06 school year, first year LEP students, students who withdrew from the school after October 1, 2006, students who enrolled in the school after October 1, 2006, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							11,645									100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**11,389**	**11,473**								**98**	**99**	
Students not tested in NECAP																		
State Approved							175	95								2	1	
Alternate Assessment							58	58								0	0	
First Year LEP							85	0								1	0	
Withdrew After October 1							18	30								0	0	
Enrolled After October 1							9	2								0	0	
Special Consideration							5	5								0	0	
Other							81	77								1	1	

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	11,645	175	81	11,389	1,210	11	5,988	53	2,668	23	1,523	13	644												
MATH	11,645	95	77	11,473	1,512	13	4,691	41	2,381	21	2,889	25	640												
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2006 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2006-2007
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

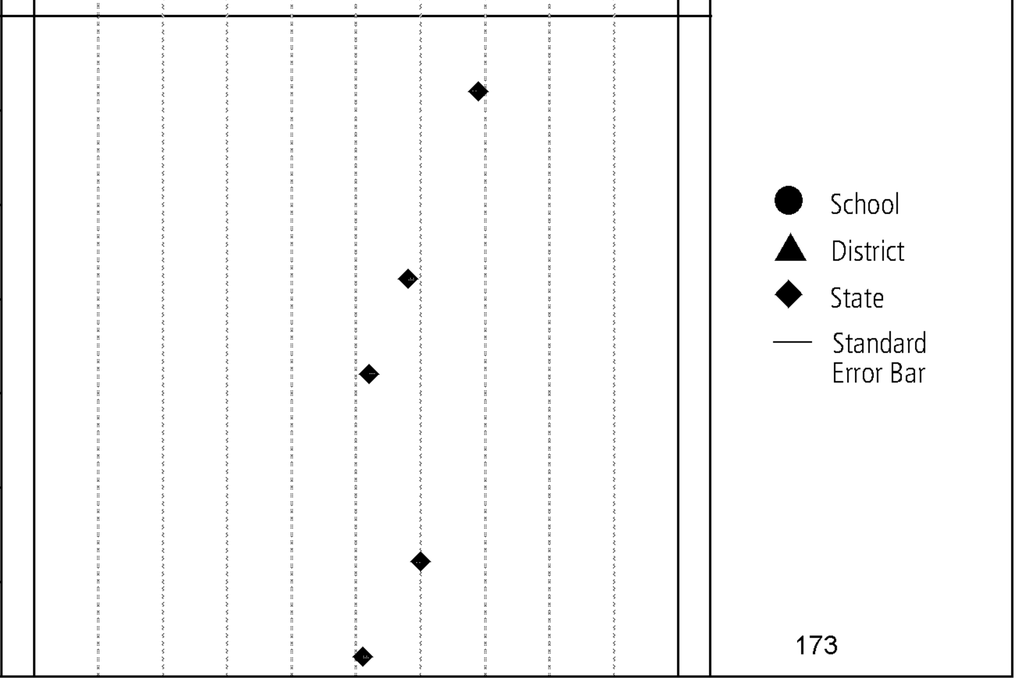
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08 Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08 Cumulative Total													
STATE													
2005-06	12,244	202	21	12,021	1,314	11	5,637	47	3,219	27	1,851	15	642
2006-07	**11,645**	**175**	**81**	**11,389**	**1,210**	**11**	**5,988**	**53**	**2,668**	**23**	**1,523**	**13**	**644**
2007-08 Cumulative Total	23,889	377	102	23,410	2,524	11	11,625	50	5,887	25	3,374	14	643

Subtopic	Total Possible Points
Word ID/Vocabulary	25
Type of Text	
Literary	50
Informational	55
Level of Comprehension	
Initial Understanding	47
Analysis & Interpretation	58



Fall 2006 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2006-2007
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,645**	**175**	**81**	**11,389**	**1,210**	**11**	**5,988**	**53**	**2,668**	**23**	**1,523**	**13**	**644**												
Gender																									
Male	6,033	109	45	5,879	503	9	2,969	51	1,453	25	954	16	642												
Female	5,601	65	36	5,500	707	13	3,014	55	1,212	22	567	10	645												
Not Reported	11	1	0	10	0	0	5	50	3	30	2	20	638												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	74	1	0	73	3	4	27	37	18	25	25	34	636												
Asian	341	4	2	335	45	13	180	54	69	21	41	12	645												
Black or African American	1,007	12	11	984	32	3	368	37	328	33	256	26	637												
Hispanic or Latino	2,046	85	33	1,928	61	3	712	37	642	33	513	27	637												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,166	72	35	8,059	1,069	13	4,696	58	1,608	20	686	9	646												
No Primary Race/Ethnicity Reported	11	1	0	10	0	0	5	50	3	30	2	20	638												
LEP Status																									
Currently receiving LEP services	492	82	14	396	1	0	52	13	133	34	210	53	628												
Former LEP student - monitoring year 1	157	1	0	156	5	3	57	37	52	33	42	27	637												
Former LEP student - monitoring year 2	145	0	2	143	1	1	43	30	62	43	37	26	635												
All Other Students	10,851	92	65	10,694	1,203	11	5,836	55	2,421	23	1,234	12	644												
IEP																									
Students with an IEP	2,322	72	42	2,208	35	2	534	24	706	32	933	42	631												
All Other Students	9,323	103	39	9,181	1,175	13	5,454	59	1,962	21	590	6	646												
SES																									
Economically Disadvantaged Students	4,216	90	32	4,094	151	4	1,702	42	1,285	31	956	23	638												
All Other Students	7,429	85	49	7,295	1,059	15	4,286	59	1,383	19	567	8	647												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,645	175	81	11,389	1,210	11	5,988	53	2,668	23	1,523	13	644												
Title I																									
Students Receiving Title I Services	2,981	73	42	2,866	99	3	1,130	39	906	32	731	26	637												
All Other Students	8,664	102	39	8,523	1,111	13	4,858	57	1,762	21	792	9	646												
504 Plan																									
Students with a 504 Plan	187	1	0	186	12	6	110	59	47	25	17	9	644												
All Other Students	11,458	174	81	11,203	1,198	11	5,878	52	2,621	23	1,506	13	644												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

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NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2006 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2006-2007
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

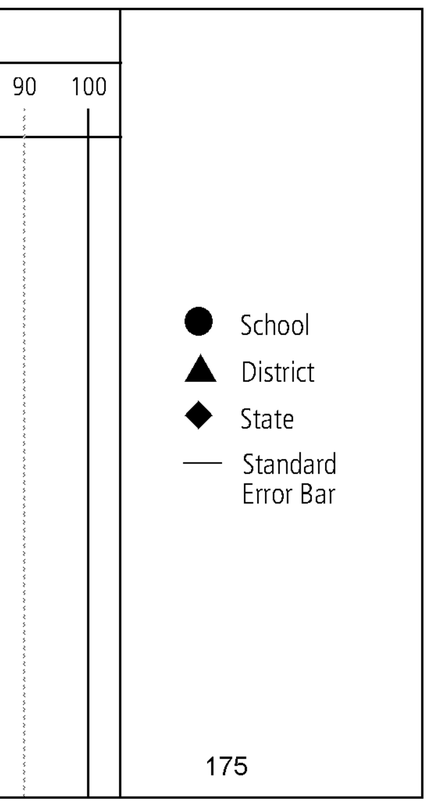
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	12,244	123	25	12,096	1,260	10	4,724	39	2,729	23	3,383	28	639
2006-07	**11,645**	**95**	**77**	**11,473**	**1,512**	**13**	**4,691**	**41**	**2,381**	**21**	**2,889**	**25**	**640**
2007-08													
Cumulative Total	23,889	218	102	23,569	2,772	12	9,415	40	5,110	22	6,272	27	639

Subtopic	Total Possible Points
Number & Operations	64
Geometry & Measurement	41
Functions & Algebra	32
Data, Statistics, & Probability	25



Fall 2006 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2006-2007
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,645**	**95**	**77**	**11,473**	**1,512**	**13**	**4,691**	**41**	**2,381**	**21**	**2,889**	**25**	**640**												
Gender																									
Male	6,033	63	41	5,929	794	13	2,439	41	1,169	20	1,527	26	640												
Female	5,601	31	36	5,534	718	13	2,249	41	1,210	22	1,357	25	640												
Not Reported	11	1	0	10	0	0	3	30	2	20	5	50	630												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	74	1	1	72	2	3	19	26	19	26	32	44	632												
Asian	341	0	2	339	55	16	165	49	55	16	64	19	643												
Black or African American	1,007	6	10	991	34	3	251	25	248	25	458	46	633												
Hispanic or Latino	2,046	23	22	2,001	75	4	537	27	534	27	855	43	634												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,166	64	42	8,060	1,346	17	3,716	46	1,523	19	1,475	18	642												
No Primary Race/Ethnicity Reported	11	1	0	10	0	0	3	30	2	20	5	50	630												
LEP Status																									
Currently receiving LEP services	492	7	3	482	3	1	72	15	93	19	314	65	627												
Former LEP student - monitoring year 1	157	0	0	157	5	3	49	31	44	28	59	38	635												
Former LEP student - monitoring year 2	145	0	2	143	5	3	18	13	45	31	75	52	632												
All Other Students	10,851	88	72	10,691	1,499	14	4,552	43	2,199	21	2,441	23	641												
IEP																									
Students with an IEP	2,322	66	45	2,211	53	2	401	18	419	19	1,338	61	629												
All Other Students	9,323	29	32	9,262	1,459	16	4,290	46	1,962	21	1,551	17	643												
SES																									
Economically Disadvantaged Students	4,216	33	26	4,157	195	5	1,307	31	1,033	25	1,622	39	635												
All Other Students	7,429	62	51	7,316	1,317	18	3,384	46	1,348	18	1,267	17	643												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,645	95	77	11,473	1,512	13	4,691	41	2,381	21	2,889	25	640												
Title I																									
Students Receiving Title I Services	2,981	18	34	2,929	126	4	861	29	728	25	1,214	41	634												
All Other Students	8,664	77	43	8,544	1,386	16	3,830	45	1,653	19	1,675	20	642												
504 Plan																									
Students with a 504 Plan	187	1	0	186	16	9	80	43	45	24	45	24	640												
All Other Students	11,458	94	77	11,287	1,496	13	4,611	41	2,336	21	2,844	25	640												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

About The New England Common Assessment Program

This report highlights results from the Fall 2006 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2006
Beginning of Grade 7
NECAP Tests

Grade 7 Students in 2006-2007

State Results

State: Rhode Island

Fall 2006 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2006-2007
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2005-06 school year, first year LEP students, students who withdrew from the school after October 1, 2006, students who enrolled in the school after October 1, 2006, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							**12,345**									**100**		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**12,024**	**12,110**								**97**	**98**	
Students not tested in NECAP																		
State Approved							209	120								2	1	
Alternate Assessment							72	71								1	1	
First Year LEP							102	0								1	0	
Withdrew After October 1							25	40								0	0	
Enrolled After October 1							3	1								0	0	
Special Consideration							7	8								0	0	
Other							112	115								1	1	

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	12,345	209	112	12,024	1,147	10	5,890	49	3,369	28	1,618	13	743												
MATH	12,345	120	115	12,110	1,502	12	4,738	39	2,480	20	3,390	28	739												
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2006 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2006-2007
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

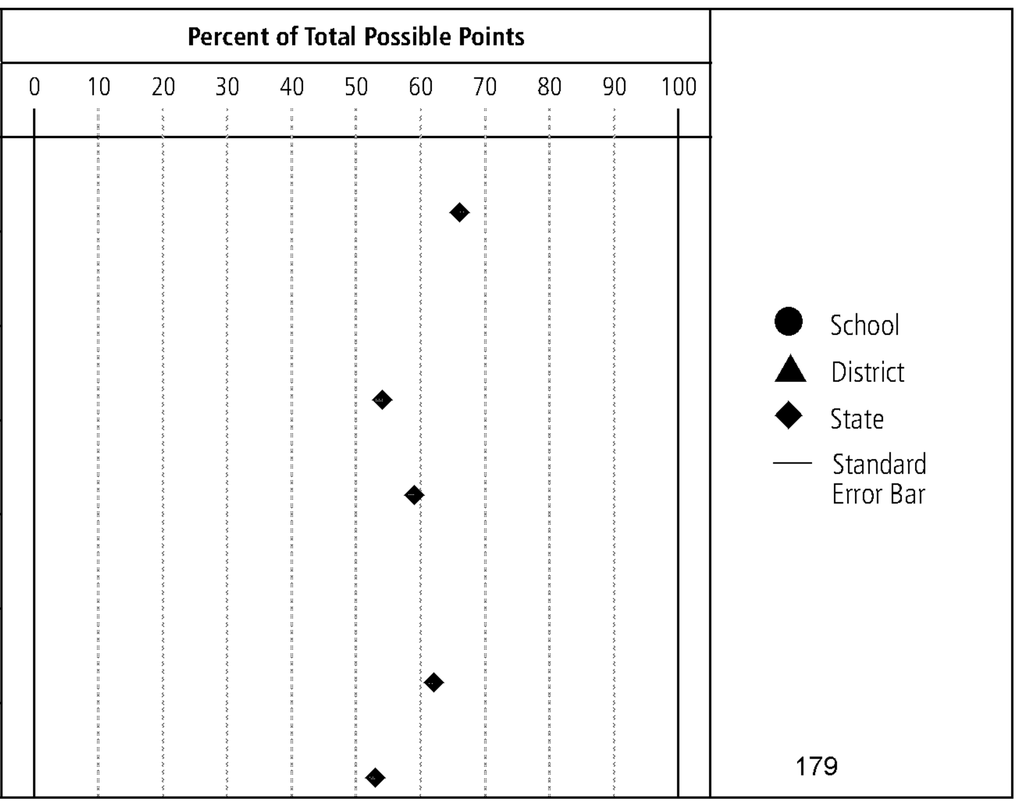
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08 Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08 Cumulative Total													
STATE													
2005-06	12,381	209	40	12,132	1,192	10	5,640	46	3,185	26	2,115	17	742
2006-07	**12,345**	**209**	**112**	**12,024**	**1,147**	**10**	**5,890**	**49**	**3,369**	**28**	**1,618**	**13**	**743**
2007-08 Cumulative Total	24,726	418	152	24,156	2,339	10	11,530	48	6,554	27	3,733	15	742

Subtopic	Total Possible Points
Word ID/Vocabulary	26
Type of Text	
Literary	57
Informational	47
Level of Comprehension	
Initial Understanding	38
Analysis & Interpretation	66



Fall 2006 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2006-2007
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**12,345**	**209**	**112**	**12,024**	**1,147**	**10**	**5,890**	**49**	**3,369**	**28**	**1,618**	**13**	**743**												
Gender																									
Male	6,494	124	75	6,295	393	6	3,018	48	1,900	30	984	16	741												
Female	5,829	83	36	5,710	753	13	2,864	50	1,465	26	628	11	745												
Not Reported	22	2	1	19	1	5	8	42	4	21	6	32	737												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	75	2	1	72	6	8	33	46	18	25	15	21	741												
Asian	390	16	6	368	46	13	160	43	123	33	39	11	743												
Black or African American	1,068	22	16	1,030	28	3	347	34	399	39	256	25	736												
Hispanic or Latino	2,221	90	32	2,099	32	2	654	31	836	40	577	27	735												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,567	77	56	8,434	1,034	12	4,688	56	1,989	24	723	9	746												
No Primary Race/Ethnicity Reported	24	2	1	21	1	5	8	38	4	19	8	38	736												
LEP Status																									
Currently receiving LEP services	475	97	7	371	1	0	25	7	128	35	217	58	727												
Former LEP student - monitoring year 1	143	0	3	140	2	1	43	31	58	41	37	26	734												
Former LEP student - monitoring year 2	65	0	1	64	0	0	15	23	35	55	14	22	735												
All Other Students	11,662	112	101	11,449	1,144	10	5,807	51	3,148	27	1,350	12	744												
IEP																									
Students with an IEP	2,398	83	51	2,264	19	1	480	21	819	36	946	42	731												
All Other Students	9,947	126	61	9,760	1,128	12	5,410	55	2,550	26	672	7	746												
SES																									
Economically Disadvantaged Students	4,218	113	40	4,065	106	3	1,467	36	1,570	39	922	23	737												
All Other Students	8,127	96	72	7,959	1,041	13	4,423	56	1,799	23	696	9	746												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	12,345	209	112	12,024	1,147	10	5,890	49	3,369	28	1,618	13	743												
Title I																									
Students Receiving Title I Services	3,114	66	42	3,006	59	2	948	32	1,208	40	791	26	736												
All Other Students	9,231	143	70	9,018	1,088	12	4,942	55	2,161	24	827	9	746												
504 Plan																									
Students with a 504 Plan	198	1	1	196	12	6	116	59	58	30	10	5	744												
All Other Students	12,147	208	111	11,828	1,135	10	5,774	49	3,311	28	1,608	14	743												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2006 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2006-2007
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

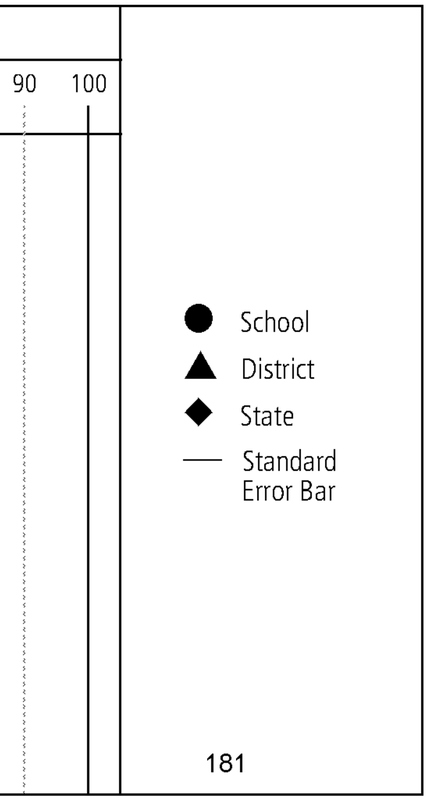
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	12,381	123	59	12,199	1,242	10	4,496	37	2,668	22	3,793	31	738
2006-07	**12,345**	**120**	**115**	**12,110**	**1,502**	**12**	**4,738**	**39**	**2,480**	**20**	**3,390**	**28**	**739**
2007-08													
Cumulative Total	24,726	243	174	24,309	2,744	11	9,234	38	5,148	21	7,183	30	738

Subtopic	Total Possible Points
Number & Operations	47
Geometry & Measurement	40
Functions & Algebra	50
Data, Statistics, & Probability	25



Fall 2006 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2006-2007
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**12,345**	**120**	**115**	**12,110**	**1,502**	**12**	**4,738**	**39**	**2,480**	**20**	**3,390**	**28**	**739**												
Gender																									
Male	6,494	72	75	6,347	805	13	2,464	39	1,220	19	1,858	29	739												
Female	5,829	46	40	5,743	695	12	2,268	39	1,257	22	1,523	27	739												
Not Reported	22	2	0	20	2	10	6	30	3	15	9	45	734												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	75	2	1	72	12	17	26	36	12	17	22	31	738												
Asian	390	4	5	381	66	17	145	38	75	20	95	25	741												
Black or African American	1,068	12	15	1,041	31	3	271	26	252	24	487	47	733												
Hispanic or Latino	2,221	27	32	2,162	46	2	548	25	506	23	1,062	49	733												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,567	73	62	8,432	1,345	16	3,741	44	1,632	19	1,714	20	741												
No Primary Race/Ethnicity Reported	24	2	0	22	2	9	7	32	3	14	10	45	734												
LEP Status																									
Currently receiving LEP services	475	4	4	467	3	1	33	7	68	15	363	78	726												
Former LEP student - monitoring year 1	143	0	3	140	1	1	30	21	42	30	67	48	733												
Former LEP student - monitoring year 2	65	0	1	64	1	2	21	33	13	20	29	45	735												
All Other Students	11,662	116	107	11,439	1,497	13	4,654	41	2,357	21	2,931	26	740												
IEP																									
Students with an IEP	2,398	84	52	2,262	45	2	352	16	378	17	1,487	66	728												
All Other Students	9,947	36	63	9,848	1,457	15	4,386	45	2,102	21	1,903	19	742												
SES																									
Economically Disadvantaged Students	4,218	56	38	4,124	155	4	1,219	30	1,007	24	1,743	42	734												
All Other Students	8,127	64	77	7,986	1,347	17	3,519	44	1,473	18	1,647	21	742												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	12,345	120	115	12,110	1,502	12	4,738	39	2,480	20	3,390	28	739												
Title I																									
Students Receiving Title I Services	3,114	25	46	3,043	102	3	814	27	717	24	1,410	46	733												
All Other Students	9,231	95	69	9,067	1,400	15	3,924	43	1,763	19	1,980	22	741												
504 Plan																									
Students with a 504 Plan	198	1	1	196	24	12	83	42	40	20	49	25	740												
All Other Students	12,147	119	114	11,914	1,478	12	4,655	39	2,440	20	3,341	28	739												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

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NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade 11 results, schools and districts will also receive Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2007
Beginning of Grade 11
NECAP Tests

Grade 11 Students in 2007-2008

State Results

State: Rhode Island

Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2006-07 school year, first year LEP students, students who withdrew from the school after October 1, 2007, students who enrolled in the school after October 1, 2007, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							**11,661**									**100**		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**11,145**	**11,174**	**11,131**							**96**	**96**	**95**
Students not tested in NECAP																		
State Approved							192	147	165							2	1	1
Alternate Assessment							58	61	58							0	1	0
First Year LEP							53	0	53							0	0	0
Withdrew After October 1							57	59	42							0	1	0
Enrolled After October 1							4	4	5							0	0	0
Special Consideration							20	23	7							0	0	0
Other							324	340	365							3	3	3

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	11661	192	324	11145	1827	16	5056	45	2726	24	1536	14	1143												
MATH	11661	147	340	11174	123	1	2340	21	3032	27	5679	51	1132												
WRITING	11661	165	365	11131	357	3	3744	34	5495	49	1535	14	5.7												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

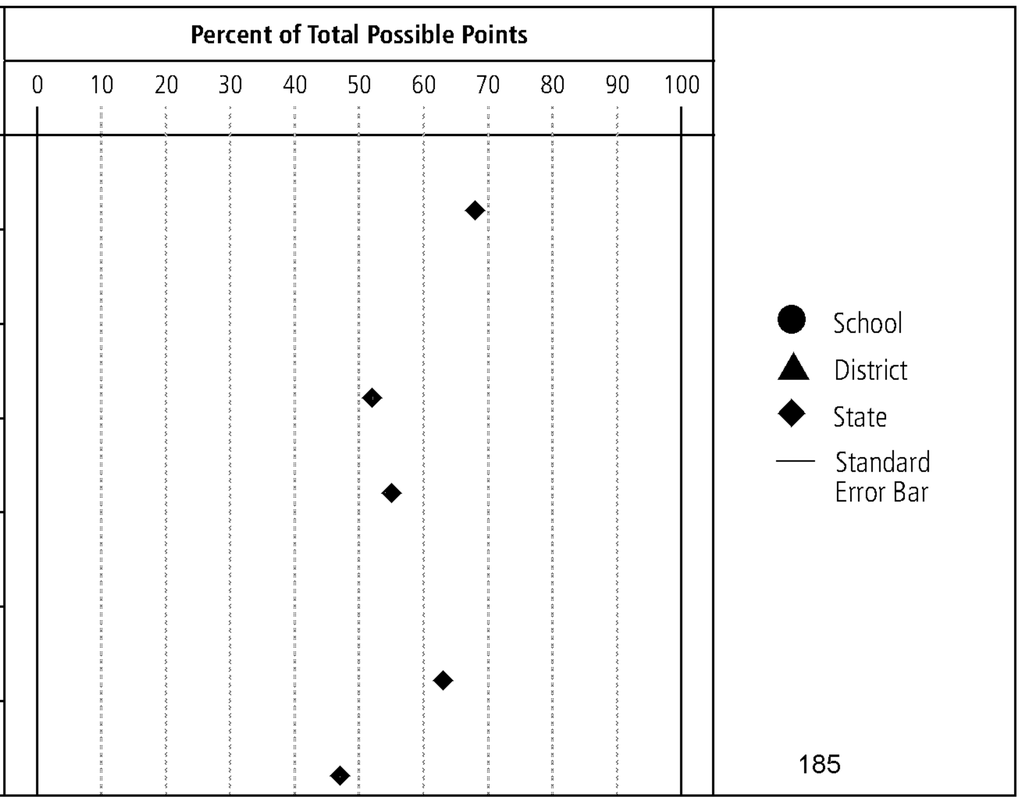
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08													
DISTRICT 2007-08													
STATE 2007-08	11661	192	324	11145	1827	16	5056	45	2726	24	1536	14	1143

Subtopic	Total Possible Points
Word ID/Vocabulary	19
Type of Text	
Literary	42
Informational	43
Level of Comprehension	
Initial Understanding	35
Analysis & Interpretation	50



Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11661**	**192**	**324**	**11145**	**1827**	**16**	**5056**	**45**	**2726**	**24**	**1536**	**14**	**1143**												
Gender																									
Male	5870	109	200	5561	694	12	2370	43	1474	27	1023	18	1141												
Female	5788	81	124	5583	1133	20	2686	48	1252	22	512	9	1145												
Not Reported	3	2	0	1																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	73	2	5	66	4	6	21	32	24	36	17	26	1136												
Asian	324	9	13	302	62	21	138	46	61	20	41	14	1143												
Black or African American	994	22	52	920	50	5	330	36	303	33	237	26	1137												
Hispanic or Latino	1800	46	73	1681	74	4	607	36	623	37	377	22	1137												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8464	111	181	8172	1637	20	3959	48	1714	21	862	11	1145												
No Primary Race/Ethnicity Reported	6	2	0	4																					
LEP Status																									
Currently receiving LEP services	308	44	18	246	0	0	15	6	87	35	144	59	1128												
Former LEP student - monitoring year 1	82	0	1	81	1	1	15	19	39	48	26	32	1133												
Former LEP student - monitoring year 2	44	1	1	42	1	2	14	33	17	40	10	24	1136												
All Other Students	11227	147	304	10776	1825	17	5012	47	2583	24	1356	13	1143												
IEP																									
Students with an IEP	2040	82	154	1804	31	2	390	22	621	34	762	42	1132												
All Other Students	9621	110	170	9341	1796	19	4666	50	2105	23	774	8	1145												
SES																									
Economically Disadvantaged Students	3367	92	120	3155	188	6	1186	38	1076	34	705	22	1138												
All Other Students	8294	100	204	7990	1639	21	3870	48	1650	21	831	10	1145												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11661	192	324	11145	1827	16	5056	45	2726	24	1536	14	1143												
Title I																									
Students Receiving Title I Services	766	18	6	742	23	3	279	38	292	39	148	20	1138												
All Other Students	10895	174	318	10403	1804	17	4777	46	2434	23	1388	13	1143												
504 Plan																									
Students with a 504 Plan	253	5	2	246	43	17	131	53	57	23	15	6	1145												
All Other Students	11408	187	322	10899	1784	16	4925	45	2669	24	1521	14	1143												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

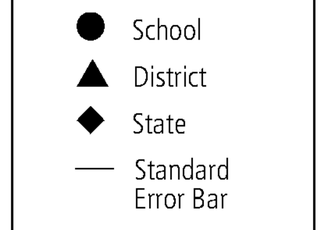
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08													
DISTRICT 2007-08													
STATE 2007-08	11661	147	340	11174	123	1	2340	21	3032	27	5679	51	1132

Subtopic	Total Possible Points	Percent of Total Possible Points (0 10 20 30 40 50 60 70 80 90 100)
Numbers and Operations	20	
Geometry and Measurement	42	
Functions and Algebra	55	
Data, Statistics, and Probability	19	



Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11661**	**147**	**340**	**11174**	**123**	**1**	**2340**	**21**	**3032**	**27**	**5679**	**51**	**1132**											
Gender																								
Male	5870	86	205	5579	74	1	1250	22	1364	24	2891	52	1132											
Female	5788	59	135	5594	49	1	1090	19	1668	30	2787	50	1132											
Not Reported	3	2	0	1																				
Primary Race/Ethnicity																								
American Indian or Alaskan Native	73	2	6	65	0	0	9	14	16	25	40	62	1128											
Asian	324	5	11	308	11	4	87	28	83	27	127	41	1135											
Black or African American	994	13	58	923	1	0	55	6	169	18	698	76	1126											
Hispanic or Latino	1800	17	67	1716	3	0	103	6	322	19	1288	75	1126											
Native Hawaiian or Pacific Islander	0	0	0	0																				
White (non-Hispanic)	8464	108	198	8158	108	1	2085	26	2442	30	3523	43	1134											
No Primary Race/Ethnicity Reported	6	2	0	4																				
LEP Status																								
Currently receiving LEP services	308	1	12	295	0	0	8	3	17	6	270	92	1120											
Former LEP student - monitoring year 1	82	0	1	81	0	0	2	2	8	10	71	88	1124											
Former LEP student - monitoring year 2	44	1	1	42	0	0	3	7	7	17	32	76	1126											
All Other Students	11227	145	326	10756	123	1	2327	22	3000	28	5306	49	1133											
IEP																								
Students with an IEP	2040	84	160	1796	1	0	52	3	182	10	1561	87	1123											
All Other Students	9621	63	180	9378	122	1	2288	24	2850	30	4118	44	1134											
SES																								
Economically Disadvantaged Students	3367	54	126	3187	9	0	274	9	657	21	2247	71	1128											
All Other Students	8294	93	214	7987	114	1	2066	26	2375	30	3432	43	1134											
Migrant																								
Migrant Students	0	0	0	0																				
All Other Students	11661	147	340	11174	123	1	2340	21	3032	27	5679	51	1132											
Title I																								
Students Receiving Title I Services	766	6	8	752	1	0	45	6	170	23	536	71	1128											
All Other Students	10895	141	332	10422	122	1	2295	22	2862	27	5143	49	1132											
504 Plan																								
Students with a 504 Plan	253	5	5	243	0	0	62	26	69	28	112	46	1134											
All Other Students	11408	142	335	10931	123	1	2278	21	2963	27	5567	51	1132											

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Writing Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)
Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)
Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08													
DISTRICT 2007-08													
STATE 2007-08	11661	165	365	11131	357	3	3744	34	5495	49	1535	14	5.7

Strand	Total Possible Points	Percent of Total Possible Points (0 10 20 30 40 50 60 70 80 90 100)	Number of Prompts	Distribution of Score Points Across Prompts	0	1	2	3	4	5	6
					%	%	%	%	%	%	%
Writing in Response to Text • Response to Informational Text • Response to Literary Text	12		2	School							
				District							
				State	1	11	26	34	22	6	0
Informational Writing • Report • Procedure • Persuasive Essay	18		3	School							
				District							
				State	2	11	24	34	24	6	0
Expressive Writing • Reflective Essay	6		1	School							
				District							
				State	7	18	29	31	14	2	0

● School ▲ District ◆ State — Standard Error Bar

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Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Disaggregated Writing Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11661**	**165**	**365**	**11131**	**357**	**3**	**3744**	**34**	**5495**	**49**	**1535**	**14**	**5.7**												
Gender																									
Male	5870	88	227	5555	120	2	1520	27	2798	50	1117	20	5.3												
Female	5788	75	138	5575	237	4	2224	40	2697	48	417	7	6.2												
Not Reported	3	2	0	1																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	73	1	4	68	2	3	13	19	39	57	14	21	5.0												
Asian	324	9	14	301	15	5	111	37	136	45	39	13	6.0												
Black or African American	994	20	60	914	7	1	191	21	503	55	213	23	4.9												
Hispanic or Latino	1800	42	79	1679	7	0	356	21	1002	60	314	19	5.0												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8464	91	208	8165	326	4	3072	38	3814	47	953	12	6.0												
No Primary Race/Ethnicity Reported	6	2	0	4																					
LEP Status																									
Currently receiving LEP services	308	44	19	245	0	0	8	3	108	44	129	53	3.5												
Former LEP student - monitoring year 1	82	0	2	80	0	0	5	6	63	79	12	15	4.6												
Former LEP student - monitoring year 2	44	1	1	42	0	0	8	19	32	76	2	5	5.4												
All Other Students	11227	120	343	10764	357	3	3723	35	5292	49	1392	13	5.8												
IEP																									
Students with an IEP	2040	69	169	1802	7	0	152	8	927	51	716	40	3.9												
All Other Students	9621	96	196	9329	350	4	3592	39	4568	49	819	9	6.1												
SES																									
Economically Disadvantaged Students	3367	82	133	3152	33	1	701	22	1798	57	620	20	5.0												
All Other Students	8294	83	232	7979	324	4	3043	38	3697	46	915	11	6.0												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11661	165	365	11131	357	3	3744	34	5495	49	1535	14	5.7												
Title I																									
Students Receiving Title I Services	766	17	9	740	2	0	138	19	456	62	144	19	5.0												
All Other Students	10895	148	356	10391	355	3	3606	35	5039	48	1391	13	5.8												
504 Plan																									
Students with a 504 Plan	253	5	3	245	8	3	75	31	141	58	21	9	5.9												
All Other Students	11408	160	362	10886	349	3	3669	34	5354	49	1514	14	5.7												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

About The New England Common Assessment Program

This report highlights results from the Fall 2006 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2006
Beginning of Grade 8
NECAP Tests

Grade 8 Students in 2006-2007

State Results

State: Rhode Island

Fall 2006 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2006-2007
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2005-06 school year, first year LEP students, students who withdrew from the school after October 1, 2006, students who enrolled in the school after October 1, 2006, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							12,256									100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**11,919**	**11,994**	**11,857**							**97**	**98**	**97**
Students not tested in NECAP																		
State Approved							207	143	198							2	1	2
Alternate Assessment							84	84	67							1	1	1
First Year LEP							77	0	76							1	0	1
Withdrew After October 1							22	35	36							0	0	0
Enrolled After October 1							11	11	4							0	0	0
Special Consideration							13	13	15							0	0	0
Other							130	119	201							1	1	2

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	12,256	207	130	11,919	1,140	10	5,831	49	3,077	26	1,871	16	842												
MATH	12,256	143	119	11,994	1,293	11	4,389	37	2,332	19	3,980	33	838												
WRITING	12,256	198	201	11,857	1,077	9	3,927	33	4,188	35	2,665	22	838												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2006 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2006-2007
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

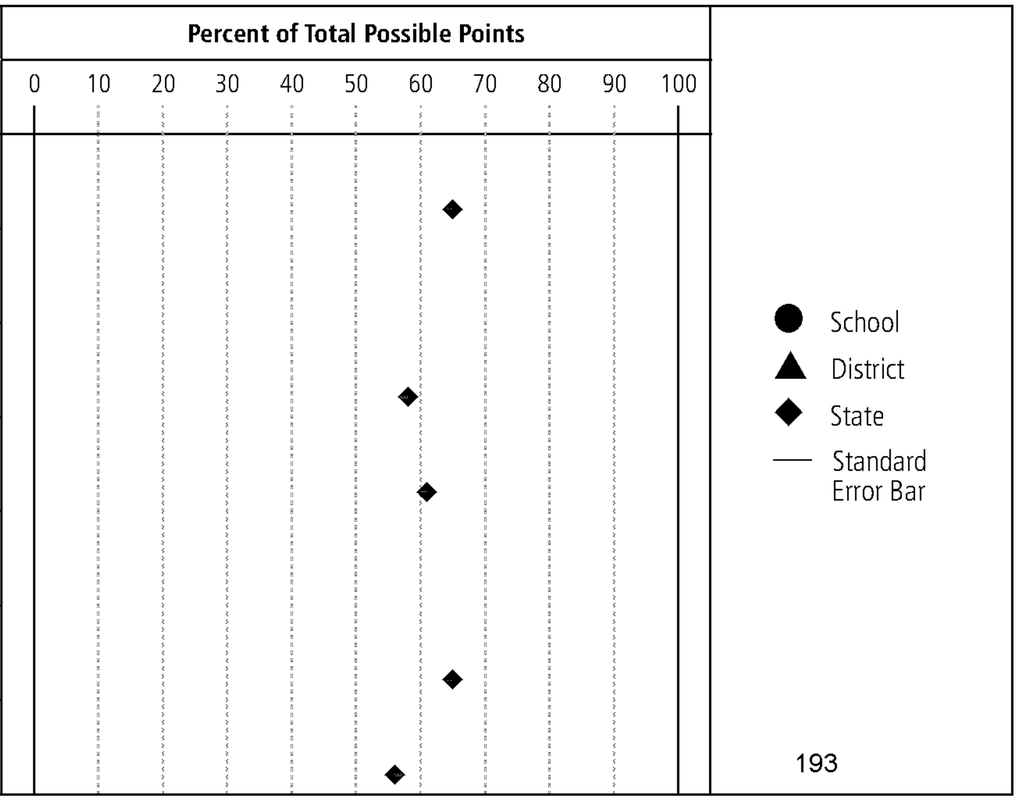
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08 Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08 Cumulative Total													
STATE													
2005-06	12,533	180	48	12,305	1,253	10	5,580	45	3,376	27	2,096	17	842
2006-07	**12,256**	**207**	**130**	**11,919**	**1,140**	**10**	**5,831**	**49**	**3,077**	**26**	**1,871**	**16**	**842**
2007-08 Cumulative Total	24,789	387	178	24,224	2,393	10	11,411	47	6,453	27	3,967	16	842

Subtopic	Total Possible Points
Word ID/Vocabulary	25
Type of Text	
Literary	55
Informational	50
Level of Comprehension	
Initial Understanding	37
Analysis & Interpretation	68



Fall 2006 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2006-2007
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**12,256**	**207**	**130**	**11,919**	**1,140**	**10**	**5,831**	**49**	**3,077**	**26**	**1,871**	**16**	**842**												
Gender																									
Male	6,267	106	73	6,088	405	7	2,812	46	1,703	28	1,168	19	840												
Female	5,971	94	57	5,820	734	13	3,017	52	1,374	24	695	12	845												
Not Reported	18	7	0	11	1	9	2	18	0	0	8	73	826												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	84	1	2	81	3	4	35	43	23	28	20	25	837												
Asian	384	11	3	370	55	15	156	42	91	25	68	18	843												
Black or African American	1,106	25	19	1,062	21	2	355	33	378	36	308	29	835												
Hispanic or Latino	2,182	78	55	2,049	50	2	655	32	699	34	645	31	835												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,481	85	51	8,345	1,010	12	4,628	55	1,885	23	822	10	845												
No Primary Race/Ethnicity Reported	19	7	0	12	1	8	2	17	1	8	8	67	826												
LEP Status																									
Currently receiving LEP services	436	67	29	340	0	0	23	7	83	24	234	69	824												
Former LEP student - monitoring year 1	85	1	1	83	1	1	23	28	41	49	18	22	835												
Former LEP student - monitoring year 2	28	1	0	27	0	0	8	30	8	30	11	41	832												
All Other Students	11,707	138	100	11,469	1,139	10	5,777	50	2,945	26	1,608	14	843												
IEP																									
Students with an IEP	2,329	100	60	2,169	13	1	401	18	714	33	1,041	48	829												
All Other Students	9,927	107	70	9,750	1,127	12	5,430	56	2,363	24	830	9	845												
SES																									
Economically Disadvantaged Students	4,036	88	61	3,887	121	3	1,441	37	1,311	34	1,014	26	836												
All Other Students	8,220	119	69	8,032	1,019	13	4,390	55	1,766	22	857	11	845												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	12,256	207	130	11,919	1,140	10	5,831	49	3,077	26	1,871	16	842												
Title I																									
Students Receiving Title I Services	3,157	56	60	3,041	95	3	966	32	1,043	34	937	31	835												
All Other Students	9,099	151	70	8,878	1,045	12	4,865	55	2,034	23	934	11	845												
504 Plan																									
Students with a 504 Plan	213	2	2	209	13	6	109	52	76	36	11	5	843												
All Other Students	12,043	205	128	11,710	1,127	10	5,722	49	3,001	26	1,860	16	842												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2006 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2006-2007
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

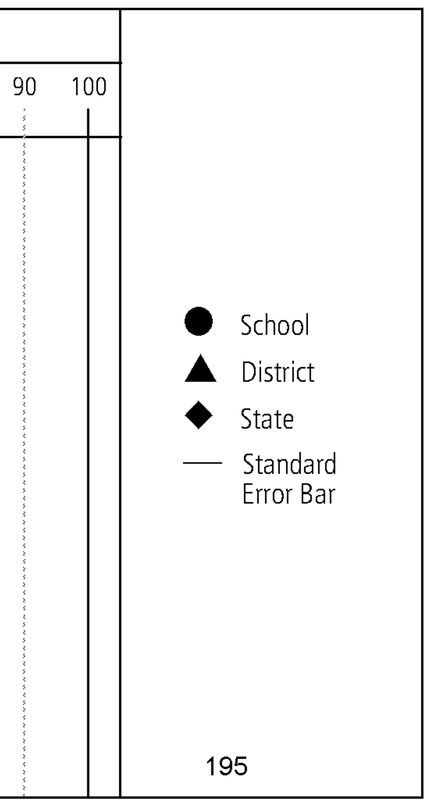
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	12,533	112	70	12,351	1,300	11	4,519	37	2,623	21	3,909	32	838
2006-07	**12,256**	**143**	**119**	**11,994**	**1,293**	**11**	**4,389**	**37**	**2,332**	**19**	**3,980**	**33**	**838**
2007-08													
Cumulative Total	24,789	255	189	24,345	2,593	11	8,908	37	4,955	20	7,889	32	838

Subtopic	Total Possible Points
Number & Operations	33
Geometry & Measurement	40
Functions & Algebra	65
Data, Statistics, & Probability	24



Fall 2006 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2006-2007
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**12,256**	**143**	**119**	**11,994**	**1,293**	**11**	**4,389**	**37**	**2,332**	**19**	**3,980**	**33**	**838**												
Gender																									
Male	6,267	72	66	6,129	710	12	2,185	36	1,180	19	2,054	34	838												
Female	5,971	66	53	5,852	583	10	2,200	38	1,152	20	1,917	33	838												
Not Reported	18	5	0	13	0	0	4	31	0	0	9	69	827												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	84	1	2	81	3	4	22	27	18	22	38	47	833												
Asian	384	4	4	376	52	14	138	37	70	19	116	31	839												
Black or African American	1,106	19	21	1,066	19	2	239	22	206	19	602	56	831												
Hispanic or Latino	2,182	27	36	2,119	47	2	431	20	452	21	1,189	56	831												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,481	87	56	8,338	1,172	14	3,555	43	1,586	19	2,025	24	840												
No Primary Race/Ethnicity Reported	19	5	0	14	0	0	4	29	0	0	10	71	828												
LEP Status																									
Currently receiving LEP services	436	8	6	422	0	0	22	5	40	9	360	85	824												
Former LEP student - monitoring year 1	85	1	1	83	0	0	17	20	24	29	42	51	833												
Former LEP student - monitoring year 2	28	1	0	27	1	4	5	19	7	26	14	52	833												
All Other Students	11,707	133	112	11,462	1,292	11	4,345	38	2,261	20	3,564	31	838												
IEP																									
Students with an IEP	2,329	98	65	2,166	24	1	246	11	332	15	1,564	72	827												
All Other Students	9,927	45	54	9,828	1,269	13	4,143	42	2,000	20	2,416	25	840												
SES																									
Economically Disadvantaged Students	4,036	54	46	3,936	121	3	996	25	886	23	1,933	49	833												
All Other Students	8,220	89	73	8,058	1,172	15	3,393	42	1,446	18	2,047	25	840												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	12,256	143	119	11,994	1,293	11	4,389	37	2,332	19	3,980	33	838												
Title I																									
Students Receiving Title I Services	3,157	23	46	3,088	88	3	691	22	627	20	1,682	54	832												
All Other Students	9,099	120	73	8,906	1,205	14	3,698	42	1,705	19	2,298	26	840												
504 Plan																									
Students with a 504 Plan	213	2	2	209	18	9	90	43	50	24	51	24	839												
All Other Students	12,043	141	117	11,785	1,275	11	4,299	36	2,282	19	3,929	33	838												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2006 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2006-2007
Writing Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

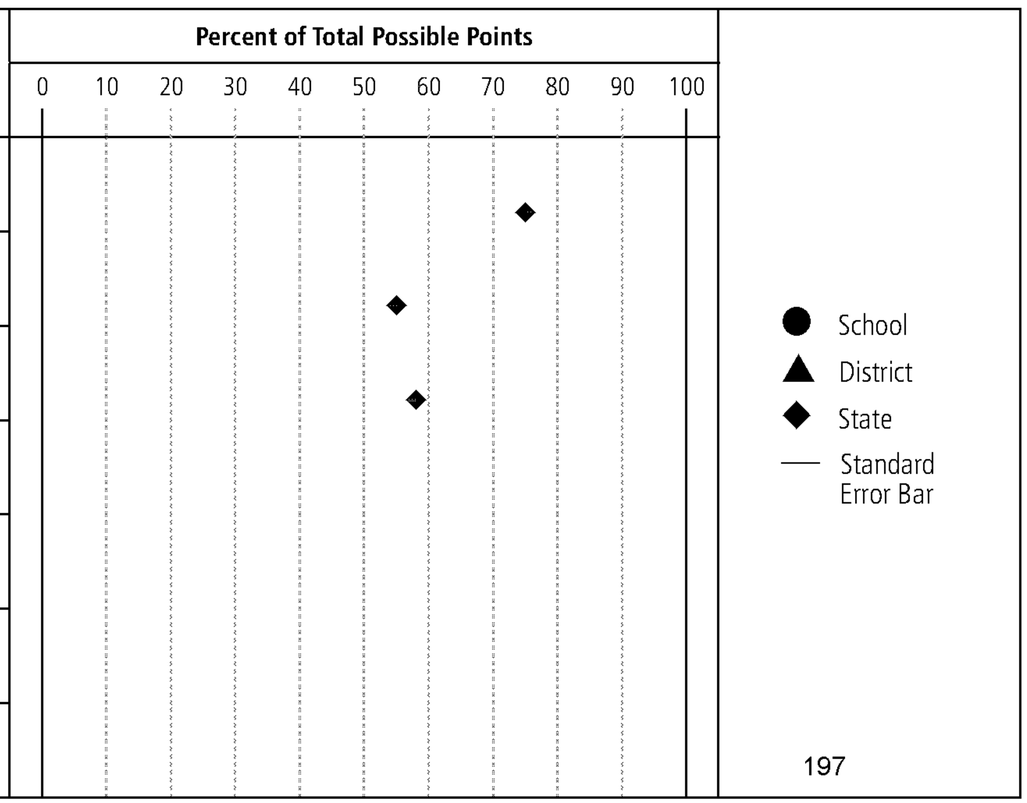
Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)
Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)
Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	12,533	186	106	12,241	770	6	5,137	42	4,070	33	2,264	18	838
2006-07	**12,256**	**198**	**201**	**11,857**	**1,077**	**9**	**3,927**	**33**	**4,188**	**35**	**2,665**	**22**	**838**
2007-08													
Cumulative Total	24,789	384	307	24,098	1,847	8	9,064	38	8,258	34	4,929	20	838

Subtopic	Total Possible Points
Structures of Language & Writing Conventions	10
Short Responses	12
Extended Response	15



Fall 2006 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2006-2007
Disaggregated Writing Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**12,256**	**198**	**201**	**11,857**	**1,077**	**9**	**3,927**	**33**	**4,188**	**35**	**2,665**	**22**	**838**												
Gender																									
Male	6,267	98	120	6,049	313	5	1,634	27	2,270	38	1,832	30	835												
Female	5,971	93	81	5,797	763	13	2,291	40	1,917	33	826	14	842												
Not Reported	18	7	0	11	1	9	2	18	1	9	7	64	825												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	84	1	2	81	5	6	19	23	27	33	30	37	834												
Asian	384	12	10	362	43	12	102	28	145	40	72	20	839												
Black or African American	1,106	22	32	1,052	22	2	215	20	412	39	403	38	831												
Hispanic or Latino	2,182	75	80	2,027	32	2	400	20	795	39	800	39	831												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,481	81	77	8,323	974	12	3,189	38	2,807	34	1,353	16	841												
No Primary Race/Ethnicity Reported	19	7	0	12	1	8	2	17	2	17	7	58	826												
LEP Status																									
Currently receiving LEP services	436	65	35	336	0	0	17	5	82	24	237	71	821												
Former LEP student - monitoring year 1	85	1	1	83	1	1	14	17	32	39	36	43	831												
Former LEP student - monitoring year 2	28	1	0	27	0	0	9	33	5	19	13	48	833												
All Other Students	11,707	131	165	11,411	1,076	9	3,887	34	4,069	36	2,379	21	839												
IEP																									
Students with an IEP	2,329	85	96	2,148	11	1	189	9	683	32	1,265	59	825												
All Other Students	9,927	113	105	9,709	1,066	11	3,738	39	3,505	36	1,400	14	841												
SES																									
Economically Disadvantaged Students	4,036	81	101	3,854	96	2	895	23	1,552	40	1,311	34	833												
All Other Students	8,220	117	100	8,003	981	12	3,032	38	2,636	33	1,354	17	841												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	12,256	198	201	11,857	1,077	9	3,927	33	4,188	35	2,665	22	838												
Title I																									
Students Receiving Title I Services	3,157	57	101	2,999	81	3	611	20	1,149	38	1,158	39	832												
All Other Students	9,099	141	100	8,858	996	11	3,316	37	3,039	34	1,507	17	841												
504 Plan																									
Students with a 504 Plan	213	2	2	209	7	3	69	33	93	44	40	19	838												
All Other Students	12,043	196	199	11,648	1,070	9	3,858	33	4,095	35	2,625	23	838												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

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NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2007 NECAP Tests

State Summary

2007-2008 Students

State: Rhode Island

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**67,366**	**983**	**566**	**65,817**	**9,213**	**14**	**33,352**	**51**	**14,463**	**22**	**8,789**	**13**	
Beginning of Grade 3	9,904	160	107	9,637	1,062	11	5,525	57	1,718	18	1,332	14	344
Beginning of Grade 4	11,193	152	98	10,943	1,777	16	5,200	48	2,343	21	1,623	15	444
Beginning of Grade 5	11,044	150	67	10,827	1,923	18	5,207	48	2,523	23	1,174	11	545
Beginning of Grade 6	11,379	173	77	11,129	1,279	11	5,662	51	2,644	24	1,544	14	643
Beginning of Grade 7	11,656	165	107	11,384	1,635	14	5,988	53	2,404	21	1,357	12	745
Beginning of Grade 8	12,190	183	110	11,897	1,537	13	5,770	48	2,831	24	1,759	15	844

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**67,366**	**627**	**530**	**66,209**	**8,437**	**13**	**26,917**	**41**	**14,769**	**22**	**16,086**	**24**	
Beginning of Grade 3	9,904	104	96	9,704	1,470	15	4,357	45	2,031	21	1,846	19	342
Beginning of Grade 4	11,193	79	88	11,026	1,307	12	4,639	42	2,760	25	2,320	21	441
Beginning of Grade 5	11,044	93	57	10,894	1,414	13	4,815	44	1,981	18	2,684	25	541
Beginning of Grade 6	11,379	109	76	11,194	1,548	14	4,469	40	2,264	20	2,913	26	640
Beginning of Grade 7	11,656	111	96	11,449	1,362	12	4,233	37	2,790	24	3,064	27	739
Beginning of Grade 8	12,190	131	117	11,942	1,336	11	4,404	37	2,943	25	3,259	27	839

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**23,234**	**332**	**243**	**22,659**	**2,840**	**13**	**7,822**	**35**	**7,767**	**34**	**4,230**	**19**	
Beginning of Grade 5	11,044	151	84	10,809	1,984	18	3,814	35	3,036	28	1,975	18	542
Beginning of Grade 8	12,190	181	159	11,850	856	7	4,008	34	4,731	40	2,255	19	838

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

About The New England Common Assessment Program

This report highlights results from the Fall 2007 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2007
Beginning of Grade 3
NECAP Tests

Grade 3 Students in 2007-2008

State Results

State: Rhode Island

Fall 2007 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2007-2008
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2006-07 school year, first year LEP students, students who withdrew from the school after October 1, 2007, students who enrolled in the school after October 1, 2007, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							**9,904**									**100**		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**9,637**	**9,704**								**97**	**98**	
Students not tested in NECAP																		
State Approved							160	104								2	1	
Alternate Assessment							77	77								1	1	
First Year LEP							60	0								1	0	
Withdrew After October 1							10	14								0	0	
Enrolled After October 1							6	5								0	0	
Special Consideration							7	8								0	0	
Other							107	96								1	1	

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	9,904	160	107	9,637	1,062	11	5,525	57	1,718	18	1,332	14	344												
MATH	9,904	104	96	9,704	1,470	15	4,357	45	2,031	21	1,846	19	342												
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2007 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2007-2008
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

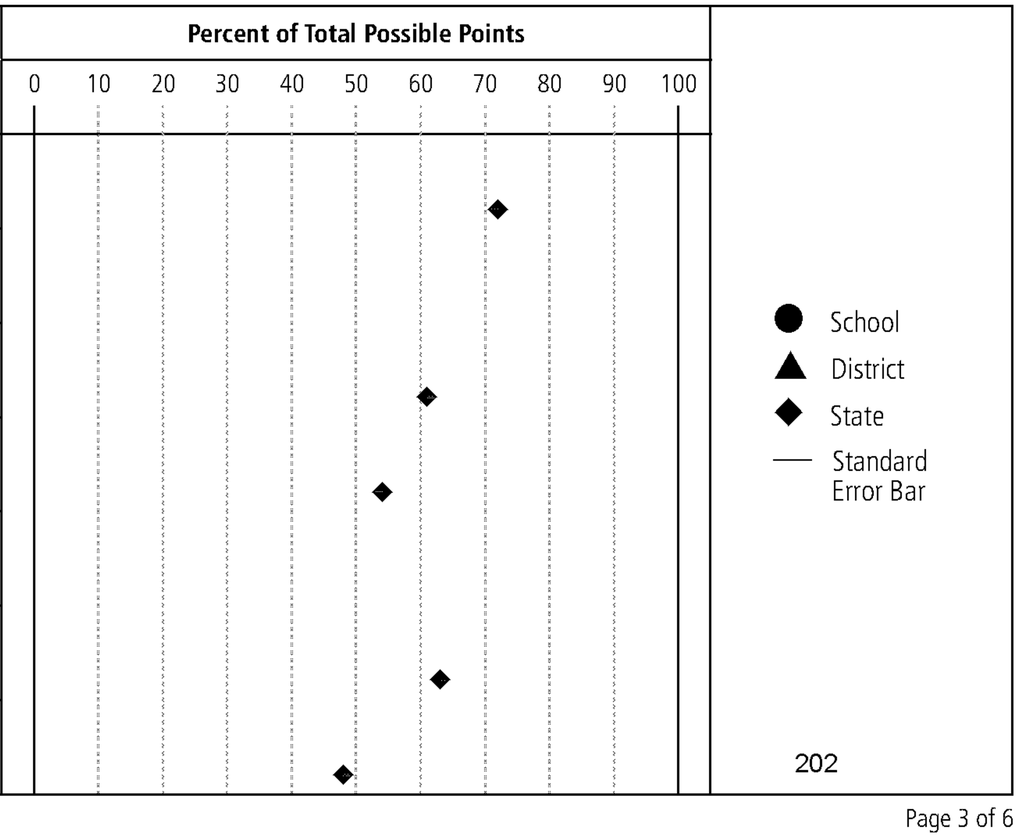
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	11,283	179	14	11,090	1,428	13	5,233	47	2,612	24	1,817	16	343
2006-07	11,226	158	104	10,964	1,387	13	5,749	52	2,211	20	1,617	15	344
2007-08	**9,904**	**160**	**107**	**9,637**	**1,062**	**11**	**5,525**	**57**	**1,718**	**18**	**1,332**	**14**	**344**
Cumulative Total	32,413	497	225	31,691	3,877	12	16,507	52	6,541	21	4,766	15	344

Subtopic	Total Possible Points
Word ID/Vocabulary	51
Type of Text	
Literary	41
Informational	38
Level of Comprehension	
Initial Understanding	50
Analysis & Interpretation	29



Fall 2007 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2007-2008
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**9,904**	**160**	**107**	**9,637**	**1,062**	**11**	**5,525**	**57**	**1,718**	**18**	**1,332**	**14**	**344**												
Gender																									
Male	5,143	102	67	4,974	440	9	2,771	56	960	19	803	16	343												
Female	4,749	57	40	4,652	622	13	2,749	59	754	16	527	11	346												
Not Reported	12	1	0	11	0	0	5	45	4	36	2	18	337												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	69	1	1	67	4	6	31	46	19	28	13	19	340												
Asian	312	3	5	304	34	11	161	53	66	22	43	14	344												
Black or African American	871	23	18	830	28	3	387	47	219	26	196	24	339												
Hispanic or Latino	1,806	54	30	1,722	51	3	740	43	426	25	505	29	337												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	6,819	74	53	6,692	942	14	4,199	63	980	15	571	9	347												
No Primary Race/Ethnicity Reported	27	5	0	22	3	14	7	32	8	36	4	18	340												
LEP Status																									
Currently receiving LEP services	647	57	22	568	7	1	143	25	158	28	260	46	331												
Former LEP student - monitoring year 1	101	0	0	101	2	2	57	56	23	23	19	19	340												
Former LEP student - monitoring year 2	30	1	1	28	2	7	19	68	5	18	2	7	345												
All Other Students	9,126	102	84	8,940	1,051	12	5,306	59	1,532	17	1,051	12	345												
IEP																									
Students with an IEP	1,826	80	44	1,702	61	4	580	34	403	24	658	39	334												
All Other Students	8,078	80	63	7,935	1,001	13	4,945	62	1,315	17	674	8	346												
SES																									
Economically Disadvantaged Students	4,105	88	60	3,957	156	4	1,868	47	965	24	968	24	339												
All Other Students	5,799	72	47	5,680	906	16	3,657	64	753	13	364	6	348												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	9,904	160	107	9,637	1,062	11	5,525	57	1,718	18	1,332	14	344												
Title I																									
Students Receiving Title I Services	3,555	74	50	3,431	135	4	1,484	43	912	27	900	26	338												
All Other Students	6,349	86	57	6,206	927	15	4,041	65	806	13	432	7	348												
504 Plan																									
Students with a 504 Plan	112	0	0	112	12	11	71	63	19	17	10	9	346												
All Other Students	9,792	160	107	9,525	1,050	11	5,454	57	1,699	18	1,322	14	344												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2007 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2007-2008
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

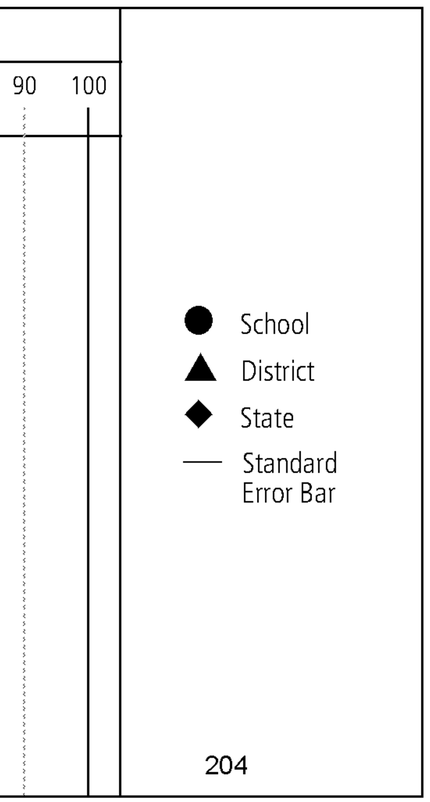
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	11,283	101	20	11,162	1,333	12	4,303	39	2,785	25	2,741	25	339
2006-07	11,226	109	102	11,015	1,728	16	4,460	40	2,650	24	2,177	20	341
2007-08	**9,904**	**104**	**96**	**9,704**	**1,470**	**15**	**4,357**	**45**	**2,031**	**21**	**1,846**	**19**	**342**
Cumulative Total	32,413	314	218	31,881	4,531	14	13,120	41	7,466	23	6,764	21	341

Subtopic	Total Possible Points
Number & Operations	75
Geometry & Measurement	21
Functions & Algebra	20
Data, Statistics, & Probability	21



Fall 2007 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2007-2008
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**9,904**	**104**	**96**	**9,704**	**1,470**	**15**	**4,357**	**45**	**2,031**	**21**	**1,846**	**19**	**342**												
Gender																									
Male	5,143	70	62	5,011	789	16	2,240	45	1,015	20	967	19	342												
Female	4,749	33	34	4,682	680	15	2,113	45	1,013	22	876	19	342												
Not Reported	12	1	0	11	1	9	4	36	3	27	3	27	335												
Primary Race/Ethnicity																									
American Indian or Alaskan Native	69	1	1	67	4	6	24	36	15	22	24	36	337												
Asian	312	1	4	307	50	16	130	42	76	25	51	17	342												
Black or African American	871	13	18	840	43	5	260	31	246	29	291	35	336												
Hispanic or Latino	1,806	11	20	1,775	64	4	538	30	519	29	654	37	335												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	6,819	74	53	6,692	1,308	20	3,397	51	1,165	17	822	12	344												
No Primary Race/Ethnicity Reported	27	4	0	23	1	4	8	35	10	43	4	17	338												
LEP Status																									
Currently receiving LEP services	647	1	8	638	12	2	128	20	174	27	324	51	331												
Former LEP student - monitoring year 1	101	0	0	101	5	5	37	37	36	36	23	23	338												
Former LEP student - monitoring year 2	30	1	1	28	3	11	12	43	9	32	4	14	342												
All Other Students	9,126	102	87	8,937	1,450	16	4,180	47	1,812	20	1,495	17	343												
IEP																									
Students with an IEP	1,826	80	45	1,701	123	7	507	30	359	21	712	42	334												
All Other Students	8,078	24	51	8,003	1,347	17	3,850	48	1,672	21	1,134	14	343												
SES																									
Economically Disadvantaged Students	4,105	43	52	4,010	220	5	1,443	36	1,081	27	1,266	32	336												
All Other Students	5,799	61	44	5,694	1,250	22	2,914	51	950	17	580	10	346												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	9,904	104	96	9,704	1,470	15	4,357	45	2,031	21	1,846	19	342												
Title I																									
Students Receiving Title I Services	3,555	22	42	3,491	155	4	1,178	34	990	28	1,168	33	336												
All Other Students	6,349	82	54	6,213	1,315	21	3,179	51	1,041	17	678	11	345												
504 Plan																									
Students with a 504 Plan	112	0	0	112	18	16	56	50	19	17	19	17	344												
All Other Students	9,792	104	96	9,592	1,452	15	4,301	45	2,012	21	1,827	19	342												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

About The New England Common Assessment Program

This report highlights results from the Fall 2007 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2007
Beginning of Grade 4
NECAP Tests

Grade 4 Students in 2007-2008

State Results

State: Rhode Island

Fall 2007 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2007-2008
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2006-07 school year, first year LEP students, students who withdrew from the school after October 1, 2007, students who enrolled in the school after October 1, 2007, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							11,193									100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**10,943**	**11,026**								**98**	**99**	
Students not tested in NECAP																		
State Approved							152	79								1	1	
Alternate Assessment							63	63								1	1	
First Year LEP							75	0								1	0	
Withdrew After October 1							6	12								0	0	
Enrolled After October 1							5	1								0	0	
Special Consideration							3	3								0	0	
Other							98	88								1	1	

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	11,193	152	98	10,943	1,777	16	5,200	48	2,343	21	1,623	15	444												
MATH	11,193	79	88	11,026	1,307	12	4,639	42	2,760	25	2,320	21	441												
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2007 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2007-2008
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

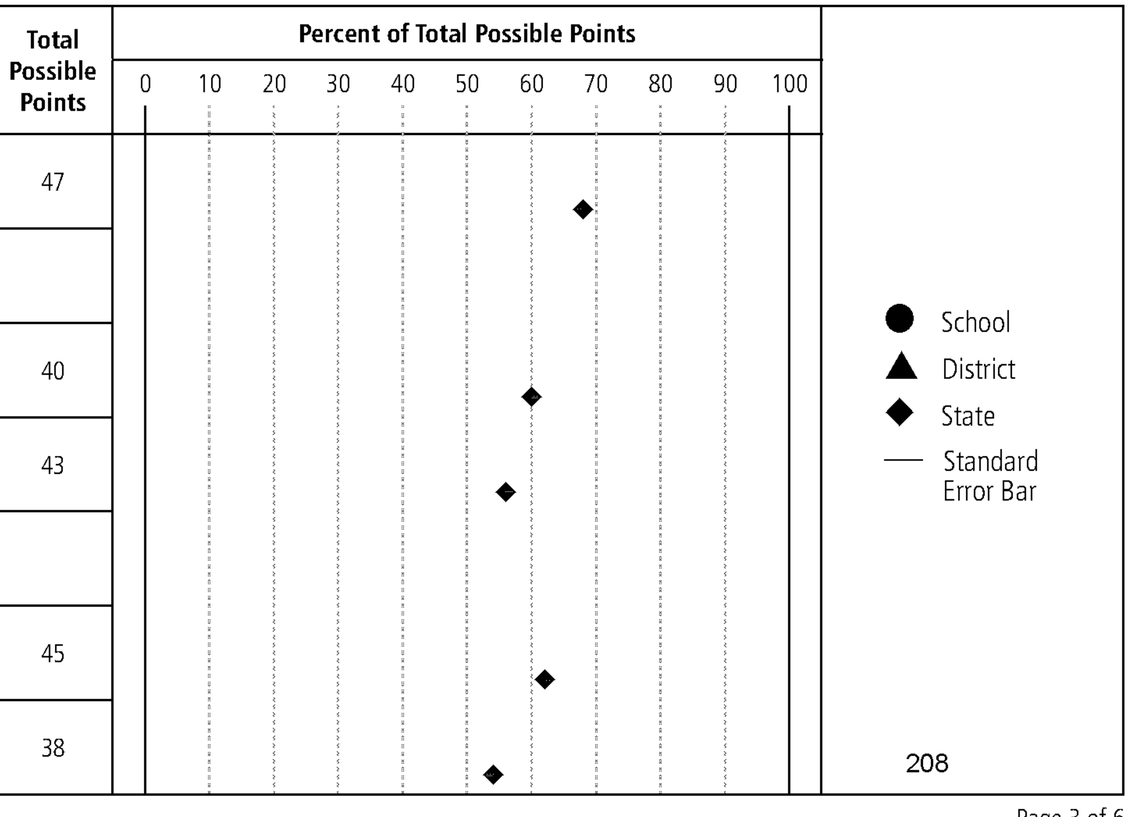
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	11,511	190	10	11,311	1,458	13	5,353	47	2,522	22	1,978	17	442
2006-07	11,227	212	93	10,922	1,564	14	5,360	49	2,551	23	1,447	13	443
2007-08	**11,193**	**152**	**98**	**10,943**	**1,777**	**16**	**5,200**	**48**	**2,343**	**21**	**1,623**	**15**	**444**
Cumulative Total	33,931	554	201	33,176	4,799	14	15,913	48	7,416	22	5,048	15	443

Subtopic	Total Possible Points
Word ID/Vocabulary	47
Type of Text	
Literary	40
Informational	43
Level of Comprehension	
Initial Understanding	45
Analysis & Interpretation	38



Fall 2007 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2007-2008
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,193**	**152**	**98**	**10,943**	**1,777**	**16**	**5,200**	**48**	**2,343**	**21**	**1,623**	**15**	**444**												
Gender																									
Male	5,786	95	59	5,632	720	13	2,623	47	1,266	22	1,023	18	442												
Female	5,403	56	39	5,308	1,057	20	2,576	49	1,077	20	598	11	446												
Not Reported	4	1	0	3																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	73	0	2	71	3	4	28	39	21	30	19	27	436												
Asian	334	9	5	320	66	21	137	43	79	25	38	12	445												
Black or African American	979	14	16	949	75	8	381	40	280	30	213	22	439												
Hispanic or Latino	2,234	70	28	2,136	105	5	748	35	628	29	655	31	436												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,559	56	46	7,457	1,528	20	3,901	52	1,334	18	694	9	446												
No Primary Race/Ethnicity Reported	14	3	1	10	0	0	5	50	1	10	4	40	436												
LEP Status																									
Currently receiving LEP services	727	76	20	631	6	1	94	15	189	30	342	54	429												
Former LEP student - monitoring year 1	157	0	1	156	4	3	61	39	57	37	34	22	437												
Former LEP student - monitoring year 2	70	0	0	70	5	7	32	46	25	36	8	11	441												
All Other Students	10,239	76	77	10,086	1,762	17	5,013	50	2,072	21	1,239	12	445												
IEP																									
Students with an IEP	2,011	68	45	1,898	71	4	461	24	542	29	824	43	432												
All Other Students	9,182	84	53	9,045	1,706	19	4,739	52	1,801	20	799	9	446												
SES																									
Economically Disadvantaged Students	4,834	87	50	4,697	314	7	1,838	39	1,338	28	1,207	26	438												
All Other Students	6,359	65	48	6,246	1,463	23	3,362	54	1,005	16	416	7	448												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,193	152	98	10,943	1,777	16	5,200	48	2,343	21	1,623	15	444												
Title I																									
Students Receiving Title I Services	4,041	92	41	3,908	226	6	1,404	36	1,219	31	1,059	27	437												
All Other Students	7,152	60	57	7,035	1,551	22	3,796	54	1,124	16	564	8	447												
504 Plan																									
Students with a 504 Plan	143	1	1	141	13	9	78	55	31	22	19	13	442												
All Other Students	11,050	151	97	10,802	1,764	16	5,122	47	2,312	21	1,604	15	444												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2007 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2007-2008
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

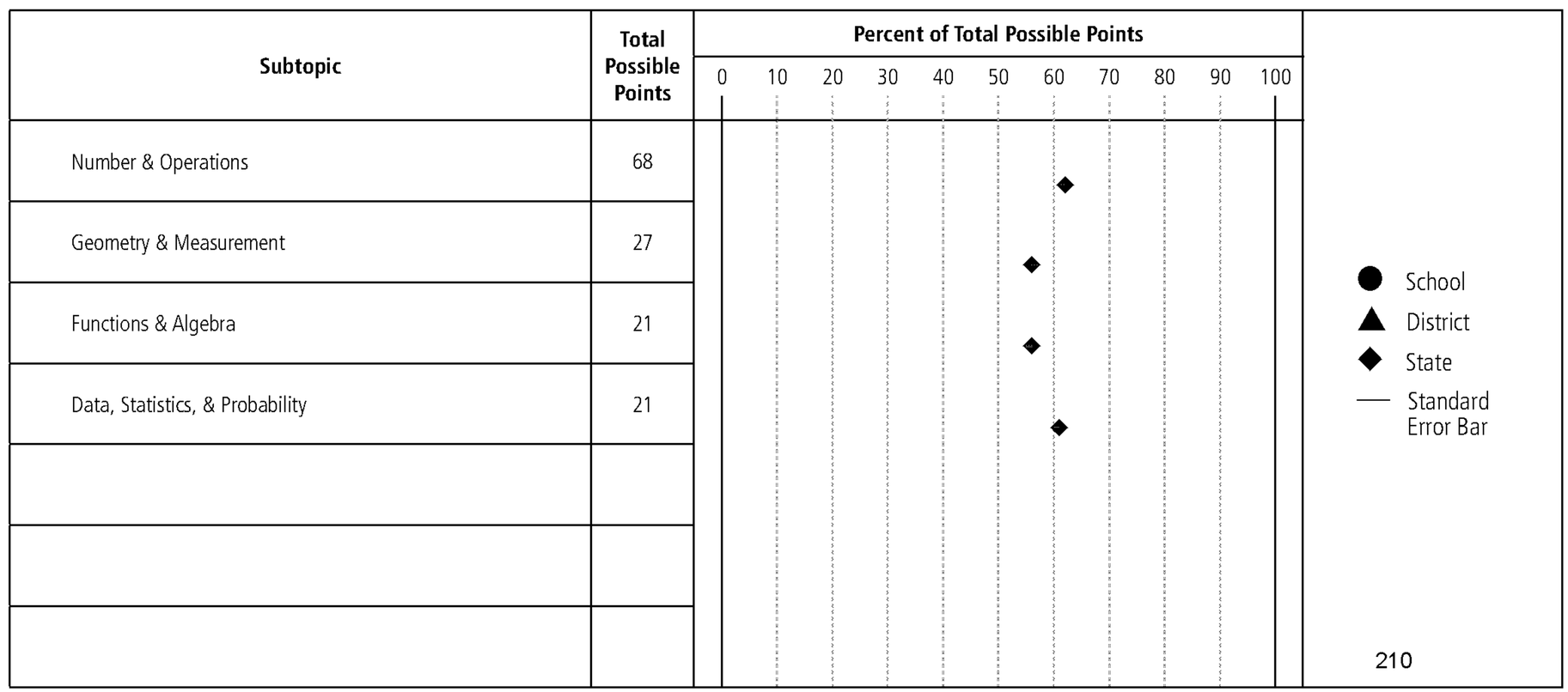
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	11,511	108	19	11,384	1,339	12	4,579	40	2,637	23	2,829	25	440
2006-07	11,227	122	89	11,016	1,092	10	4,878	44	2,657	24	2,389	22	440
2007-08	**11,193**	**79**	**88**	**11,026**	**1,307**	**12**	**4,639**	**42**	**2,760**	**25**	**2,320**	**21**	**441**
Cumulative Total	33,931	309	196	33,426	3,738	11	14,096	42	8,054	24	7,538	23	440

Subtopic	Total Possible Points
Number & Operations	68
Geometry & Measurement	27
Functions & Algebra	21
Data, Statistics, & Probability	21



Fall 2007 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2007-2008
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,193**	**79**	**88**	**11,026**	**1,307**	**12**	**4,639**	**42**	**2,760**	**25**	**2,320**	**21**	**441**												
Gender																									
Male	5,786	57	52	5,677	744	13	2,318	41	1,368	24	1,247	22	441												
Female	5,403	21	36	5,346	563	11	2,321	43	1,391	26	1,071	20	441												
Not Reported	4	1	0	3																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	73	0	3	70	6	9	18	26	16	23	30	43	435												
Asian	334	3	3	328	56	17	135	41	78	24	59	18	442												
Black or African American	979	9	15	955	44	5	297	31	279	29	335	35	435												
Hispanic or Latino	2,234	11	23	2,200	48	2	603	27	680	31	869	40	433												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,559	53	44	7,462	1,153	15	3,584	48	1,703	23	1,022	14	443												
No Primary Race/Ethnicity Reported	14	3	0	11	0	0	2	18	4	36	5	45	429												
LEP Status																									
Currently receiving LEP services	727	0	8	719	8	1	94	13	184	26	433	60	428												
Former LEP student - monitoring year 1	157	0	1	156	5	3	40	26	64	41	47	30	435												
Former LEP student - monitoring year 2	70	0	0	70	5	7	23	33	24	34	18	26	438												
All Other Students	10,239	79	79	10,081	1,289	13	4,482	44	2,488	25	1,822	18	442												
IEP																									
Students with an IEP	2,011	64	47	1,900	72	4	414	22	498	26	916	48	431												
All Other Students	9,182	15	41	9,126	1,235	14	4,225	46	2,262	25	1,404	15	443												
SES																									
Economically Disadvantaged Students	4,834	30	45	4,759	174	4	1,534	32	1,431	30	1,620	34	435												
All Other Students	6,359	49	43	6,267	1,133	18	3,105	50	1,329	21	700	11	445												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,193	79	88	11,026	1,307	12	4,639	42	2,760	25	2,320	21	441												
Title I																									
Students Receiving Title I Services	4,041	29	37	3,975	131	3	1,147	29	1,208	30	1,489	37	434												
All Other Students	7,152	50	51	7,051	1,176	17	3,492	50	1,552	22	831	12	444												
504 Plan																									
Students with a 504 Plan	143	2	1	140	12	9	60	43	44	31	24	17	440												
All Other Students	11,050	77	87	10,886	1,295	12	4,579	42	2,716	25	2,296	21	441												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

About The New England Common Assessment Program

This report highlights results from the Fall 2007 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2007
Beginning of Grade 5
NECAP Tests

Grade 5 Students in 2007-2008

State Results

State: Rhode Island

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2006-07 school year, first year LEP students, students who withdrew from the school after October 1, 2007, students who enrolled in the school after October 1, 2007, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							11,044									100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**10,827**	**10,894**	**10,809**							**98**	**99**	**98**
Students not tested in NECAP																		
State Approved							150	93	151							1	1	1
Alternate Assessment							65	64	59							1	1	1
First Year LEP							63	0	62							1	0	1
Withdrew After October 1							4	11	17							0	0	0
Enrolled After October 1							6	6	1							0	0	0
Special Consideration							12	12	12							0	0	0
Other							67	57	84							1	1	1

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	11,044	150	67	10,827	1,923	18	5,207	48	2,523	23	1,174	11	545												
MATH	11,044	93	57	10,894	1,414	13	4,815	44	1,981	18	2,684	25	541												
WRITING	11,044	151	84	10,809	1,984	18	3,814	35	3,036	28	1,975	18	542												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

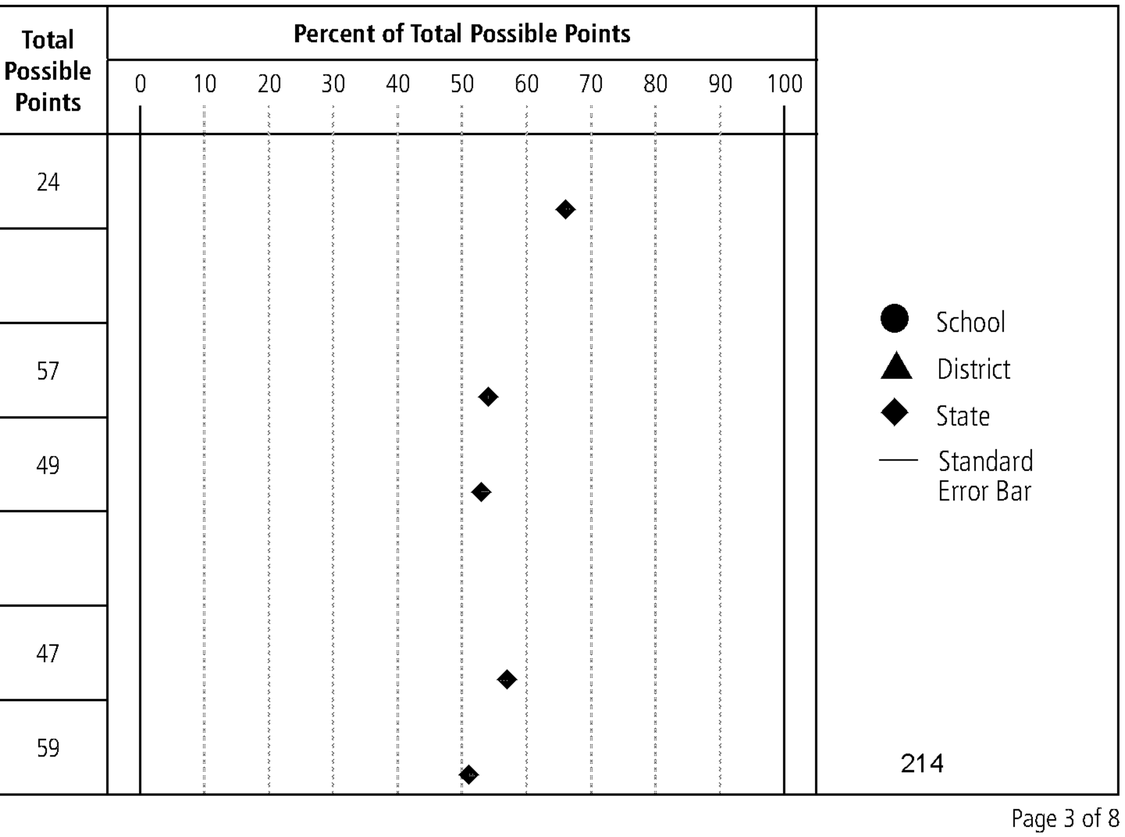
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	11,589	176	9	11,404	1,494	13	5,309	47	2,831	25	1,770	16	543
2006-07	11,393	191	84	11,118	1,710	15	5,531	50	2,364	21	1,513	14	544
2007-08	**11,044**	**150**	**67**	**10,827**	**1,923**	**18**	**5,207**	**48**	**2,523**	**23**	**1,174**	**11**	**545**
Cumulative Total	34,026	517	160	33,349	5,127	15	16,047	48	7,718	23	4,457	13	544

Subtopic	Total Possible Points
Word ID/Vocabulary	24
Type of Text	
Literary	57
Informational	49
Level of Comprehension	
Initial Understanding	47
Analysis & Interpretation	59



Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,044**	**150**	**67**	**10,827**	**1,923**	**18**	**5,207**	**48**	**2,523**	**23**	**1,174**	**11**	**545**												
Gender																									
Male	5,731	97	45	5,589	719	13	2,652	47	1,433	26	785	14	543												
Female	5,309	52	22	5,235	1,204	23	2,553	49	1,089	21	389	7	547												
Not Reported	4	1	0	3																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	73	0	4	69	9	13	23	33	28	41	9	13	541												
Asian	370	9	3	358	89	25	166	46	78	22	25	7	547												
Black or African American	956	17	6	933	73	8	410	44	276	30	174	19	540												
Hispanic or Latino	2,034	59	20	1,955	119	6	764	39	662	34	410	21	539												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,607	64	34	7,509	1,633	22	3,842	51	1,478	20	556	7	547												
No Primary Race/Ethnicity Reported	4	1	0	3																					
LEP Status																									
Currently receiving LEP services	571	62	11	498	12	2	87	17	193	39	206	41	531												
Former LEP student - monitoring year 1	163	1	0	162	5	3	62	38	67	41	28	17	539												
Former LEP student - monitoring year 2	100	0	1	99	10	10	44	44	34	34	11	11	542												
All Other Students	10,210	87	55	10,068	1,896	19	5,014	50	2,229	22	929	9	545												
IEP																									
Students with an IEP	2,134	67	31	2,036	91	4	531	26	696	34	718	35	534												
All Other Students	8,910	83	36	8,791	1,832	21	4,676	53	1,827	21	456	5	547												
SES																									
Economically Disadvantaged Students	4,640	79	37	4,524	372	8	1,895	42	1,436	32	821	18	540												
All Other Students	6,404	71	30	6,303	1,551	25	3,312	53	1,087	17	353	6	548												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,044	150	67	10,827	1,923	18	5,207	48	2,523	23	1,174	11	545												
Title I																									
Students Receiving Title I Services	3,768	74	29	3,665	289	8	1,443	39	1,213	33	720	20	539												
All Other Students	7,276	76	38	7,162	1,634	23	3,764	53	1,310	18	454	6	547												
504 Plan																									
Students with a 504 Plan	170	0	0	170	23	14	89	52	46	27	12	7	545												
All Other Students	10,874	150	67	10,657	1,900	18	5,118	48	2,477	23	1,162	11	545												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

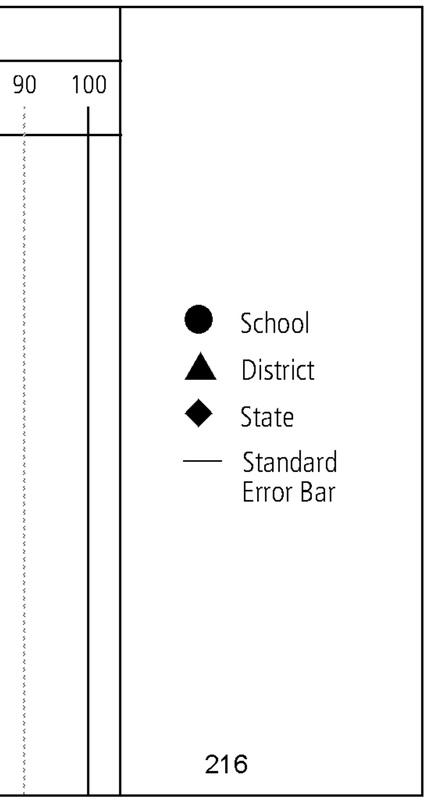
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT 2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE 2005-06	11,589	96	17	11,476	1,312	11	4,749	41	2,519	22	2,896	25	540
2006-07	11,393	124	81	11,188	1,458	13	4,971	44	2,368	21	2,391	21	541
2007-08	**11,044**	**93**	**57**	**10,894**	**1,414**	**13**	**4,815**	**44**	**1,981**	**18**	**2,684**	**25**	**541**
Cumulative Total	34,026	313	155	33,558	4,184	12	14,535	43	6,868	20	7,971	24	541

Subtopic	Total Possible Points
Number & Operations	73
Geometry & Measurement	32
Functions & Algebra	32
Data, Statistics, & Probability	25



Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,044**	**93**	**57**	**10,894**	**1,414**	**13**	**4,815**	**44**	**1,981**	**18**	**2,684**	**25**	**541**												
Gender																									
Male	5,731	65	39	5,627	769	14	2,463	44	987	18	1,408	25	541												
Female	5,309	27	18	5,264	645	12	2,351	45	993	19	1,275	24	541												
Not Reported	4	1	0	3																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	73	0	3	70	5	7	22	31	17	24	26	37	536												
Asian	370	3	2	365	67	18	167	46	61	17	70	19	544												
Black or African American	956	7	5	944	43	5	290	31	205	22	406	43	535												
Hispanic or Latino	2,034	15	15	2,004	80	4	666	33	442	22	816	41	536												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,607	67	32	7,508	1,219	16	3,669	49	1,255	17	1,365	18	543												
No Primary Race/Ethnicity Reported	4	1	0	3																					
LEP Status																									
Currently receiving LEP services	571	2	6	563	2	0	95	17	102	18	364	65	529												
Former LEP student - monitoring year 1	163	1	0	162	7	4	53	33	37	23	65	40	537												
Former LEP student - monitoring year 2	100	0	1	99	9	9	45	45	18	18	27	27	542												
All Other Students	10,210	90	50	10,070	1,396	14	4,622	46	1,824	18	2,228	22	542												
IEP																									
Students with an IEP	2,134	65	29	2,040	82	4	453	22	383	19	1,122	55	532												
All Other Students	8,910	28	28	8,854	1,332	15	4,362	49	1,598	18	1,562	18	543												
SES																									
Economically Disadvantaged Students	4,640	37	30	4,573	206	5	1,641	36	1,019	22	1,707	37	536												
All Other Students	6,404	56	27	6,321	1,208	19	3,174	50	962	15	977	15	545												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,044	93	57	10,894	1,414	13	4,815	44	1,981	18	2,684	25	541												
Title I																									
Students Receiving Title I Services	3,768	16	23	3,729	173	5	1,222	33	832	22	1,502	40	536												
All Other Students	7,276	77	34	7,165	1,241	17	3,593	50	1,149	16	1,182	16	544												
504 Plan																									
Students with a 504 Plan	170	0	0	170	24	14	73	43	31	18	42	25	541												
All Other Students	10,874	93	57	10,724	1,390	13	4,742	44	1,950	18	2,642	25	541												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Writing Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

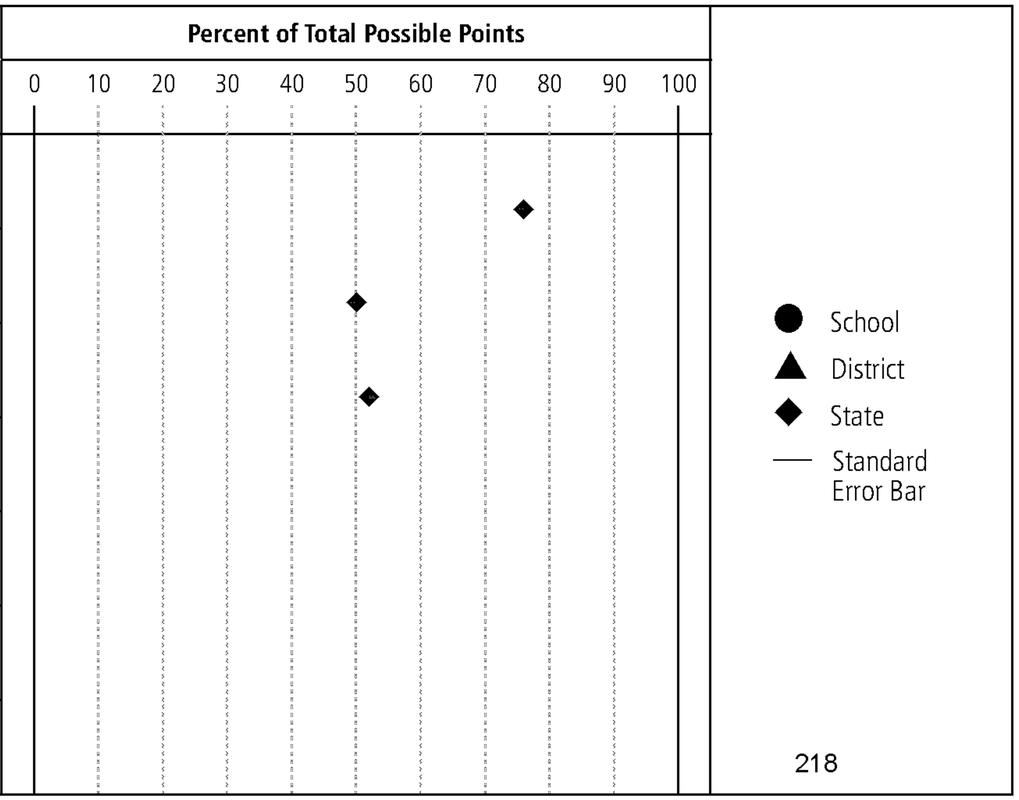
Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)
Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)
Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	11,589	192	26	11,371	1,355	12	4,861	43	3,429	30	1,726	15	539
2006-07	11,393	178	113	11,102	1,617	15	4,001	36	3,050	27	2,434	22	540
2007-08	**11,044**	**151**	**84**	**10,809**	**1,984**	**18**	**3,814**	**35**	**3,036**	**28**	**1,975**	**18**	**542**
Cumulative Total	34,026	521	223	33,282	4,956	15	12,676	38	9,515	29	6,135	18	540

Subtopic	Total Possible Points
Structures of Language & Writing Conventions	10
Short Responses	12
Extended Response	15



Fall 2007 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2007-2008
Disaggregated Writing Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,044**	**151**	**84**	**10,809**	**1,984**	**18**	**3,814**	**35**	**3,036**	**28**	**1,975**	**18**	**542**												
Gender																									
Male	5,731	98	56	5,577	669	12	1,873	34	1,692	30	1,343	24	538												
Female	5,309	52	28	5,229	1,315	25	1,940	37	1,343	26	631	12	545												
Not Reported	4	1	0	3																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	73	0	3	70	4	6	28	40	25	36	13	19	538												
Asian	370	9	3	358	88	25	135	38	88	25	47	13	545												
Black or African American	956	18	9	929	90	10	273	29	289	31	277	30	536												
Hispanic or Latino	2,034	56	24	1,954	172	9	567	29	635	32	580	30	535												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,607	67	45	7,495	1,630	22	2,810	37	1,998	27	1,057	14	544												
No Primary Race/Ethnicity Reported	4	1	0	3																					
LEP Status																									
Currently receiving LEP services	571	60	14	497	13	3	73	15	152	31	259	52	526												
Former LEP student - monitoring year 1	163	1	0	162	10	6	57	35	56	35	39	24	537												
Former LEP student - monitoring year 2	100	0	1	99	15	15	35	35	32	32	17	17	541												
All Other Students	10,210	90	69	10,051	1,946	19	3,649	36	2,796	28	1,660	17	542												
IEP																									
Students with an IEP	2,134	63	41	2,030	87	4	328	16	599	30	1,016	50	528												
All Other Students	8,910	88	43	8,779	1,897	22	3,486	40	2,437	28	959	11	545												
SES																									
Economically Disadvantaged Students	4,640	80	49	4,511	414	9	1,413	31	1,443	32	1,241	28	536												
All Other Students	6,404	71	35	6,298	1,570	25	2,401	38	1,593	25	734	12	546												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,044	151	84	10,809	1,984	18	3,814	35	3,036	28	1,975	18	542												
Title I																									
Students Receiving Title I Services	3,768	69	36	3,663	356	10	1,054	29	1,214	33	1,039	28	536												
All Other Students	7,276	82	48	7,146	1,628	23	2,760	39	1,822	25	936	13	545												
504 Plan																									
Students with a 504 Plan	170	0	0	170	15	9	67	39	55	32	33	19	539												
All Other Students	10,874	151	84	10,639	1,969	19	3,747	35	2,981	28	1,942	18	542												

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NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

About The New England Common Assessment Program

This report highlights results from the Fall 2007 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2007
Beginning of Grade 6
NECAP Tests

Grade 6 Students in 2007-2008

State Results

State: Rhode Island

Fall 2007 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2007-2008
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2006-07 school year, first year LEP students, students who withdrew from the school after October 1, 2007, students who enrolled in the school after October 1, 2007, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							**11,379**									**100**		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**11,129**	**11,194**								**98**	**98**	
Students not tested in NECAP																		
State Approved							173	109								2	1	
Alternate Assessment							76	76								1	1	
First Year LEP							73	0								1	0	
Withdrew After October 1							12	21								0	0	
Enrolled After October 1							1	1								0	0	
Special Consideration							11	11								0	0	
Other							77	76								1	1	

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	11,379	173	77	11,129	1,279	11	5,662	51	2,644	24	1,544	14	643												
MATH	11,379	109	76	11,194	1,548	14	4,469	40	2,264	20	2,913	26	640												
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2007 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2007-2008
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

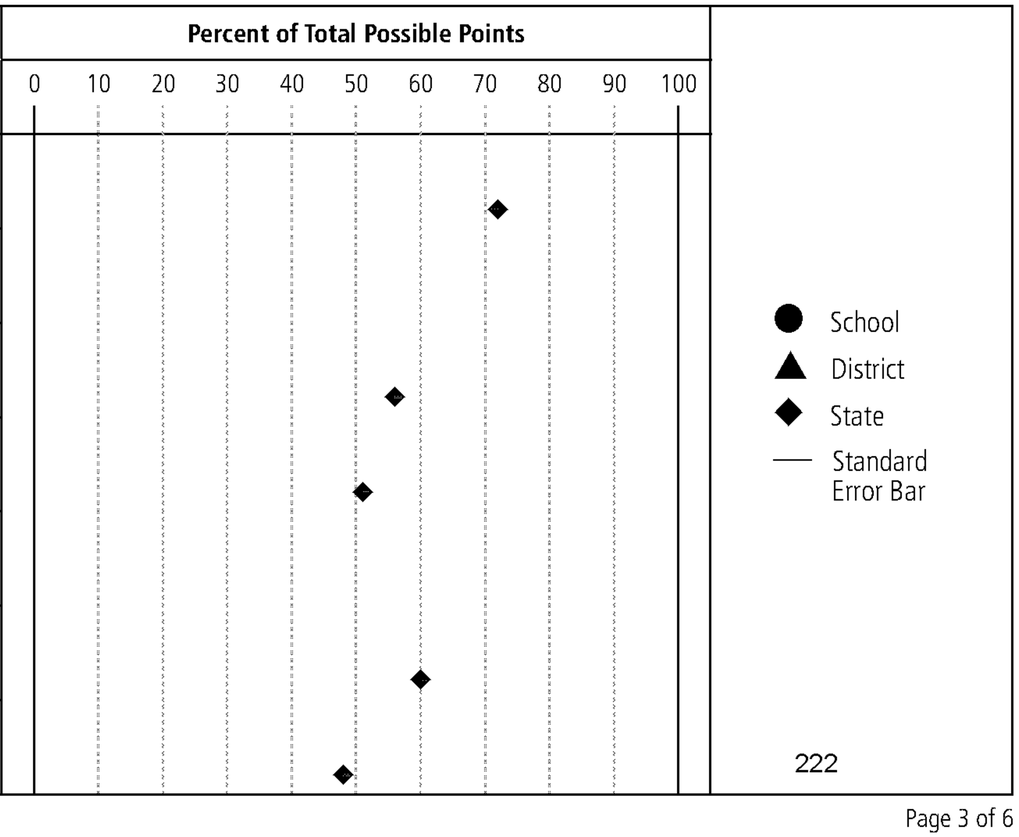
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	12,244	202	21	12,021	1,314	11	5,637	47	3,219	27	1,851	15	642
2006-07	11,645	175	81	11,389	1,210	11	5,988	53	2,668	23	1,523	13	644
2007-08	**11,379**	**173**	**77**	**11,129**	**1,279**	**11**	**5,662**	**51**	**2,644**	**24**	**1,544**	**14**	**643**
Cumulative Total	35,268	550	179	34,539	3,803	11	17,287	50	8,531	25	4,918	14	643

Subtopic	Total Possible Points
Word ID/Vocabulary	23
Type of Text	
Literary	51
Informational	56
Level of Comprehension	
Initial Understanding	46
Analysis & Interpretation	61



Fall 2007 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2007-2008
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,379**	**173**	**77**	**11,129**	**1,279**	**11**	**5,662**	**51**	**2,644**	**24**	**1,544**	**14**	**643**												
Gender																									
Male	5,949	111	50	5,788	485	8	2,822	49	1,502	26	979	17	641												
Female	5,429	61	27	5,341	794	15	2,840	53	1,142	21	565	11	645												
Not Reported	1	1	0	0																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	59	1	0	58	5	9	24	41	15	26	14	24	639												
Asian	362	5	2	355	46	13	172	48	91	26	46	13	644												
Black or African American	972	27	9	936	38	4	309	33	329	35	260	28	636												
Hispanic or Latino	2,016	66	26	1,924	48	2	656	34	659	34	561	29	635												
Native Hawaiian or Pacific Islander	1	0	0	1																					
White (non-Hispanic)	7,966	73	40	7,853	1,141	15	4,501	57	1,550	20	661	8	646												
No Primary Race/Ethnicity Reported	3	1	0	2																					
LEP Status																									
Currently receiving LEP services	459	74	14	371	2	1	50	13	117	32	202	54	628												
Former LEP student - monitoring year 1	159	1	0	158	1	1	42	27	64	41	51	32	634												
Former LEP student - monitoring year 2	141	0	0	141	2	1	58	41	50	35	31	22	637												
All Other Students	10,620	98	63	10,459	1,274	12	5,512	53	2,413	23	1,260	12	644												
IEP																									
Students with an IEP	2,199	90	39	2,070	18	1	484	23	664	32	904	44	631												
All Other Students	9,180	83	38	9,059	1,261	14	5,178	57	1,980	22	640	7	646												
SES																									
Economically Disadvantaged Students	4,612	106	39	4,467	165	4	1,748	39	1,466	33	1,088	24	637												
All Other Students	6,767	67	38	6,662	1,114	17	3,914	59	1,178	18	456	7	647												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,379	173	77	11,129	1,279	11	5,662	51	2,644	24	1,544	14	643												
Title I																									
Students Receiving Title I Services	2,732	72	26	2,634	114	4	898	34	859	33	763	29	636												
All Other Students	8,647	101	51	8,495	1,165	14	4,764	56	1,785	21	781	9	645												
504 Plan																									
Students with a 504 Plan	184	0	0	184	22	12	95	52	52	28	15	8	644												
All Other Students	11,195	173	77	10,945	1,257	11	5,567	51	2,592	24	1,529	14	643												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2007 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2007-2008
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

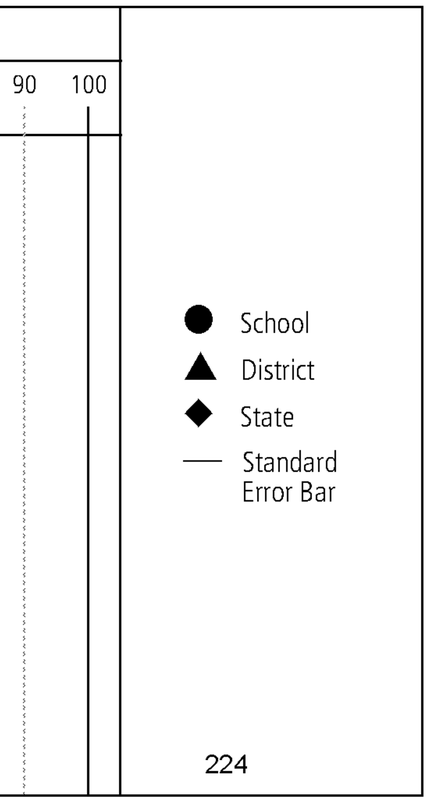
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	12,244	123	25	12,096	1,260	10	4,724	39	2,729	23	3,383	28	639
2006-07	11,645	95	77	11,473	1,512	13	4,691	41	2,381	21	2,889	25	640
2007-08	**11,379**	**109**	**76**	**11,194**	**1,548**	**14**	**4,469**	**40**	**2,264**	**20**	**2,913**	**26**	**640**
Cumulative Total	35,268	327	178	34,763	4,320	12	13,884	40	7,374	21	9,185	26	640

Subtopic	Total Possible Points
Number & Operations	64
Geometry & Measurement	41
Functions & Algebra	32
Data, Statistics, & Probability	25



Fall 2007 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2007-2008
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,379**	**109**	**76**	**11,194**	**1,548**	**14**	**4,469**	**40**	**2,264**	**20**	**2,913**	**26**	**640**												
Gender																									
Male	5,949	77	49	5,823	870	15	2,267	39	1,155	20	1,531	26	640												
Female	5,429	32	27	5,370	678	13	2,202	41	1,109	21	1,381	26	640												
Not Reported	1	0	0	1																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	59	1	0	58	7	12	14	24	17	29	20	34	638												
Asian	362	1	2	359	53	15	158	44	63	18	85	24	642												
Black or African American	972	13	10	949	37	4	238	25	212	22	462	49	633												
Hispanic or Latino	2,016	23	22	1,971	74	4	508	26	475	24	914	46	633												
Native Hawaiian or Pacific Islander	1	0	0	1																					
White (non-Hispanic)	7,966	71	42	7,853	1,377	18	3,550	45	1,497	19	1,429	18	643												
No Primary Race/Ethnicity Reported	3	0	0	3																					
LEP Status																									
Currently receiving LEP services	459	6	7	446	2	0	60	13	72	16	312	70	626												
Former LEP student - monitoring year 1	159	2	0	157	6	4	31	20	42	27	78	50	633												
Former LEP student - monitoring year 2	141	0	0	141	4	3	43	30	40	28	54	38	635												
All Other Students	10,620	101	69	10,450	1,536	15	4,335	41	2,110	20	2,469	24	641												
IEP																									
Students with an IEP	2,199	90	43	2,066	46	2	317	15	423	20	1,280	62	629												
All Other Students	9,180	19	33	9,128	1,502	16	4,152	45	1,841	20	1,633	18	643												
SES																									
Economically Disadvantaged Students	4,612	58	37	4,517	200	4	1,376	30	1,087	24	1,854	41	635												
All Other Students	6,767	51	39	6,677	1,348	20	3,093	46	1,177	18	1,059	16	644												
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Migrant Students	0	0	0	0																					
All Other Students	11,379	109	76	11,194	1,548	14	4,469	40	2,264	20	2,913	26	640												
Title I																									
Students Receiving Title I Services	2,732	23	25	2,684	112	4	748	28	600	22	1,224	46	633												
All Other Students	8,647	86	51	8,510	1,436	17	3,721	44	1,664	20	1,689	20	642												
504 Plan																									
Students with a 504 Plan	184	0	0	184	30	16	61	33	48	26	45	24	641												
All Other Students	11,195	109	76	11,010	1,518	14	4,408	40	2,216	20	2,868	26	640												

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Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

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Fall 2007
Beginning of Grade 7
NECAP Tests

Grade 7 Students in 2007-2008

State Results

State: Rhode Island

Fall 2007 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2007-2008
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2006-07 school year, first year LEP students, students who withdrew from the school after October 1, 2007, students who enrolled in the school after October 1, 2007, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							**11,656**									**100**		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**11,384**	**11,449**								**98**	**98**	
Students not tested in NECAP																		
State Approved							165	111								1	1	
Alternate Assessment							73	73								1	1	
First Year LEP							60	0								1	0	
Withdrew After October 1							20	26								0	0	
Enrolled After October 1							2	2								0	0	
Special Consideration							10	10								0	0	
Other							107	96								1	1	

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	11,656	165	107	11,384	1,635	14	5,988	53	2,404	21	1,357	12	745												
MATH	11,656	111	96	11,449	1,362	12	4,233	37	2,790	24	3,064	27	739												
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2007 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2007-2008
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

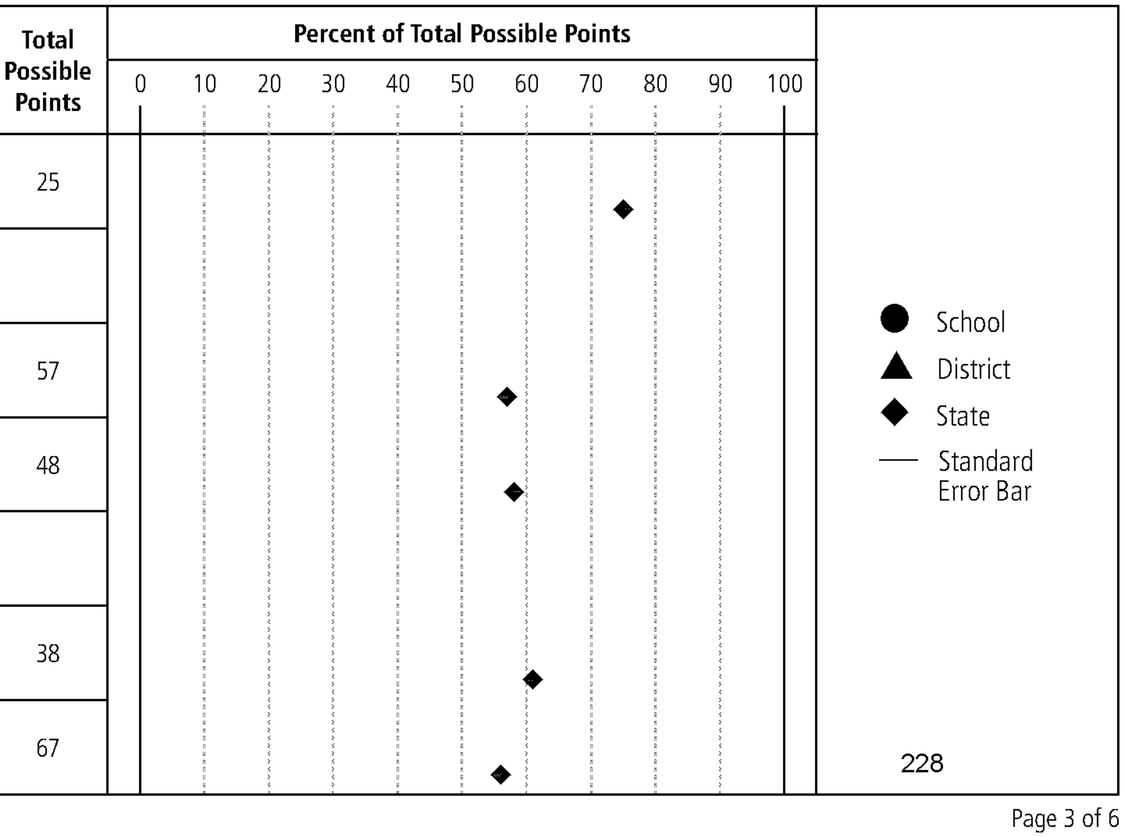
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	12,381	209	40	12,132	1,192	10	5,640	46	3,185	26	2,115	17	742
2006-07	12,345	209	112	12,024	1,147	10	5,890	49	3,369	28	1,618	13	743
2007-08	**11,656**	**165**	**107**	**11,384**	**1,635**	**14**	**5,988**	**53**	**2,404**	**21**	**1,357**	**12**	**745**
Cumulative Total	36,382	583	259	35,540	3,974	11	17,518	49	8,958	25	5,090	14	743

Subtopic	Total Possible Points
Word ID/Vocabulary	25
Type of Text	
Literary	57
Informational	48
Level of Comprehension	
Initial Understanding	38
Analysis & Interpretation	67



Fall 2007 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2007-2008
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,656**	**165**	**107**	**11,384**	**1,635**	**14**	**5,988**	**53**	**2,404**	**21**	**1,357**	**12**	**745**												
Gender																									
Male	6,052	104	73	5,875	587	10	3,097	53	1,332	23	859	15	743												
Female	5,600	61	34	5,505	1,048	19	2,890	52	1,072	19	495	9	748												
Not Reported	4	0	0	4																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	80	1	0	79	3	4	37	47	24	30	15	19	739												
Asian	336	8	5	323	52	16	187	58	62	19	22	7	747												
Black or African American	1,013	21	14	978	46	5	405	41	329	34	198	20	739												
Hispanic or Latino	2,077	67	29	1,981	79	4	747	38	645	33	510	26	737												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,146	68	59	8,019	1,455	18	4,611	58	1,344	17	609	8	748												
No Primary Race/Ethnicity Reported	4	0	0	4																					
LEP Status																									
Currently receiving LEP services	398	64	21	313	1	0	36	12	103	33	173	55	729												
Former LEP student - monitoring year 1	118	1	0	117	0	0	32	27	52	44	33	28	735												
Former LEP student - monitoring year 2	100	0	1	99	2	2	35	35	48	48	14	14	738												
All Other Students	11,040	100	85	10,855	1,632	15	5,885	54	2,201	20	1,137	10	746												
IEP																									
Students with an IEP	2,322	79	49	2,194	35	2	557	25	736	34	866	39	733												
All Other Students	9,334	86	58	9,190	1,600	17	5,431	59	1,668	18	491	5	748												
SES																									
Economically Disadvantaged Students	4,646	93	59	4,494	229	5	1,944	43	1,384	31	937	21	739												
All Other Students	7,010	72	48	6,890	1,406	20	4,044	59	1,020	15	420	6	749												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,656	165	107	11,384	1,635	14	5,988	53	2,404	21	1,357	12	745												
Title I																									
Students Receiving Title I Services	3,021	65	40	2,916	150	5	1,144	39	945	32	677	23	738												
All Other Students	8,635	100	67	8,468	1,485	18	4,844	57	1,459	17	680	8	748												
504 Plan																									
Students with a 504 Plan	213	0	2	211	15	7	127	60	55	26	14	7	745												
All Other Students	11,443	165	105	11,173	1,620	14	5,861	52	2,349	21	1,343	12	745												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2007 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2007-2008
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

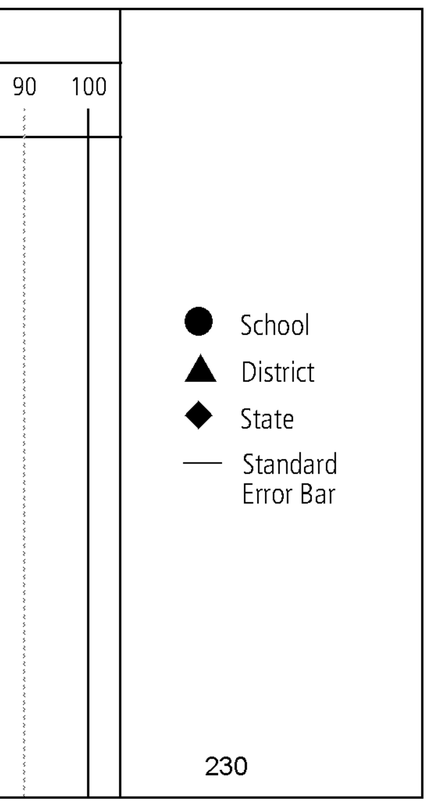
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	12,381	123	59	12,199	1,242	10	4,496	37	2,668	22	3,793	31	738
2006-07	12,345	120	115	12,110	1,502	12	4,738	39	2,480	20	3,390	28	739
2007-08	**11,656**	**111**	**96**	**11,449**	**1,362**	**12**	**4,233**	**37**	**2,790**	**24**	**3,064**	**27**	**739**
Cumulative Total	36,382	354	270	35,758	4,106	11	13,467	38	7,938	22	10,247	29	739

Subtopic	Total Possible Points
Number & Operations	47
Geometry & Measurement	40
Functions & Algebra	49
Data, Statistics, & Probability	26



Fall 2007 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2007-2008
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11,656**	**111**	**96**	**11,449**	**1,362**	**12**	**4,233**	**37**	**2,790**	**24**	**3,064**	**27**	**739**												
Gender																									
Male	6,052	78	63	5,911	740	13	2,170	37	1,408	24	1,593	27	739												
Female	5,600	33	33	5,534	622	11	2,063	37	1,380	25	1,469	27	739												
Not Reported	4	0	0	4																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	80	1	0	79	3	4	20	25	22	28	34	43	734												
Asian	336	2	5	329	58	18	145	44	63	19	63	19	742												
Black or African American	1,013	15	9	989	30	3	205	21	292	30	462	47	733												
Hispanic or Latino	2,077	27	23	2,027	56	3	450	22	570	28	951	47	733												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,146	66	59	8,021	1,215	15	3,413	43	1,841	23	1,552	19	741												
No Primary Race/Ethnicity Reported	4	0	0	4																					
LEP Status																									
Currently receiving LEP services	398	8	5	385	8	2	32	8	40	10	305	79	725												
Former LEP student - monitoring year 1	118	0	0	118	2	2	18	15	32	27	66	56	731												
Former LEP student - monitoring year 2	100	0	1	99	2	2	19	19	31	31	47	47	734												
All Other Students	11,040	103	90	10,847	1,350	12	4,164	38	2,687	25	2,646	24	740												
IEP																									
Students with an IEP	2,322	78	49	2,195	40	2	293	13	470	21	1,392	63	729												
All Other Students	9,334	33	47	9,254	1,322	14	3,940	43	2,320	25	1,672	18	742												
SES																									
Economically Disadvantaged Students	4,646	53	48	4,545	190	4	1,143	25	1,284	28	1,928	42	734												
All Other Students	7,010	58	48	6,904	1,172	17	3,090	45	1,506	22	1,136	16	742												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,656	111	96	11,449	1,362	12	4,233	37	2,790	24	3,064	27	739												
Title I																									
Students Receiving Title I Services	3,021	31	28	2,962	107	4	713	24	807	27	1,335	45	734												
All Other Students	8,635	80	68	8,487	1,255	15	3,520	41	1,983	23	1,729	20	741												
504 Plan																									
Students with a 504 Plan	213	0	3	210	23	11	85	40	61	29	41	20	741												
All Other Students	11,443	111	93	11,239	1,339	12	4,148	37	2,729	24	3,023	27	739												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

About The New England Common Assessment Program

This report highlights results from the Fall 2007 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2007
Beginning of Grade 8
NECAP Tests

Grade 8 Students in 2007-2008

State Results

State: Rhode Island

Fall 2007 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2007-2008
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2006-07 school year, first year LEP students, students who withdrew from the school after October 1, 2007, students who enrolled in the school after October 1, 2007, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							12,190									100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**11,897**	**11,942**	**11,850**							**98**	**98**	**97**
Students not tested in NECAP																		
State Approved							183	131	181							2	1	1
Alternate Assessment							103	102	89							1	1	1
First Year LEP							55	0	55							0	0	0
Withdrew After October 1							14	20	26							0	0	0
Enrolled After October 1							6	4	2							0	0	0
Special Consideration							5	5	9							0	0	0
Other							110	117	159							1	1	1

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	12,190	183	110	11,897	1,537	13	5,770	48	2,831	24	1,759	15	844												
MATH	12,190	131	117	11,942	1,336	11	4,404	37	2,943	25	3,259	27	839												
WRITING	12,190	181	159	11,850	856	7	4,008	34	4,731	40	2,255	19	838												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2007 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2007-2008
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

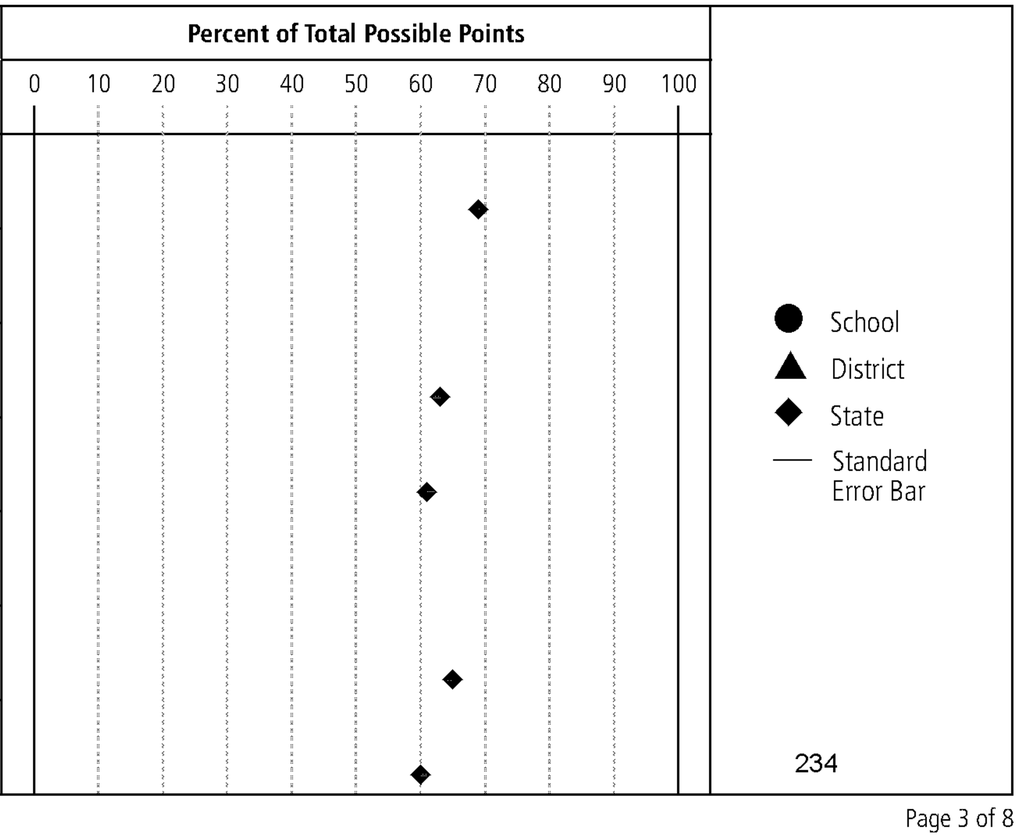
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	12,533	180	48	12,305	1,253	10	5,580	45	3,376	27	2,096	17	842
2006-07	12,256	207	130	11,919	1,140	10	5,831	49	3,077	26	1,871	16	842
2007-08	**12,190**	**183**	**110**	**11,897**	**1,537**	**13**	**5,770**	**48**	**2,831**	**24**	**1,759**	**15**	**844**
Cumulative Total	36,979	570	288	36,121	3,930	11	17,181	48	9,284	26	5,726	16	843

Subtopic	Total Possible Points
Word ID/Vocabulary	24
Type of Text	
Literary	56
Informational	50
Level of Comprehension	
Initial Understanding	39
Analysis & Interpretation	67



Fall 2007 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2007-2008
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**12,190**	**183**	**110**	**11,897**	**1,537**	**13**	**5,770**	**48**	**2,831**	**24**	**1,759**	**15**	**844**												
Gender																									
Male	6,385	99	67	6,219	534	9	2,877	46	1,697	27	1,111	18	841												
Female	5,803	84	43	5,676	1,003	18	2,892	51	1,133	20	648	11	846												
Not Reported	2	0	0	2																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	66	3	2	61	5	8	29	48	16	26	11	18	842												
Asian	387	7	3	377	60	16	172	46	85	23	60	16	844												
Black or African American	1,072	17	12	1,043	53	5	380	36	330	32	280	27	837												
Hispanic or Latino	2,192	66	31	2,095	73	3	734	35	660	32	628	30	836												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,468	90	62	8,316	1,346	16	4,454	54	1,737	21	779	9	846												
No Primary Race/Ethnicity Reported	5	0	0	5																					
LEP Status																									
Currently receiving LEP services	439	54	17	368	1	0	30	8	92	25	245	67	824												
Former LEP student - monitoring year 1	72	0	0	72	1	1	21	29	30	42	20	28	834												
Former LEP student - monitoring year 2	74	0	0	74	3	4	27	36	29	39	15	20	838												
All Other Students	11,605	129	93	11,383	1,532	13	5,692	50	2,680	24	1,479	13	844												
IEP																									
Students with an IEP	2,370	104	57	2,209	27	1	489	22	716	32	977	44	831												
All Other Students	9,820	79	53	9,688	1,510	16	5,281	55	2,115	22	782	8	847												
SES																									
Economically Disadvantaged Students	4,778	116	56	4,606	218	5	1,739	38	1,481	32	1,168	25	837												
All Other Students	7,412	67	54	7,291	1,319	18	4,031	55	1,350	19	591	8	848												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	12,190	183	110	11,897	1,537	13	5,770	48	2,831	24	1,759	15	844												
Title I																									
Students Receiving Title I Services	3,151	74	36	3,041	123	4	1,108	36	961	32	849	28	837												
All Other Students	9,039	109	74	8,856	1,414	16	4,662	53	1,870	21	910	10	846												
504 Plan																									
Students with a 504 Plan	207	3	0	204	29	14	98	48	61	30	16	8	845												
All Other Students	11,983	180	110	11,693	1,508	13	5,672	49	2,770	24	1,743	15	844												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2007 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2007-2008
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

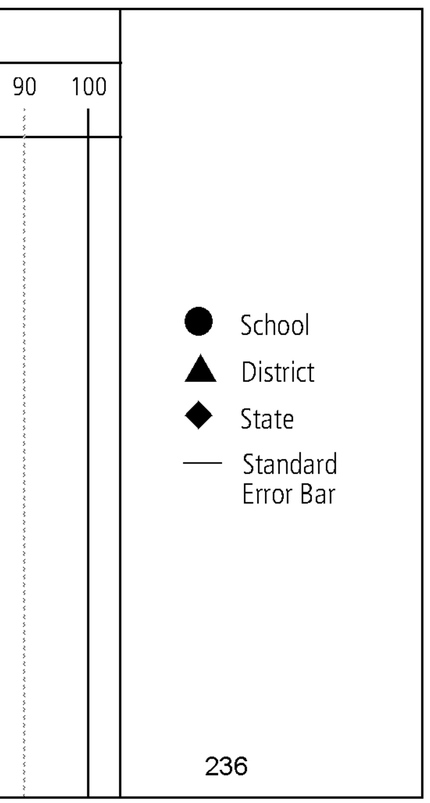
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	12,533	112	70	12,351	1,300	11	4,519	37	2,623	21	3,909	32	838
2006-07	12,256	143	119	11,994	1,293	11	4,389	37	2,332	19	3,980	33	838
2007-08	**12,190**	**131**	**117**	**11,942**	**1,336**	**11**	**4,404**	**37**	**2,943**	**25**	**3,259**	**27**	**839**
Cumulative Total	36,979	386	306	36,287	3,929	11	13,312	37	7,898	22	11,148	31	838

Subtopic	Total Possible Points
Number & Operations	33
Geometry & Measurement	40
Functions & Algebra	65
Data, Statistics, & Probability	24



Fall 2007 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2007-2008
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**12,190**	**131**	**117**	**11,942**	**1,336**	**11**	**4,404**	**37**	**2,943**	**25**	**3,259**	**27**	**839**												
Gender																									
Male	6,385	74	82	6,229	738	12	2,229	36	1,515	24	1,747	28	838												
Female	5,803	57	35	5,711	598	10	2,175	38	1,428	25	1,510	26	839												
Not Reported	2	0	0	2																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	66	3	3	60	7	12	19	32	15	25	19	32	836												
Asian	387	3	2	382	54	14	144	38	87	23	97	25	840												
Black or African American	1,072	11	20	1,041	25	2	243	23	282	27	491	47	833												
Hispanic or Latino	2,192	35	28	2,129	31	1	493	23	612	29	993	47	832												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,468	79	64	8,325	1,219	15	3,504	42	1,947	23	1,655	20	841												
No Primary Race/Ethnicity Reported	5	0	0	5																					
LEP Status																									
Currently receiving LEP services	439	5	8	426	2	0	25	6	76	18	323	76	825												
Former LEP student - monitoring year 1	72	0	0	72	1	1	16	22	20	28	35	49	832												
Former LEP student - monitoring year 2	74	0	0	74	1	1	22	30	24	32	27	36	835												
All Other Students	11,605	126	109	11,370	1,332	12	4,341	38	2,823	25	2,874	25	839												
IEP																									
Students with an IEP	2,370	105	68	2,197	32	1	270	12	464	21	1,431	65	828												
All Other Students	9,820	26	49	9,745	1,304	13	4,134	42	2,479	25	1,828	19	841												
SES																									
Economically Disadvantaged Students	4,778	77	57	4,644	122	3	1,225	26	1,283	28	2,014	43	834												
All Other Students	7,412	54	60	7,298	1,214	17	3,179	44	1,660	23	1,245	17	842												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	12,190	131	117	11,942	1,336	11	4,404	37	2,943	25	3,259	27	839												
Title I																									
Students Receiving Title I Services	3,151	41	33	3,077	63	2	762	25	867	28	1,385	45	833												
All Other Students	9,039	90	84	8,865	1,273	14	3,642	41	2,076	23	1,874	21	840												
504 Plan																									
Students with a 504 Plan	207	3	0	204	29	14	84	41	53	26	38	19	841												
All Other Students	11,983	128	117	11,738	1,307	11	4,320	37	2,890	25	3,221	27	839												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2007 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2007-2008
Writing Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

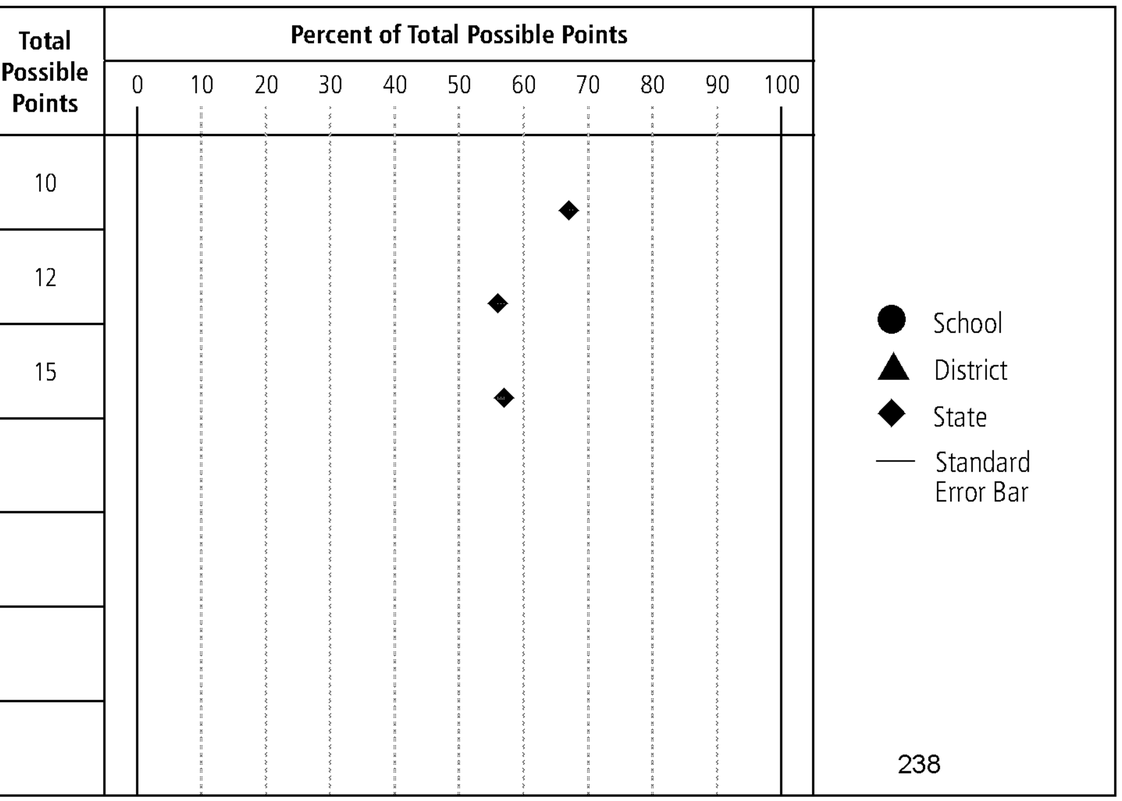
Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)
Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)
Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2005-06													
2006-07													
2007-08													
Cumulative Total													
DISTRICT													
2005-06													
2006-07													
2007-08													
Cumulative Total													
STATE													
2005-06	12,533	186	106	12,241	770	6	5,137	42	4,070	33	2,264	18	838
2006-07	12,256	198	201	11,857	1,077	9	3,927	33	4,188	35	2,665	22	838
2007-08	**12,190**	**181**	**159**	**11,850**	**856**	**7**	**4,008**	**34**	**4,731**	**40**	**2,255**	**19**	**838**
Cumulative Total	36,979	565	466	35,948	2,703	8	13,072	36	12,989	36	7,184	20	838

Subtopic	Total Possible Points
Structures of Language & Writing Conventions	10
Short Responses	12
Extended Response	15



Fall 2007 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2007-2008
Disaggregated Writing Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**12,190**	**181**	**159**	**11,850**	**856**	**7**	**4,008**	**34**	**4,731**	**40**	**2,255**	**19**	**838**												
Gender																									
Male	6,385	95	102	6,188	256	4	1,702	28	2,693	44	1,537	25	835												
Female	5,803	86	57	5,660	600	11	2,306	41	2,037	36	717	13	841												
Not Reported	2	0	0	2																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	66	3	3	60	2	3	17	28	21	35	20	33	835												
Asian	387	6	5	376	34	9	124	33	158	42	60	16	840												
Black or African American	1,072	17	21	1,034	33	3	206	20	465	45	330	32	833												
Hispanic or Latino	2,192	70	49	2,073	32	2	413	20	901	43	727	35	832												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,468	85	81	8,302	755	9	3,248	39	3,184	38	1,115	13	841												
No Primary Race/Ethnicity Reported	5	0	0	5																					
LEP Status																									
Currently receiving LEP services	439	56	20	363	0	0	14	4	107	29	242	67	822												
Former LEP student - monitoring year 1	72	0	1	71	0	0	8	11	39	55	24	34	832												
Former LEP student - monitoring year 2	74	0	0	74	0	0	10	14	41	55	23	31	832												
All Other Students	11,605	125	138	11,342	856	8	3,976	35	4,544	40	1,966	17	839												
IEP																									
Students with an IEP	2,370	97	87	2,186	11	1	225	10	851	39	1,099	50	827												
All Other Students	9,820	84	72	9,664	845	9	3,783	39	3,880	40	1,156	12	841												
SES																									
Economically Disadvantaged Students	4,778	121	78	4,579	86	2	980	21	2,083	45	1,430	31	833												
All Other Students	7,412	60	81	7,271	770	11	3,028	42	2,648	36	825	11	842												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	12,190	181	159	11,850	856	7	4,008	34	4,731	40	2,255	19	838												
Title I																									
Students Receiving Title I Services	3,151	79	52	3,020	61	2	622	21	1,352	45	985	33	832												
All Other Students	9,039	102	107	8,830	795	9	3,386	38	3,379	38	1,270	14	840												
504 Plan																									
Students with a 504 Plan	207	3	1	203	13	6	52	26	107	53	31	15	838												
All Other Students	11,983	178	158	11,647	843	7	3,956	34	4,624	40	2,224	19	838												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

About The New England Common Assessment Program

This report highlights results from the Fall 2007 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade 11 results, schools and districts will also receive Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2007
Beginning of Grade 11
NECAP Tests

Grade 11 Students in 2007-2008

State Results

State: Rhode Island

Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2006-07 school year, first year LEP students, students who withdrew from the school after October 1, 2007, students who enrolled in the school after October 1, 2007, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							**11,661**									**100**		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**11,145**	**11,174**	**11,131**							**96**	**96**	**95**
Students not tested in NECAP																		
State Approved							192	147	165							2	1	1
Alternate Assessment							58	61	58							0	1	0
First Year LEP							53	0	53							0	0	0
Withdrew After October 1							57	59	42							0	1	0
Enrolled After October 1							4	4	5							0	0	0
Special Consideration							20	23	7							0	0	0
Other							324	340	365							3	3	3

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	11661	192	324	11145	1827	16	5056	45	2726	24	1536	14	1143												
MATH	11661	147	340	11174	123	1	2340	21	3032	27	5679	51	1132												
WRITING	11661	165	365	11131	357	3	3744	34	5495	49	1535	14	5.7												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

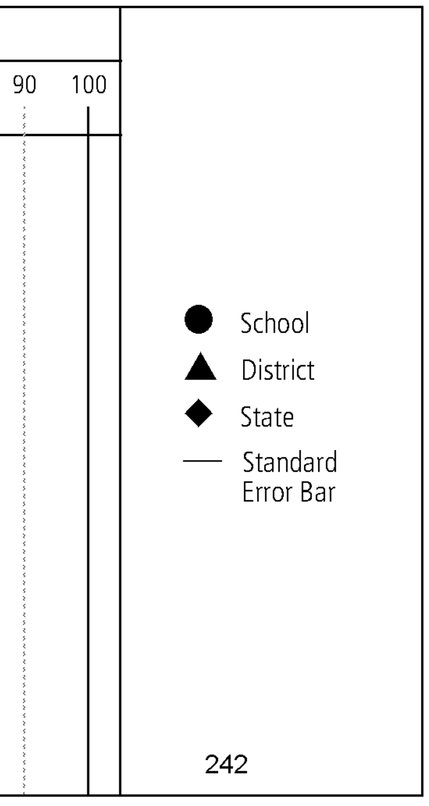
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08													
DISTRICT 2007-08													
STATE 2007-08	11661	192	324	11145	1827	16	5056	45	2726	24	1536	14	1143

Subtopic	Total Possible Points
Word ID/Vocabulary	19
Type of Text	
Literary	42
Informational	43
Level of Comprehension	
Initial Understanding	35
Analysis & Interpretation	50



Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11661**	**192**	**324**	**11145**	**1827**	**16**	**5056**	**45**	**2726**	**24**	**1536**	**14**	**1143**												
Gender																									
Male	5870	109	200	5561	694	12	2370	43	1474	27	1023	18	1141												
Female	5788	81	124	5583	1133	20	2686	48	1252	22	512	9	1145												
Not Reported	3	2	0	1																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	73	2	5	66	4	6	21	32	24	36	17	26	1136												
Asian	324	9	13	302	62	21	138	46	61	20	41	14	1143												
Black or African American	994	22	52	920	50	5	330	36	303	33	237	26	1137												
Hispanic or Latino	1800	46	73	1681	74	4	607	36	623	37	377	22	1137												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8464	111	181	8172	1637	20	3959	48	1714	21	862	11	1145												
No Primary Race/Ethnicity Reported	6	2	0	4																					
LEP Status																									
Currently receiving LEP services	308	44	18	246	0	0	15	6	87	35	144	59	1128												
Former LEP student - monitoring year 1	82	0	1	81	1	1	15	19	39	48	26	32	1133												
Former LEP student - monitoring year 2	44	1	1	42	1	2	14	33	17	40	10	24	1136												
All Other Students	11227	147	304	10776	1825	17	5012	47	2583	24	1356	13	1143												
IEP																									
Students with an IEP	2040	82	154	1804	31	2	390	22	621	34	762	42	1132												
All Other Students	9621	110	170	9341	1796	19	4666	50	2105	23	774	8	1145												
SES																									
Economically Disadvantaged Students	3367	92	120	3155	188	6	1186	38	1076	34	705	22	1138												
All Other Students	8294	100	204	7990	1639	21	3870	48	1650	21	831	10	1145												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11661	192	324	11145	1827	16	5056	45	2726	24	1536	14	1143												
Title I																									
Students Receiving Title I Services	766	18	6	742	23	3	279	38	292	39	148	20	1138												
All Other Students	10895	174	318	10403	1804	17	4777	46	2434	23	1388	13	1143												
504 Plan																									
Students with a 504 Plan	253	5	2	246	43	17	131	53	57	23	15	6	1145												
All Other Students	11408	187	322	10899	1784	16	4925	45	2669	24	1521	14	1143												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

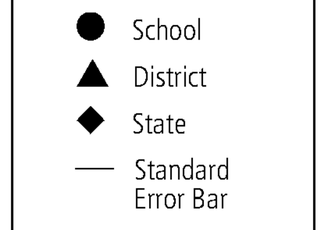
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08													
DISTRICT 2007-08													
STATE 2007-08	11661	147	340	11174	123	1	2340	21	3032	27	5679	51	1132

Subtopic	Total Possible Points	Percent of Total Possible Points (0 10 20 30 40 50 60 70 80 90 100)
Numbers and Operations	20	
Geometry and Measurement	42	
Functions and Algebra	55	
Data, Statistics, and Probability	19	



Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11661**	**147**	**340**	**11174**	**123**	**1**	**2340**	**21**	**3032**	**27**	**5679**	**51**	**1132**											
Gender																								
Male	5870	86	205	5579	74	1	1250	22	1364	24	2891	52	1132											
Female	5788	59	135	5594	49	1	1090	19	1668	30	2787	50	1132											
Not Reported	3	2	0	1																				
Primary Race/Ethnicity																								
American Indian or Alaskan Native	73	2	6	65	0	0	9	14	16	25	40	62	1128											
Asian	324	5	11	308	11	4	87	28	83	27	127	41	1135											
Black or African American	994	13	58	923	1	0	55	6	169	18	698	76	1126											
Hispanic or Latino	1800	17	67	1716	3	0	103	6	322	19	1288	75	1126											
Native Hawaiian or Pacific Islander	0	0	0	0																				
White (non-Hispanic)	8464	108	198	8158	108	1	2085	26	2442	30	3523	43	1134											
No Primary Race/Ethnicity Reported	6	2	0	4																				
LEP Status																								
Currently receiving LEP services	308	1	12	295	0	0	8	3	17	6	270	92	1120											
Former LEP student - monitoring year 1	82	0	1	81	0	0	2	2	8	10	71	88	1124											
Former LEP student - monitoring year 2	44	1	1	42	0	0	3	7	7	17	32	76	1126											
All Other Students	11227	145	326	10756	123	1	2327	22	3000	28	5306	49	1133											
IEP																								
Students with an IEP	2040	84	160	1796	1	0	52	3	182	10	1561	87	1123											
All Other Students	9621	63	180	9378	122	1	2288	24	2850	30	4118	44	1134											
SES																								
Economically Disadvantaged Students	3367	54	126	3187	9	0	274	9	657	21	2247	71	1128											
All Other Students	8294	93	214	7987	114	1	2066	26	2375	30	3432	43	1134											
Migrant																								
Migrant Students	0	0	0	0																				
All Other Students	11661	147	340	11174	123	1	2340	21	3032	27	5679	51	1132											
Title I																								
Students Receiving Title I Services	766	6	8	752	1	0	45	6	170	23	536	71	1128											
All Other Students	10895	141	332	10422	122	1	2295	22	2862	27	5143	49	1132											
504 Plan																								
Students with a 504 Plan	253	5	5	243	0	0	62	26	69	28	112	46	1134											
All Other Students	11408	142	335	10931	123	1	2278	21	2963	27	5567	51	1132											

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Writing Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)
Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)
Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08													
DISTRICT 2007-08													
STATE 2007-08	11661	165	365	11131	357	3	3744	34	5495	49	1535	14	5.7

Strand	Total Possible Points	Percent of Total Possible Points (0 10 20 30 40 50 60 70 80 90 100)	Number of Prompts	Distribution of Score Points Across Prompts	0	1	2	3	4	5	6
					%	%	%	%	%	%	%
Writing in Response to Text • Response to Informational Text • Response to Literary Text	12		2	School							
				District							
				State	1	11	26	34	22	6	0
Informational Writing • Report • Procedure • Persuasive Essay	18		3	School							
				District							
				State	2	11	24	34	24	6	0
Expressive Writing • Reflective Essay	6		1	School							
				District							
				State	7	18	29	31	14	2	0

● School ▲ District ◆ State — Standard Error Bar

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Fall 2007 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2007-2008
Disaggregated Writing Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	**11661**	**165**	**365**	**11131**	**357**	**3**	**3744**	**34**	**5495**	**49**	**1535**	**14**	**5.7**												
Gender																									
Male	5870	88	227	5555	120	2	1520	27	2798	50	1117	20	5.3												
Female	5788	75	138	5575	237	4	2224	40	2697	48	417	7	6.2												
Not Reported	3	2	0	1																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	73	1	4	68	2	3	13	19	39	57	14	21	5.0												
Asian	324	9	14	301	15	5	111	37	136	45	39	13	6.0												
Black or African American	994	20	60	914	7	1	191	21	503	55	213	23	4.9												
Hispanic or Latino	1800	42	79	1679	7	0	356	21	1002	60	314	19	5.0												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8464	91	208	8165	326	4	3072	38	3814	47	953	12	6.0												
No Primary Race/Ethnicity Reported	6	2	0	4																					
LEP Status																									
Currently receiving LEP services	308	44	19	245	0	0	8	3	108	44	129	53	3.5												
Former LEP student - monitoring year 1	82	0	2	80	0	0	5	6	63	79	12	15	4.6												
Former LEP student - monitoring year 2	44	1	1	42	0	0	8	19	32	76	2	5	5.4												
All Other Students	11227	120	343	10764	357	3	3723	35	5292	49	1392	13	5.8												
IEP																									
Students with an IEP	2040	69	169	1802	7	0	152	8	927	51	716	40	3.9												
All Other Students	9621	96	196	9329	350	4	3592	39	4568	49	819	9	6.1												
SES																									
Economically Disadvantaged Students	3367	82	133	3152	33	1	701	22	1798	57	620	20	5.0												
All Other Students	8294	83	232	7979	324	4	3043	38	3697	46	915	11	6.0												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11661	165	365	11131	357	3	3744	34	5495	49	1535	14	5.7												
Title I																									
Students Receiving Title I Services	766	17	9	740	2	0	138	19	456	62	144	19	5.0												
All Other Students	10895	148	356	10391	355	3	3606	35	5039	48	1391	13	5.8												
504 Plan																									
Students with a 504 Plan	253	5	3	245	8	3	75	31	141	58	21	9	5.9												
All Other Students	11408	160	362	10886	349	3	3669	34	5354	49	1514	14	5.7												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2008 NECAP Tests

State Summary

2008-2009 Students

State: Rhode Island

Reading	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**76,046**	**1,102**	**690**	**74,254**	**11,979**	**16**	**38,793**	**52**	**15,184**	**20**	**8,298**	**11**	
Beginning of Grade 3	10,160	134	50	9,976	1,843	18	5,101	51	1,752	18	1,280	13	345
Beginning of Grade 4	9,830	145	62	9,623	1,918	20	4,638	48	1,881	20	1,186	12	445
Beginning of Grade 5	11,034	154	43	10,837	1,635	15	5,709	53	2,311	21	1,182	11	545
Beginning of Grade 6	10,991	132	47	10,812	1,386	13	5,935	55	2,307	21	1,184	11	645
Beginning of Grade 7	11,317	171	63	11,083	1,700	15	6,200	56	2,167	20	1,016	9	747
Beginning of Grade 8	11,511	187	85	11,239	1,588	14	5,712	51	2,641	23	1,298	12	845
Beginning of Grade 11	11,203	179	340	10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145

Mathematics	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**76,046**	**786**	**693**	**74,567**	**9,851**	**13**	**29,543**	**40**	**15,705**	**21**	**19,468**	**26**	
Beginning of Grade 3	10,160	98	48	10,014	1,566	16	4,448	44	2,086	21	1,914	19	342
Beginning of Grade 4	9,830	104	65	9,661	1,807	19	4,288	44	1,896	20	1,670	17	443
Beginning of Grade 5	11,034	91	50	10,893	1,686	15	4,938	45	1,803	17	2,466	23	542
Beginning of Grade 6	10,991	100	40	10,851	1,610	15	4,371	40	2,182	20	2,688	25	641
Beginning of Grade 7	11,317	113	58	11,146	1,530	14	4,254	38	2,239	20	3,123	28	740
Beginning of Grade 8	11,511	119	89	11,303	1,497	13	4,505	40	2,492	22	2,809	25	840
Beginning of Grade 11	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134

Writing	Enrolled	NT Approved	NT Other	Tested	Achievement Level								
	N	N	N	N	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
					N	%	N	%	N	%	N	%	
Rhode Island	**33,748**	**476**	**571**	**32,701**	**4,394**	**13**	**11,812**	**36**	**12,066**	**37**	**4,429**	**14**	
Beginning of Grade 5	11,034	142	65	10,827	3,046	28	3,253	30	2,799	26	1,729	16	545
Beginning of Grade 8	11,511	178	128	11,205	945	8	4,536	40	3,945	35	1,779	16	840
Beginning of Grade 11	11,203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

About The New England Common Assessment Program

This report highlights results from the Fall 2008 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2008
Beginning of Grade 3
NECAP Tests

Grade 3 Students in 2008-2009

State Results

State: Rhode Island

Fall 2008 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2008-2009
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2007-08 school year, first year LEP students, students who withdrew from the school after October 1, 2008, students who enrolled in the school after October 1, 2008, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							10,160									100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**9,976**	**10,014**								**98**	**99**	
Students not tested in NECAP																		
State Approved							134	98								1	1	
Alternate Assessment							72	72								1	1	
First Year LEP							47	0								0	0	
Withdrew After October 1							10	21								0	0	
Enrolled After October 1							1	0								0	0	
Special Consideration							4	5								0	0	
Other							50	48								0	0	

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	10,160	134	50	9,976	1,843	18	5,101	51	1,752	18	1,280	13	345												
MATH	10,160	98	48	10,014	1,566	16	4,448	44	2,086	21	1,914	19	342												
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2008 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2008-2009
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

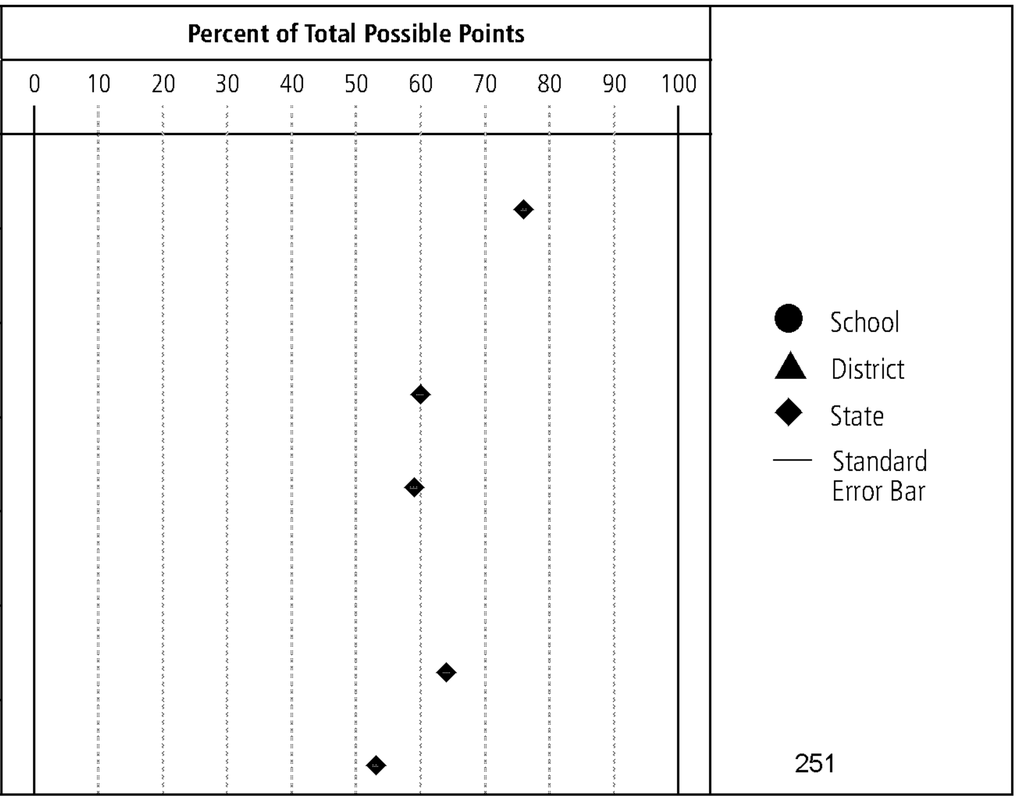
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
DISTRICT													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
STATE													
2006-07	11,226	158	104	10,964	1,387	13	5,749	52	2,211	20	1,617	15	344
2007-08	9,904	160	107	9,637	1,062	11	5,525	57	1,718	18	1,332	14	344
2008-2009	**10,160**	**134**	**50**	**9,976**	**1,843**	**18**	**5,101**	**51**	**1,752**	**18**	**1,280**	**13**	**345**
Cumulative Total	31,290	452	261	30,577	4,292	14	16,375	54	5,681	19	4,229	14	344

Subtopic	Total Possible Points
Word ID/Vocabulary	48
Type of Text	
Literary	42
Informational	40
Level of Comprehension	
Initial Understanding	52
Analysis & Interpretation	30



Fall 2008 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2008-2009
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**10,160**	**134**	**50**	**9,976**	**1,843**	**18**	**5,101**	**51**	**1,752**	**18**	**1,280**	**13**	**345**												
Gender																									
Male	5,339	88	38	5,213	878	17	2,624	50	936	18	775	15	344												
Female	4,821	46	12	4,763	965	20	2,477	52	816	17	505	11	347												
Not Reported	0	0	0	0																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	81	2	0	79	8	10	27	34	25	32	19	24	338												
Asian	308	6	2	300	61	20	148	49	66	22	25	8	347												
Black or African American	913	16	7	890	58	7	417	47	216	24	199	22	340												
Hispanic or Latino	2,004	49	13	1,942	106	5	857	44	511	26	468	24	339												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	6,852	61	28	6,763	1,609	24	3,651	54	934	14	569	8	348												
No Primary Race/Ethnicity Reported	2	0	0	2																					
LEP Status																									
Currently receiving LEP services	723	48	11	664	9	1	185	28	208	31	262	39	333												
Former LEP student - monitoring year 1	92	0	0	92	7	8	48	52	27	29	10	11	342												
Former LEP student - monitoring year 2	58	0	0	58	7	12	37	64	13	22	1	2	346												
All Other Students	9,287	86	39	9,162	1,820	20	4,831	53	1,504	16	1,007	11	346												
IEP																									
Students with an IEP	1,710	77	32	1,601	89	6	508	32	392	24	612	38	335												
All Other Students	8,450	57	18	8,375	1,754	21	4,593	55	1,360	16	668	8	347												
SES																									
Economically Disadvantaged Students	4,412	63	20	4,329	330	8	2,005	46	1,075	25	919	21	340												
All Other Students	5,748	71	30	5,647	1,513	27	3,096	55	677	12	361	6	350												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,160	134	50	9,976	1,843	18	5,101	51	1,752	18	1,280	13	345												
Title I																									
Students Receiving Title I Services	4,160	70	19	4,071	313	8	1,849	45	1,029	25	880	22	340												
All Other Students	6,000	64	31	5,905	1,530	26	3,252	55	723	12	400	7	349												
504 Plan																									
Students with a 504 Plan	86	0	0	86	19	22	46	53	13	15	8	9	347												
All Other Students	10,074	134	50	9,890	1,824	18	5,055	51	1,739	18	1,272	13	345												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2008 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2008-2009
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

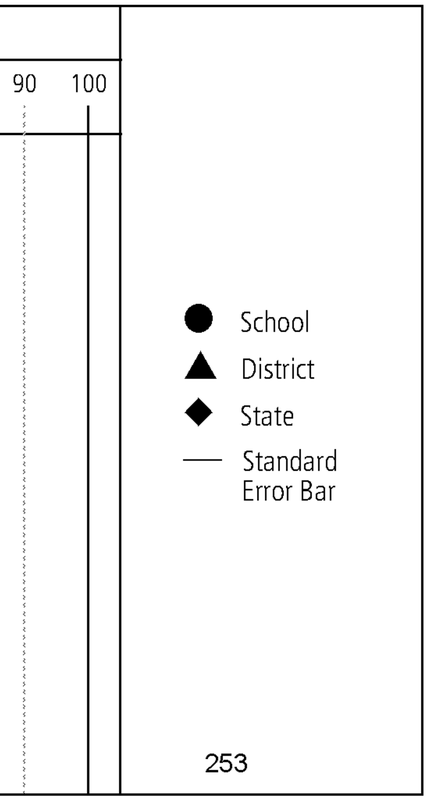
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
DISTRICT													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
STATE													
2006-07	11,226	109	102	11,015	1,728	16	4,460	40	2,650	24	2,177	20	341
2007-08	9,904	104	96	9,704	1,470	15	4,357	45	2,031	21	1,846	19	342
2008-2009	**10,160**	**98**	**48**	**10,014**	**1,566**	**16**	**4,448**	**44**	**2,086**	**21**	**1,914**	**19**	**342**
Cumulative Total	31,290	311	246	30,733	4,764	16	13,265	43	6,767	22	5,937	19	342

Subtopic	Total Possible Points
Numbers & Operations	74
Geometry & Measurement	21
Functions & Algebra	21
Data, Statistics, & Probability	21



Fall 2008 - Beginning of Grade 3 NECAP Tests
Grade 3 Students in 2008-2009
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**10,160**	**98**	**48**	**10,014**	**1,566**	**16**	**4,448**	**44**	**2,086**	**21**	**1,914**	**19**	**342**												
Gender																									
Male	5,339	66	38	5,235	836	16	2,376	45	1,029	20	994	19	342												
Female	4,821	32	10	4,779	730	15	2,072	43	1,057	22	920	19	342												
Not Reported	0	0	0	0																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	81	2	0	79	5	6	26	33	15	19	33	42	334												
Asian	308	4	0	304	59	19	136	45	64	21	45	15	344												
Black or African American	913	12	7	894	48	5	286	32	235	26	325	36	336												
Hispanic or Latino	2,004	21	12	1,971	82	4	666	34	562	29	661	34	336												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	6,852	59	29	6,764	1,372	20	3,332	49	1,210	18	850	13	345												
No Primary Race/Ethnicity Reported	2	0	0	2																					
LEP Status																									
Currently receiving LEP services	723	4	6	713	10	1	163	23	186	26	354	50	332												
Former LEP student - monitoring year 1	92	0	0	92	4	4	44	48	27	29	17	18	340												
Former LEP student - monitoring year 2	58	0	0	58	4	7	32	55	14	24	8	14	342												
All Other Students	9,287	94	42	9,151	1,548	17	4,209	46	1,859	20	1,535	17	343												
IEP																									
Students with an IEP	1,710	76	34	1,600	96	6	440	28	340	21	724	45	334												
All Other Students	8,450	22	14	8,414	1,470	17	4,008	48	1,746	21	1,190	14	344												
SES																									
Economically Disadvantaged Students	4,412	39	19	4,354	259	6	1,589	36	1,178	27	1,328	31	337												
All Other Students	5,748	59	29	5,660	1,307	23	2,859	51	908	16	586	10	346												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,160	98	48	10,014	1,566	16	4,448	44	2,086	21	1,914	19	342												
Title I																									
Students Receiving Title I Services	4,160	39	19	4,102	239	6	1,466	36	1,137	28	1,260	31	337												
All Other Students	6,000	59	29	5,912	1,327	22	2,982	50	949	16	654	11	345												
504 Plan																									
Students with a 504 Plan	86	0	0	86	13	15	46	53	17	20	10	12	343												
All Other Students	10,074	98	48	9,928	1,553	16	4,402	44	2,069	21	1,904	19	342												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

About The New England Common Assessment Program

This report highlights results from the Fall 2008 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2008
Beginning of Grade 4
NECAP Tests

Grade 4 Students in 2008-2009

State Results

State: Rhode Island

Fall 2008 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2008-2009
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2007-08 school year, first year LEP students, students who withdrew from the school after October 1, 2008, students who enrolled in the school after October 1, 2008, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							9,830									100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							9,623	9,661								98	98	
Students not tested in NECAP																		
State Approved							145	104								1	1	
Alternate Assessment							73	73								1	1	
First Year LEP							53	0								1	0	
Withdrew After October 1							8	22								0	0	
Enrolled After October 1							6	3								0	0	
Special Consideration							5	6								0	0	
Other							62	65								1	1	

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	9,830	145	62	9,623	1,918	20	4,638	48	1,881	20	1,186	12	445												
MATH	9,830	104	65	9,661	1,807	19	4,288	44	1,896	20	1,670	17	443												
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2008 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2008-2009
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

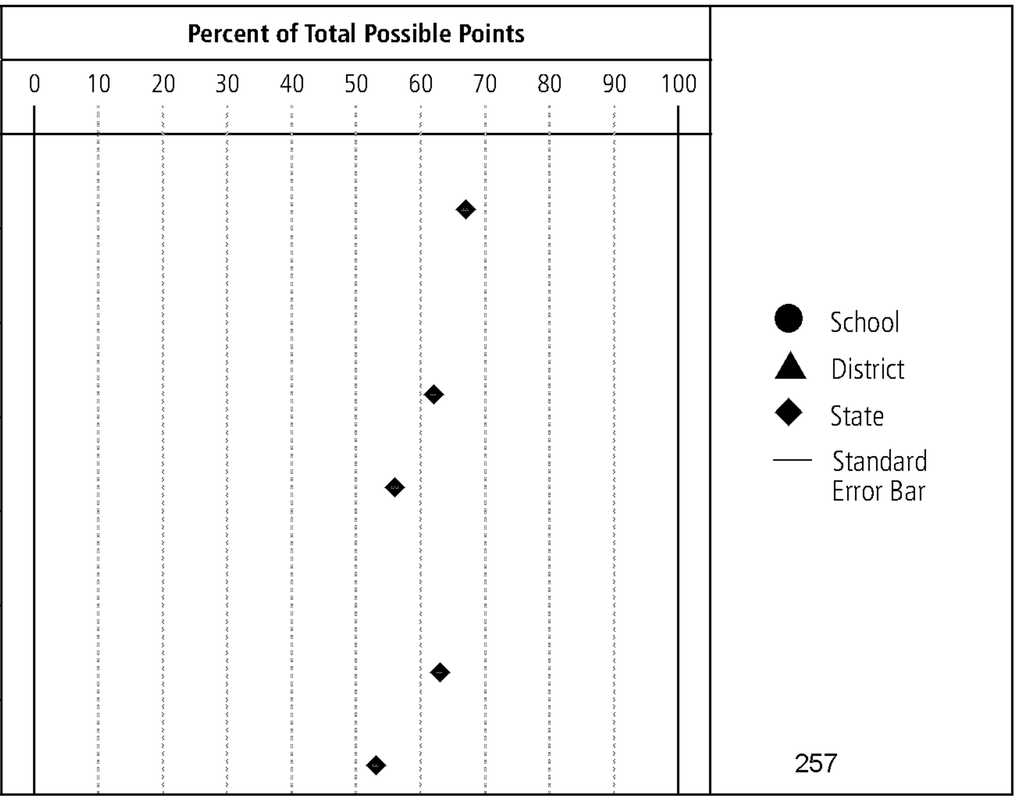
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
DISTRICT													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
STATE													
2006-07	11,227	212	93	10,922	1,564	14	5,360	49	2,551	23	1,447	13	443
2007-08	11,193	152	98	10,943	1,777	16	5,200	48	2,343	21	1,623	15	444
2008-2009	**9,830**	**145**	**62**	**9,623**	**1,918**	**20**	**4,638**	**48**	**1,881**	**20**	**1,186**	**12**	**445**
Cumulative Total	32,250	509	253	31,488	5,259	17	15,198	48	6,775	22	4,256	14	444

Subtopic	Total Possible Points
Word ID/Vocabulary	45
Type of Text	
Literary	40
Informational	45
Level of Comprehension	
Initial Understanding	50
Analysis & Interpretation	35



Fall 2008 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2008-2009
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**9,830**	**145**	**62**	**9,623**	**1,918**	**20**	**4,638**	**48**	**1,881**	**20**	**1,186**	**12**	**445**												
Gender																									
Male	5,138	101	43	4,994	839	17	2,326	47	1,075	22	754	15	443												
Female	4,692	44	19	4,629	1,079	23	2,312	50	806	17	432	9	447												
Not Reported	0	0	0	0																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	74	1	2	71	7	10	24	34	21	30	19	27	438												
Asian	317	12	2	303	64	21	149	49	57	19	33	11	446												
Black or African American	895	23	8	864	94	11	370	43	217	25	183	21	440												
Hispanic or Latino	1,787	50	14	1,723	116	7	698	41	478	28	431	25	438												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	6,753	58	36	6,659	1,637	25	3,395	51	1,108	17	519	8	447												
No Primary Race/Ethnicity Reported	4	1	0	3																					
LEP Status																									
Currently receiving LEP services	593	55	11	527	10	2	126	24	157	30	234	44	432												
Former LEP student - monitoring year 1	91	0	0	91	14	15	45	49	23	25	9	10	442												
Former LEP student - monitoring year 2	91	0	1	90	9	10	48	53	19	21	14	16	442												
All Other Students	9,055	90	50	8,915	1,885	21	4,419	50	1,682	19	929	10	446												
IEP																									
Students with an IEP	1,750	77	41	1,632	102	6	431	26	451	28	648	40	433												
All Other Students	8,080	68	21	7,991	1,816	23	4,207	53	1,430	18	538	7	447												
SES																									
Economically Disadvantaged Students	4,110	72	31	4,007	350	9	1,741	43	1,063	27	853	21	439												
All Other Students	5,720	73	31	5,616	1,568	28	2,897	52	818	15	333	6	449												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	9,830	145	62	9,623	1,918	20	4,638	48	1,881	20	1,186	12	445												
Title I																									
Students Receiving Title I Services	3,860	69	33	3,758	346	9	1,619	43	1,011	27	782	21	440												
All Other Students	5,970	76	29	5,865	1,572	27	3,019	51	870	15	404	7	448												
504 Plan																									
Students with a 504 Plan	141	0	1	140	21	15	78	56	29	21	12	9	444												
All Other Students	9,689	145	61	9,483	1,897	20	4,560	48	1,852	20	1,174	12	445												

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NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2008 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2008-2009
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

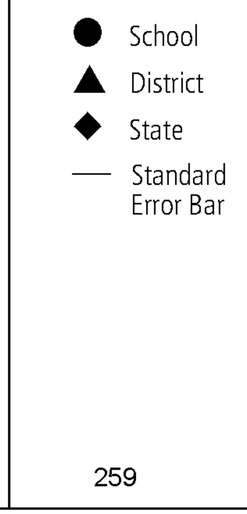
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
DISTRICT													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
STATE													
2006-07	11,227	122	89	11,016	1,092	10	4,878	44	2,657	24	2,389	22	440
2007-08	11,193	79	88	11,026	1,307	12	4,639	42	2,760	25	2,320	21	441
2008-2009	**9,830**	**104**	**65**	**9,661**	**1,807**	**19**	**4,288**	**44**	**1,896**	**20**	**1,670**	**17**	**443**
Cumulative Total	32,250	305	242	31,703	4,206	13	13,805	44	7,313	23	6,379	20	441

Subtopic	Total Possible Points	Percent of Total Possible Points (0 10 20 30 40 50 60 70 80 90 100)
Numbers & Operations	68	
Geometry & Measurement	27	
Functions & Algebra	21	
Data, Statistics, & Probability	21	



Fall 2008 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2008-2009
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**9,830**	**104**	**65**	**9,661**	**1,807**	**19**	**4,288**	**44**	**1,896**	**20**	**1,670**	**17**	**443**												
Gender																									
Male	5,138	74	44	5,020	962	19	2,235	45	949	19	874	17	443												
Female	4,692	30	21	4,641	845	18	2,053	44	947	20	796	17	443												
Not Reported	0	0	0	0																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	74	1	2	71	9	13	19	27	21	30	22	31	437												
Asian	317	2	2	313	71	23	138	44	67	21	37	12	445												
Black or African American	895	20	9	866	78	9	293	34	205	24	290	33	437												
Hispanic or Latino	1,787	24	14	1,749	94	5	640	37	458	26	557	32	436												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	6,753	56	38	6,659	1,555	23	3,197	48	1,144	17	763	11	446												
No Primary Race/Ethnicity Reported	4	1	0	3																					
LEP Status																									
Currently receiving LEP services	593	5	8	580	13	2	146	25	153	26	268	46	431												
Former LEP student - monitoring year 1	91	0	0	91	10	11	43	47	21	23	17	19	440												
Former LEP student - monitoring year 2	91	1	1	89	7	8	43	48	18	20	21	24	440												
All Other Students	9,055	98	56	8,901	1,777	20	4,056	46	1,704	19	1,364	15	444												
IEP																									
Students with an IEP	1,750	78	45	1,627	98	6	415	26	378	23	736	45	432												
All Other Students	8,080	26	20	8,034	1,709	21	3,873	48	1,518	19	934	12	445												
SES																									
Economically Disadvantaged Students	4,110	53	33	4,024	310	8	1,533	38	1,041	26	1,140	28	437												
All Other Students	5,720	51	32	5,637	1,497	27	2,755	49	855	15	530	9	447												
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Migrant Students	0	0	0	0																					
All Other Students	9,830	104	65	9,661	1,807	19	4,288	44	1,896	20	1,670	17	443												
Title I																									
Students Receiving Title I Services	3,860	40	32	3,788	299	8	1,450	38	967	26	1,072	28	438												
All Other Students	5,970	64	33	5,873	1,508	26	2,838	48	929	16	598	10	446												
504 Plan																									
Students with a 504 Plan	141	0	1	140	21	15	64	46	29	21	26	19	442												
All Other Students	9,689	104	64	9,521	1,786	19	4,224	44	1,867	20	1,644	17	443												

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Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

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Fall 2008
Beginning of Grade 5
NECAP Tests

Grade 5 Students in 2008-2009

State Results

State: Rhode Island

Fall 2008 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2008-2009
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2007-08 school year, first year LEP students, students who withdrew from the school after October 1, 2008, students who enrolled in the school after October 1, 2008, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							11,034									100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**10,837**	**10,893**	**10,827**							**98**	**99**	**98**
Students not tested in NECAP																		
State Approved							154	91	142							1	1	1
Alternate Assessment							72	72	72							1	1	1
First Year LEP							63	0	50							1	0	0
Withdrew After October 1							6	11	15							0	0	0
Enrolled After October 1							10	4	1							0	0	0
Special Consideration							3	4	4							0	0	0
Other							43	50	65							0	0	1

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	11,034	154	43	10,837	1,635	15	5,709	53	2,311	21	1,182	11	545												
MATH	11,034	91	50	10,893	1,686	15	4,938	45	1,803	17	2,466	23	542												
WRITING	11,034	142	65	10,827	3,046	28	3,253	30	2,799	26	1,729	16	545												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2008 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2008-2009
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

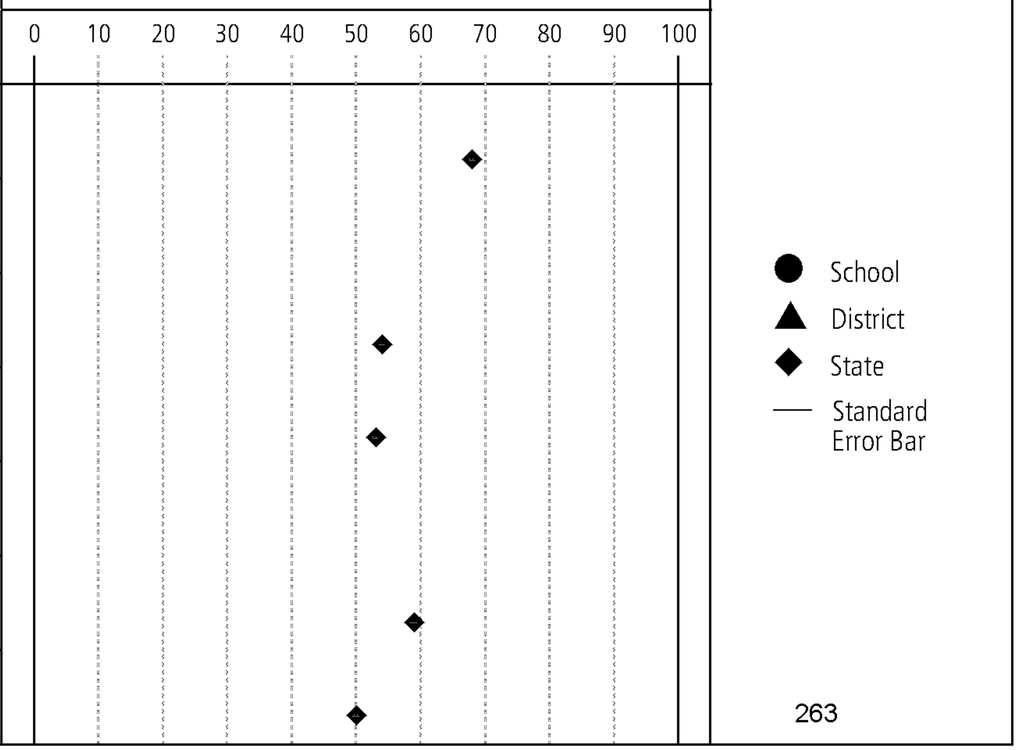
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
DISTRICT													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
STATE													
2006-07	11,393	191	84	11,118	1,710	15	5,531	50	2,364	21	1,513	14	544
2007-08	11,044	150	67	10,827	1,923	18	5,207	48	2,523	23	1,174	11	545
2008-2009	**11,034**	**154**	**43**	**10,837**	**1,635**	**15**	**5,709**	**53**	**2,311**	**21**	**1,182**	**11**	**545**
Cumulative Total	33,471	495	194	32,782	5,268	16	16,447	50	7,198	22	3,869	12	545

Subtopic	Total Possible Points
Word ID/Vocabulary	25
Type of Text	
Literary	56
Informational	49
Level of Comprehension	
Initial Understanding	42
Analysis & Interpretation	63



Fall 2008 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2008-2009
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**11,034**	**154**	**43**	**10,837**	**1,635**	**15**	**5,709**	**53**	**2,311**	**21**	**1,182**	**11**	**545**												
Gender																									
Male	5,657	92	26	5,539	648	12	2,865	52	1,269	23	757	14	543												
Female	5,375	62	16	5,297	987	19	2,843	54	1,042	20	425	8	547												
Not Reported	2	0	1	1																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	78	3	1	74	5	7	31	42	20	27	18	24	539												
Asian	339	11	1	327	67	20	159	49	77	24	24	7	547												
Black or African American	967	30	3	934	65	7	423	45	281	30	165	18	540												
Hispanic or Latino	2,181	55	12	2,114	89	4	899	43	680	32	446	21	539												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,464	55	23	7,386	1,409	19	4,196	57	1,253	17	528	7	547												
No Primary Race/Ethnicity Reported	5	0	3	2																					
LEP Status																									
Currently receiving LEP services	565	62	5	498	4	1	104	21	182	37	208	42	532												
Former LEP student - monitoring year 1	176	1	0	175	4	2	66	38	65	37	40	23	537												
Former LEP student - monitoring year 2	142	0	0	142	6	4	66	46	56	39	14	10	541												
All Other Students	10,151	91	38	10,022	1,621	16	5,473	55	2,008	20	920	9	546												
IEP																									
Students with an IEP	1,954	76	18	1,860	50	3	454	24	644	35	712	38	533												
All Other Students	9,080	78	25	8,977	1,585	18	5,255	59	1,667	19	470	5	547												
SES																									
Economically Disadvantaged Students	4,753	92	20	4,641	276	6	2,150	46	1,390	30	825	18	540												
All Other Students	6,281	62	23	6,196	1,359	22	3,559	57	921	15	357	6	549												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,034	154	43	10,837	1,635	15	5,709	53	2,311	21	1,182	11	545												
Title I																									
Students Receiving Title I Services	4,356	93	24	4,239	254	6	1,873	44	1,347	32	765	18	540												
All Other Students	6,678	61	19	6,598	1,381	21	3,836	58	964	15	417	6	548												
504 Plan																									
Students with a 504 Plan	161	0	1	160	16	10	98	61	32	20	14	9	545												
All Other Students	10,873	154	42	10,677	1,619	15	5,611	53	2,279	21	1,168	11	545												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2008 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2008-2009
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

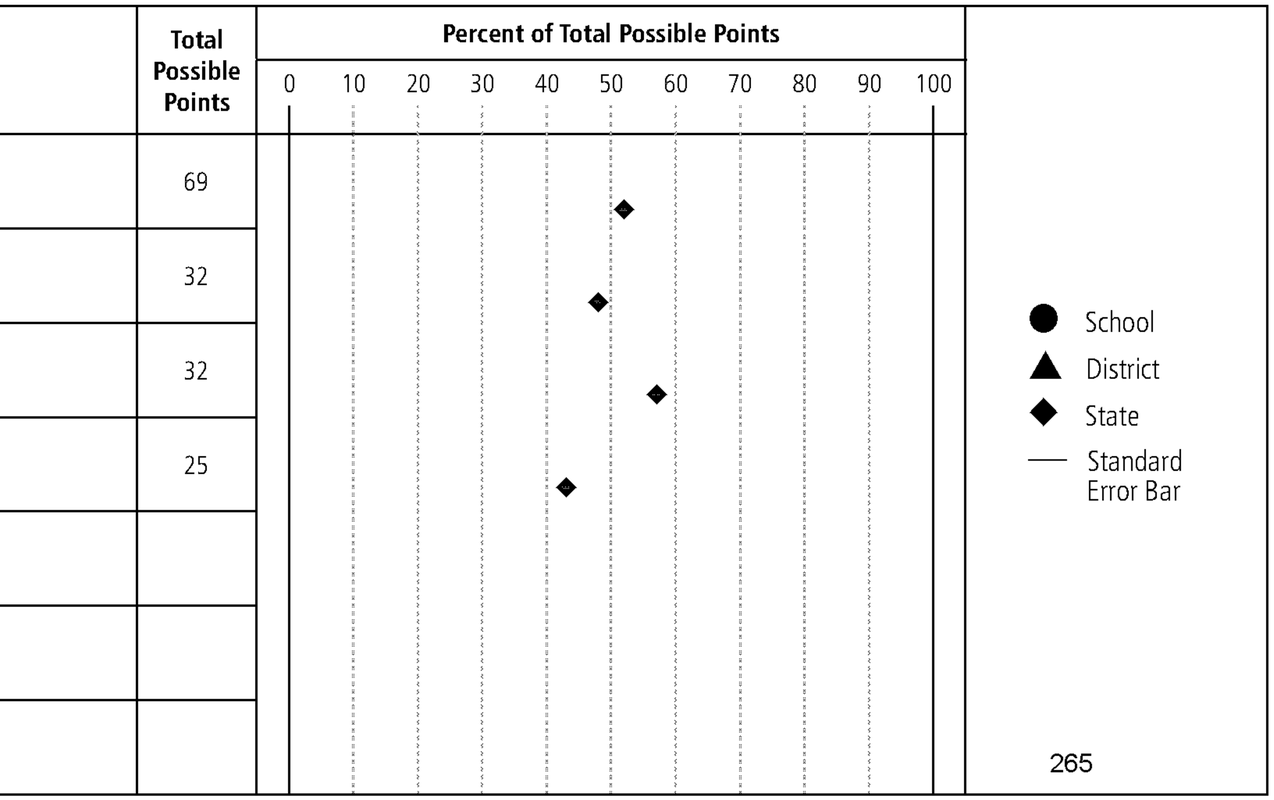
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
DISTRICT													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
STATE													
2006-07	11,393	124	81	11,188	1,458	13	4,971	44	2,368	21	2,391	21	541
2007-08	11,044	93	57	10,894	1,414	13	4,815	44	1,981	18	2,684	25	541
2008-2009	**11,034**	**91**	**50**	**10,893**	**1,686**	**15**	**4,938**	**45**	**1,803**	**17**	**2,466**	**23**	**542**
Cumulative Total	33,471	308	188	32,975	4,558	14	14,724	45	6,152	19	7,541	23	541

Subtopic	Total Possible Points
Numbers & Operations	69
Geometry & Measurement	32
Functions & Algebra	32
Data, Statistics, & Probability	25



Fall 2008 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2008-2009
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**11,034**	**91**	**50**	**10,893**	**1,686**	**15**	**4,938**	**45**	**1,803**	**17**	**2,466**	**23**	**542**												
Gender																									
Male	5,657	57	30	5,570	908	16	2,505	45	895	16	1,262	23	542												
Female	5,375	34	19	5,322	778	15	2,433	46	907	17	1,204	23	542												
Not Reported	2	0	1	1																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	78	3	1	74	9	12	22	30	11	15	32	43	537												
Asian	339	4	1	334	71	21	148	44	53	16	62	19	544												
Black or African American	967	12	3	952	54	6	336	35	190	20	372	39	536												
Hispanic or Latino	2,181	16	16	2,149	105	5	710	33	460	21	874	41	536												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,464	56	26	7,382	1,447	20	3,722	50	1,088	15	1,125	15	545												
No Primary Race/Ethnicity Reported	5	0	3	2																					
LEP Status																									
Currently receiving LEP services	565	3	9	553	5	1	91	16	108	20	349	63	529												
Former LEP student - monitoring year 1	176	0	0	176	8	5	54	31	44	25	70	40	536												
Former LEP student - monitoring year 2	142	0	0	142	4	3	61	43	36	25	41	29	538												
All Other Students	10,151	88	41	10,022	1,669	17	4,732	47	1,615	16	2,006	20	543												
IEP																									
Students with an IEP	1,954	73	21	1,860	60	3	461	25	346	19	993	53	532												
All Other Students	9,080	18	29	9,033	1,626	18	4,477	50	1,457	16	1,473	16	544												
SES																									
Economically Disadvantaged Students	4,753	41	27	4,685	273	6	1,796	38	965	21	1,651	35	537												
All Other Students	6,281	50	23	6,208	1,413	23	3,142	51	838	13	815	13	546												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,034	91	50	10,893	1,686	15	4,938	45	1,803	17	2,466	23	542												
Title I																									
Students Receiving Title I Services	4,356	39	30	4,287	242	6	1,552	36	900	21	1,593	37	537												
All Other Students	6,678	52	20	6,606	1,444	22	3,386	51	903	14	873	13	545												
504 Plan																									
Students with a 504 Plan	161	0	1	160	23	14	61	38	39	24	37	23	542												
All Other Students	10,873	91	49	10,733	1,663	15	4,877	45	1,764	16	2,429	23	542												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2008 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2008-2009
Writing Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

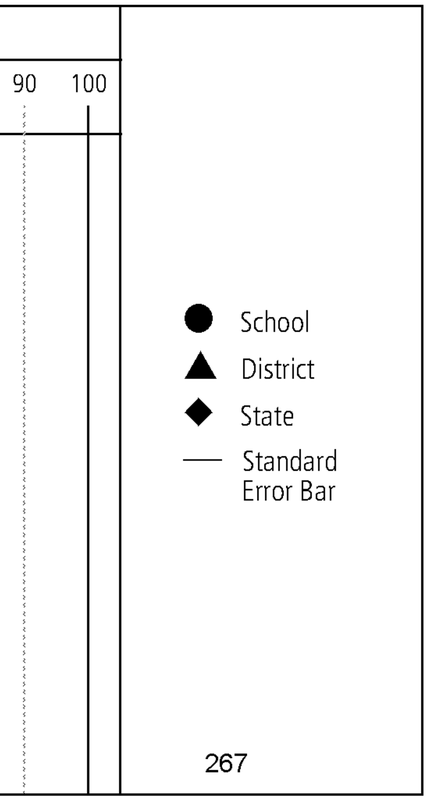
Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)
Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)
Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
DISTRICT													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
STATE													
2006-07	11,393	178	113	11,102	1,617	15	4,001	36	3,050	27	2,434	22	540
2007-08	11,044	151	84	10,809	1,984	18	3,814	35	3,036	28	1,975	18	542
2008-2009	**11,034**	**142**	**65**	**10,827**	**3,046**	**28**	**3,253**	**30**	**2,799**	**26**	**1,729**	**16**	**545**
Cumulative Total	33,471	471	262	32,738	6,647	20	11,068	34	8,885	27	6,138	19	542

Subtopic	Total Possible Points
Structures of Language & Writing Conventions	10
Short Responses	12
Extended Response	15



Fall 2008 - Beginning of Grade 5 NECAP Tests
Grade 5 Students in 2008-2009
Disaggregated Writing Results

State: Rhode Island

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**11,034**	**142**	**65**	**10,827**	**3,046**	**28**	**3,253**	**30**	**2,799**	**26**	**1,729**	**16**	**545**												
Gender																									
Male	5,657	85	40	5,532	1,137	21	1,589	29	1,662	30	1,144	21	541												
Female	5,375	57	24	5,294	1,909	36	1,664	31	1,136	21	585	11	549												
Not Reported	2	0	1	1																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	78	2	1	75	9	12	18	24	25	33	23	31	537												
Asian	339	12	1	326	116	36	92	28	83	25	35	11	549												
Black or African American	967	25	10	932	133	14	248	27	307	33	244	26	538												
Hispanic or Latino	2,181	44	19	2,118	296	14	542	26	691	33	589	28	538												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,464	59	31	7,374	2,492	34	2,353	32	1,692	23	837	11	548												
No Primary Race/Ethnicity Reported	5	0	3	2																					
LEP Status																									
Currently receiving LEP services	565	51	18	496	23	5	77	16	170	34	226	46	530												
Former LEP student - monitoring year 1	176	0	0	176	17	10	38	22	68	39	53	30	535												
Former LEP student - monitoring year 2	142	0	0	142	31	22	42	30	45	32	24	17	543												
All Other Students	10,151	91	47	10,013	2,975	30	3,096	31	2,516	25	1,426	14	546												
IEP																									
Students with an IEP	1,954	74	23	1,857	109	6	267	14	577	31	904	49	529												
All Other Students	9,080	68	42	8,970	2,937	33	2,986	33	2,222	25	825	9	548												
SES																									
Economically Disadvantaged Students	4,753	80	37	4,636	728	16	1,278	28	1,493	32	1,137	25	539												
All Other Students	6,281	62	28	6,191	2,318	37	1,975	32	1,306	21	592	10	549												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,034	142	65	10,827	3,046	28	3,253	30	2,799	26	1,729	16	545												
Title I																									
Students Receiving Title I Services	4,356	79	40	4,237	642	15	1,135	27	1,395	33	1,065	25	539												
All Other Students	6,678	63	25	6,590	2,404	36	2,118	32	1,404	21	664	10	549												
504 Plan																									
Students with a 504 Plan	161	0	0	161	31	19	43	27	56	35	31	19	542												
All Other Students	10,873	142	65	10,666	3,015	28	3,210	30	2,743	26	1,698	16	545												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

About The New England Common Assessment Program

This report highlights results from the Fall 2008 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2008
Beginning of Grade 6
NECAP Tests

Grade 6 Students in 2008-2009

State Results

State: Rhode Island

Fall 2008 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2008-2009
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2007-08 school year, first year LEP students, students who withdrew from the school after October 1, 2008, students who enrolled in the school after October 1, 2008, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							10,991									100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**10,812**	**10,851**								**98**	**99**	
Students not tested in NECAP																		
State Approved							132	100								1	1	
Alternate Assessment							76	76								1	1	
First Year LEP							40	0								0	0	
Withdrew After October 1							6	13								0	0	
Enrolled After October 1							2	0								0	0	
Special Consideration							8	11								0	0	
Other							47	40								0	0	

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	10,991	132	47	10,812	1,386	13	5,935	55	2,307	21	1,184	11	645												
MATH	10,991	100	40	10,851	1,610	15	4,371	40	2,182	20	2,688	25	641												
WRITING																								

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2008 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2008-2009
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

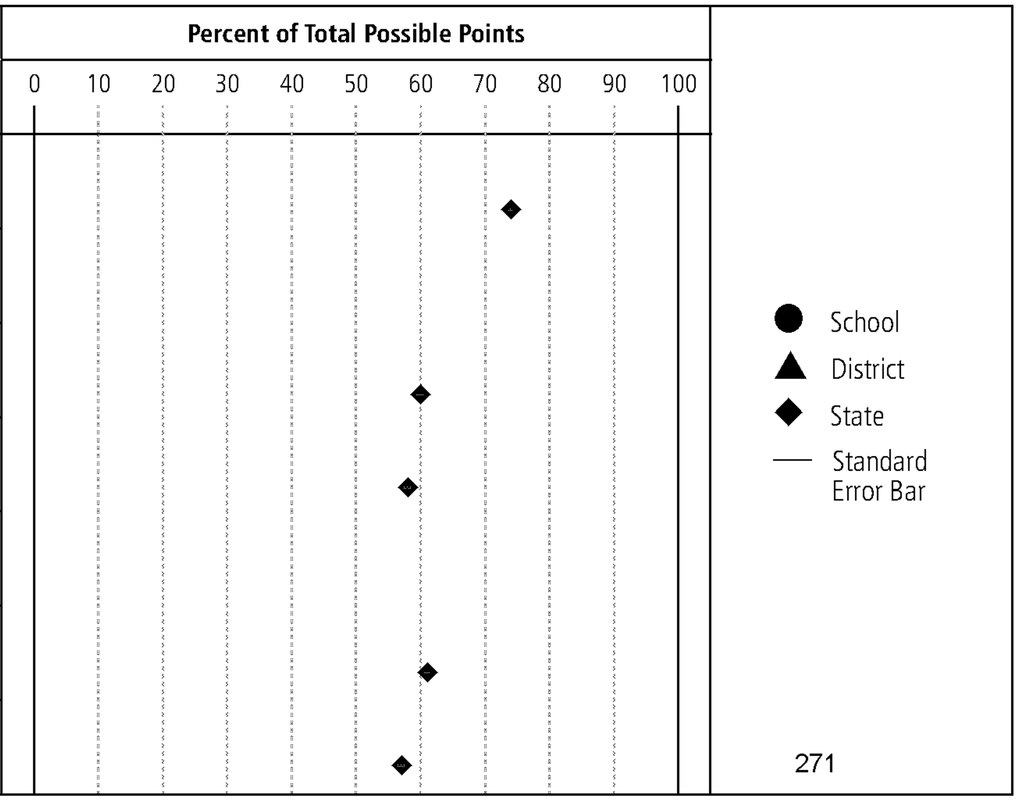
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
DISTRICT													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
STATE													
2006-07	11,645	175	81	11,389	1,210	11	5,988	53	2,668	23	1,523	13	644
2007-08	11,379	173	77	11,129	1,279	11	5,662	51	2,644	24	1,544	14	643
2008-2009	**10,991**	**132**	**47**	**10,812**	**1,386**	**13**	**5,935**	**55**	**2,307**	**21**	**1,184**	**11**	**645**
Cumulative Total	34,015	480	205	33,330	3,875	12	17,585	53	7,619	23	4,251	13	644

Subtopic	Total Possible Points
Word ID/Vocabulary	23
Type of Text	
Literary	52
Informational	55
Level of Comprehension	
Initial Understanding	50
Analysis & Interpretation	57



Fall 2008 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2008-2009
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**10,991**	**132**	**47**	**10,812**	**1,386**	**13**	**5,935**	**55**	**2,307**	**21**	**1,184**	**11**	**645**												
Gender																									
Male	5,725	82	27	5,616	464	8	2,991	53	1,369	24	792	14	643												
Female	5,266	50	20	5,196	922	18	2,944	57	938	18	392	8	648												
Not Reported	0	0	0	0																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	78	0	2	76	4	5	41	54	18	24	13	17	641												
Asian	357	4	1	352	52	15	205	58	66	19	29	8	647												
Black or African American	971	23	5	943	53	6	445	47	268	28	177	19	640												
Hispanic or Latino	2,017	41	15	1,961	87	4	849	43	618	32	407	21	639												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,566	64	24	7,478	1,190	16	4,395	59	1,337	18	556	7	648												
No Primary Race/Ethnicity Reported	2	0	0	2																					
LEP Status																									
Currently receiving LEP services	380	41	10	329	3	1	64	19	105	32	157	48	630												
Former LEP student - monitoring year 1	178	0	0	178	2	1	44	25	75	42	57	32	634												
Former LEP student - monitoring year 2	147	0	2	145	1	1	74	51	51	35	19	13	640												
All Other Students	10,286	91	35	10,160	1,380	14	5,753	57	2,076	20	951	9	646												
IEP																									
Students with an IEP	2,045	82	24	1,939	32	2	515	27	650	34	742	38	633												
All Other Students	8,946	50	23	8,873	1,354	15	5,420	61	1,657	19	442	5	648												
SES																									
Economically Disadvantaged Students	4,690	74	29	4,587	244	5	2,149	47	1,357	30	837	18	640												
All Other Students	6,301	58	18	6,225	1,142	18	3,786	61	950	15	347	6	649												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,991	132	47	10,812	1,386	13	5,935	55	2,307	21	1,184	11	645												
Title I																									
Students Receiving Title I Services	3,108	58	22	3,028	154	5	1,378	46	909	30	587	19	640												
All Other Students	7,883	74	25	7,784	1,232	16	4,557	59	1,398	18	597	8	647												
504 Plan																									
Students with a 504 Plan	175	0	0	175	18	10	106	61	41	23	10	6	646												
All Other Students	10,816	132	47	10,637	1,368	13	5,829	55	2,266	21	1,174	11	645												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2008 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2008-2009
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

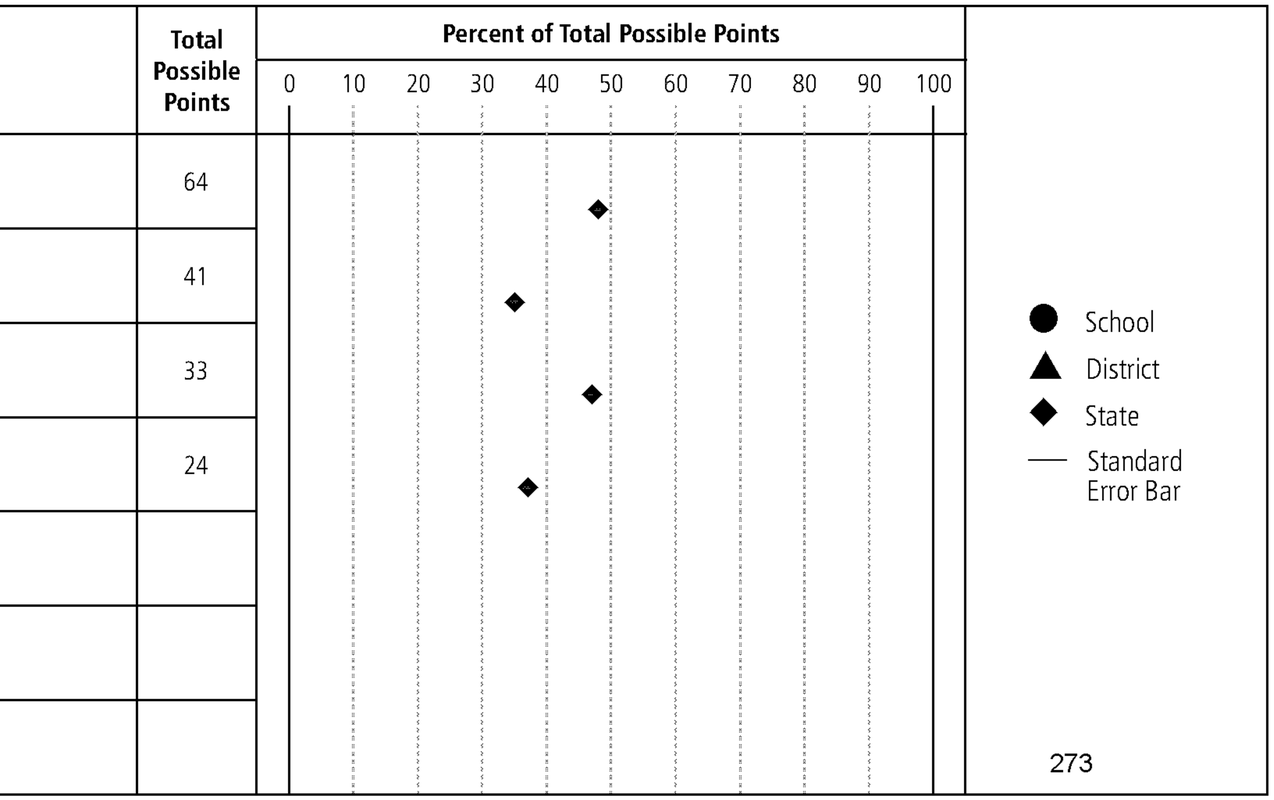
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
DISTRICT													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
STATE													
2006-07	11,645	95	77	11,473	1,512	13	4,691	41	2,381	21	2,889	25	640
2007-08	11,379	109	76	11,194	1,548	14	4,469	40	2,264	20	2,913	26	640
2008-2009	**10,991**	**100**	**40**	**10,851**	**1,610**	**15**	**4,371**	**40**	**2,182**	**20**	**2,688**	**25**	**641**
Cumulative Total	34,015	304	193	33,518	4,670	14	13,531	40	6,827	20	8,490	25	640

Subtopic	Total Possible Points
Numbers & Operations	64
Geometry & Measurement	41
Functions & Algebra	33
Data, Statistics, & Probability	24



Fall 2008 - Beginning of Grade 6 NECAP Tests
Grade 6 Students in 2008-2009
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**10,991**	**100**	**40**	**10,851**	**1,610**	**15**	**4,371**	**40**	**2,182**	**20**	**2,688**	**25**	**641**												
Gender																									
Male	5,725	72	25	5,628	884	16	2,252	40	1,089	19	1,403	25	641												
Female	5,266	28	15	5,223	726	14	2,119	41	1,093	21	1,285	25	641												
Not Reported	0	0	0	0																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	78	0	2	76	6	8	24	32	16	21	30	39	636												
Asian	357	4	1	352	83	24	152	43	50	14	67	19	644												
Black or African American	971	13	4	954	39	4	271	28	226	24	418	44	634												
Hispanic or Latino	2,017	18	8	1,991	73	4	577	29	510	26	831	42	635												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,566	65	24	7,477	1,409	19	3,347	45	1,380	18	1,341	18	643												
No Primary Race/Ethnicity Reported	2	0	1	1																					
LEP Status																									
Currently receiving LEP services	380	5	1	374	3	1	47	13	74	20	250	67	628												
Former LEP student - monitoring year 1	178	1	0	177	4	2	24	14	47	27	102	58	631												
Former LEP student - monitoring year 2	147	0	2	145	10	7	43	30	43	30	49	34	637												
All Other Students	10,286	94	37	10,155	1,593	16	4,257	42	2,018	20	2,287	23	641												
IEP																									
Students with an IEP	2,045	85	24	1,936	57	3	331	17	398	21	1,150	59	630												
All Other Students	8,946	15	16	8,915	1,553	17	4,040	45	1,784	20	1,538	17	643												
SES																									
Economically Disadvantaged Students	4,690	49	21	4,620	224	5	1,498	32	1,129	24	1,769	38	636												
All Other Students	6,301	51	19	6,231	1,386	22	2,873	46	1,053	17	919	15	644												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	10,991	100	40	10,851	1,610	15	4,371	40	2,182	20	2,688	25	641												
Title I																									
Students Receiving Title I Services	3,108	31	14	3,063	160	5	930	30	750	24	1,223	40	635												
All Other Students	7,883	69	26	7,788	1,450	19	3,441	44	1,432	18	1,465	19	643												
504 Plan																									
Students with a 504 Plan	175	0	0	175	26	15	80	46	38	22	31	18	643												
All Other Students	10,816	100	40	10,676	1,584	15	4,291	40	2,144	20	2,657	25	641												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

About The New England Common Assessment Program

This report highlights results from the Fall 2008 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2008
Beginning of Grade 7
NECAP Tests

Grade 7 Students in 2008-2009

State Results

State: Rhode Island

Fall 2008 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2008-2009
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2007-08 school year, first year LEP students, students who withdrew from the school after October 1, 2008, students who enrolled in the school after October 1, 2008, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							11,317									100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**11,083**	**11,146**								**98**	**98**	
Students not tested in NECAP																		
State Approved							171	113								2	1	
Alternate Assessment							81	81								1	1	
First Year LEP							60	0								1	0	
Withdrew After October 1							18	24								0	0	
Enrolled After October 1							6	2								0	0	
Special Consideration							6	6								0	0	
Other							63	58								1	1	

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	11,317	171	63	11,083	1,700	15	6,200	56	2,167	20	1,016	9	747												
MATH	11,317	113	58	11,146	1,530	14	4,254	38	2,239	20	3,123	28	740												
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2008 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2008-2009
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

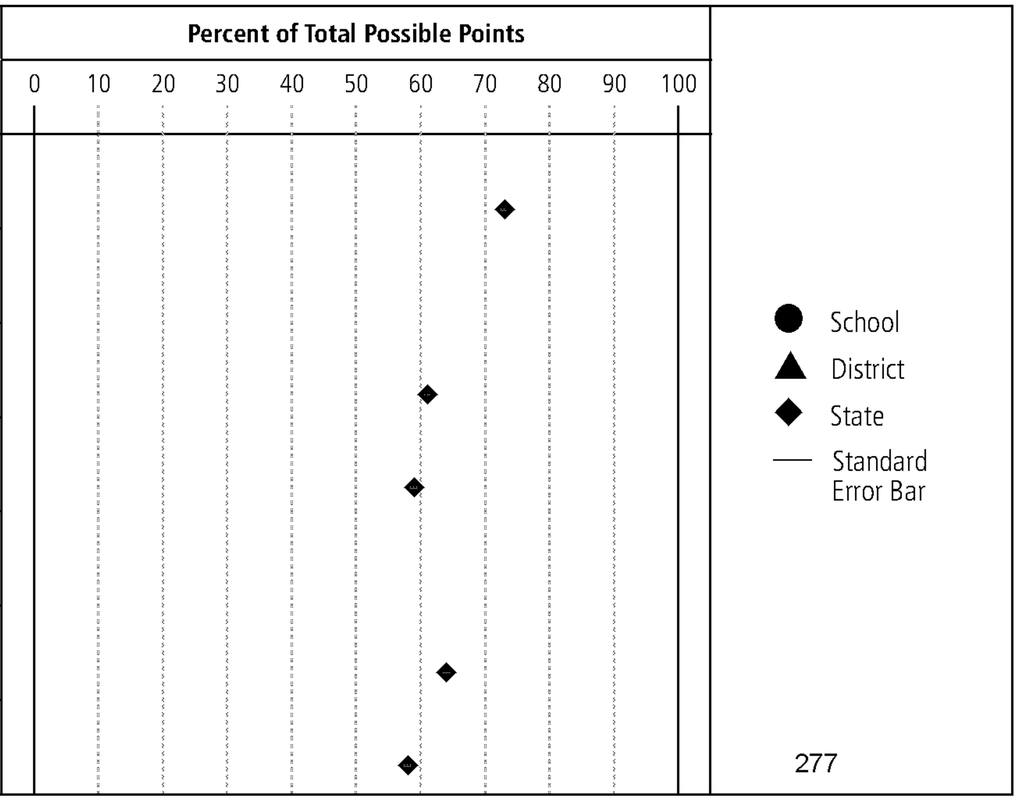
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
DISTRICT													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
STATE													
2006-07	12,345	209	112	12,024	1,147	10	5,890	49	3,369	28	1,618	13	743
2007-08	11,656	165	107	11,384	1,635	14	5,988	53	2,404	21	1,357	12	745
2008-2009	**11,317**	**171**	**63**	**11,083**	**1,700**	**15**	**6,200**	**56**	**2,167**	**20**	**1,016**	**9**	**747**
Cumulative Total	35,318	545	282	34,491	4,482	13	18,078	52	7,940	23	3,991	12	745

Subtopic	Total Possible Points
Word ID/Vocabulary	25
Type of Text	
Literary	56
Informational	49
Level of Comprehension	
Initial Understanding	37
Analysis & Interpretation	68



Fall 2008 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2008-2009
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**11,317**	**171**	**63**	**11,083**	**1,700**	**15**	**6,200**	**56**	**2,167**	**20**	**1,016**	**9**	**747**												
Gender																									
Male	5,925	96	40	5,789	662	11	3,199	55	1,227	21	701	12	745												
Female	5,391	74	23	5,294	1,038	20	3,001	57	940	18	315	6	749												
Not Reported	1	1	0	0																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	73	1	0	72	7	10	34	47	18	25	13	18	743												
Asian	351	6	2	343	68	20	182	53	68	20	25	7	748												
Black or African American	955	18	8	929	51	5	429	46	277	30	172	19	740												
Hispanic or Latino	1,997	66	19	1,912	82	4	851	45	604	32	375	20	739												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,936	77	34	7,825	1,492	19	4,704	60	1,200	15	429	5	749												
No Primary Race/Ethnicity Reported	5	3	0	2																					
LEP Status																									
Currently receiving LEP services	358	60	14	284	0	0	46	16	99	35	139	49	729												
Former LEP student - monitoring year 1	106	0	0	106	4	4	29	27	35	33	38	36	735												
Former LEP student - monitoring year 2	150	0	0	150	3	2	67	45	58	39	22	15	739												
All Other Students	10,703	111	49	10,543	1,693	16	6,058	57	1,975	19	817	8	747												
IEP																									
Students with an IEP	2,108	88	39	1,981	32	2	587	30	691	35	671	34	734												
All Other Students	9,209	83	24	9,102	1,668	18	5,613	62	1,476	16	345	4	749												
SES																									
Economically Disadvantaged Students	4,522	100	32	4,390	261	6	2,116	48	1,270	29	743	17	741												
All Other Students	6,795	71	31	6,693	1,439	22	4,084	61	897	13	273	4	751												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,317	171	63	11,083	1,700	15	6,200	56	2,167	20	1,016	9	747												
Title I																									
Students Receiving Title I Services	2,765	73	22	2,670	147	6	1,188	44	819	31	516	19	740												
All Other Students	8,552	98	41	8,413	1,553	18	5,012	60	1,348	16	500	6	749												
504 Plan																									
Students with a 504 Plan	203	1	1	201	23	11	117	58	49	24	12	6	747												
All Other Students	11,114	170	62	10,882	1,677	15	6,083	56	2,118	19	1,004	9	747												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2008 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2008-2009
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

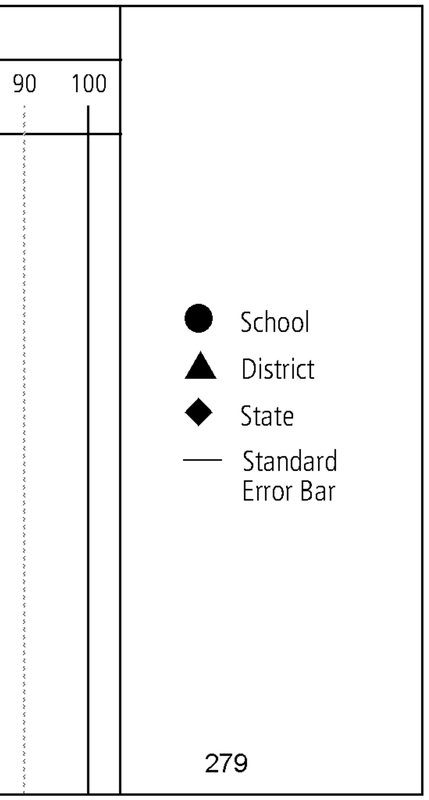
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
DISTRICT													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
STATE													
2006-07	12,345	120	115	12,110	1,502	12	4,738	39	2,480	20	3,390	28	739
2007-08	11,656	111	96	11,449	1,362	12	4,233	37	2,790	24	3,064	27	739
2008-2009	**11,317**	**113**	**58**	**11,146**	**1,530**	**14**	**4,254**	**38**	**2,239**	**20**	**3,123**	**28**	**740**
Cumulative Total	35,318	344	269	34,705	4,394	13	13,225	38	7,509	22	9,577	28	739

Subtopic	Total Possible Points
Numbers & Operations	49
Geometry & Measurement	40
Functions & Algebra	48
Data, Statistics, & Probability	25



Fall 2008 - Beginning of Grade 7 NECAP Tests
Grade 7 Students in 2008-2009
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**11,317**	**113**	**58**	**11,146**	**1,530**	**14**	**4,254**	**38**	**2,239**	**20**	**3,123**	**28**	**740**												
Gender																									
Male	5,925	70	37	5,818	856	15	2,158	37	1,126	19	1,678	29	740												
Female	5,391	42	21	5,328	674	13	2,096	39	1,113	21	1,445	27	740												
Not Reported	1	1	0	0																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	73	1	0	72	7	10	20	28	15	21	30	42	737												
Asian	351	2	2	347	71	20	138	40	60	17	78	22	743												
Black or African American	955	10	7	938	29	3	240	26	211	22	458	49	733												
Hispanic or Latino	1,997	23	14	1,960	72	4	473	24	456	23	959	49	733												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,936	75	34	7,827	1,351	17	3,383	43	1,497	19	1,596	20	742												
No Primary Race/Ethnicity Reported	5	2	1	2																					
LEP Status																									
Currently receiving LEP services	358	2	6	350	4	1	32	9	47	13	267	76	727												
Former LEP student - monitoring year 1	106	0	0	106	4	4	10	9	20	19	72	68	730												
Former LEP student - monitoring year 2	150	0	0	150	4	3	31	21	37	25	78	52	733												
All Other Students	10,703	111	52	10,540	1,518	14	4,181	40	2,135	20	2,706	26	740												
IEP																									
Students with an IEP	2,108	86	40	1,982	27	1	269	14	364	18	1,322	67	729												
All Other Students	9,209	27	18	9,164	1,503	16	3,985	43	1,875	20	1,801	20	742												
SES																									
Economically Disadvantaged Students	4,522	53	30	4,439	205	5	1,223	28	1,056	24	1,955	44	734												
All Other Students	6,795	60	28	6,707	1,325	20	3,031	45	1,183	18	1,168	17	743												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,317	113	58	11,146	1,530	14	4,254	38	2,239	20	3,123	28	740												
Title I																									
Students Receiving Title I Services	2,765	25	20	2,720	118	4	719	26	603	22	1,280	47	734												
All Other Students	8,552	88	38	8,426	1,412	17	3,535	42	1,636	19	1,843	22	742												
504 Plan																									
Students with a 504 Plan	203	1	1	201	25	12	78	39	53	26	45	22	740												
All Other Students	11,114	112	57	10,945	1,505	14	4,176	38	2,186	20	3,078	28	740												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

About The New England Common Assessment Program

This report highlights results from the Fall 2008 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2008
Beginning of Grade 8
NECAP Tests

Grade 8 Students in 2008-2009

State Results

State: Rhode Island

Fall 2008 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2008-2009
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2007-08 school year, first year LEP students, students who withdrew from the school after October 1, 2008, students who enrolled in the school after October 1, 2008, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							**11,511**									**100**		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**11,239**	**11,303**	**11,205**							**98**	**98**	**97**
Students not tested in NECAP																		
State Approved							187	119	178							2	1	2
Alternate Assessment							87	87	87							1	1	1
First Year LEP							69	0	60							1	0	1
Withdrew After October 1							8	15	17							0	0	0
Enrolled After October 1							12	5	0							0	0	0
Special Consideration							11	12	14							0	0	0
Other							85	89	128							1	1	1

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	11,511	187	85	11,239	1,588	14	5,712	51	2,641	23	1,298	12	845												
MATH	11,511	119	89	11,303	1,497	13	4,505	40	2,492	22	2,809	25	840												
WRITING	11,511	178	128	11,205	945	8	4,536	40	3,945	35	1,779	16	840												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2008 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2008-2009
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

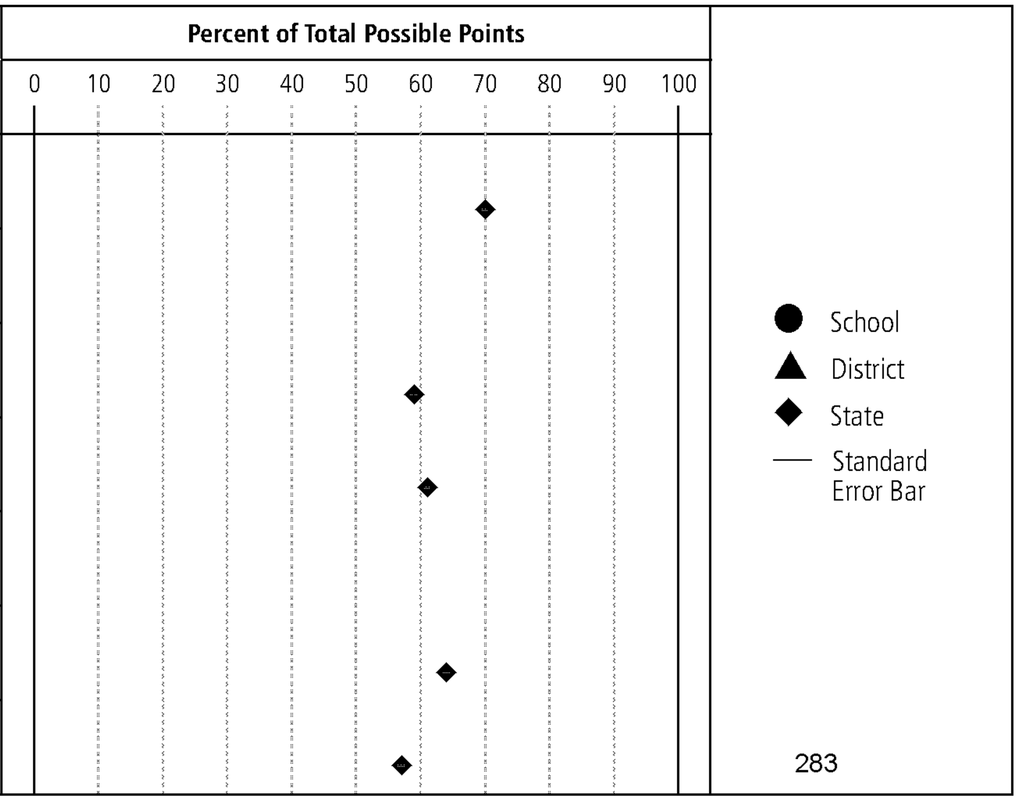
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
DISTRICT													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
STATE													
2006-07	12,256	207	130	11,919	1,140	10	5,831	49	3,077	26	1,871	16	842
2007-08	12,190	183	110	11,897	1,537	13	5,770	48	2,831	24	1,759	15	844
2008-2009	**11,511**	**187**	**85**	**11,239**	**1,588**	**14**	**5,712**	**51**	**2,641**	**23**	**1,298**	**12**	**845**
Cumulative Total	35,957	577	325	35,055	4,265	12	17,313	49	8,549	24	4,928	14	844

Subtopic	Total Possible Points
Word ID/Vocabulary	25
Type of Text	
Literary	55
Informational	50
Level of Comprehension	
Initial Understanding	43
Analysis & Interpretation	62



Fall 2008 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2008-2009
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**11,511**	**187**	**85**	**11,239**	**1,588**	**14**	**5,712**	**51**	**2,641**	**23**	**1,298**	**12**	**845**												
Gender																									
Male	5,981	119	52	5,810	575	10	2,933	50	1,470	25	832	14	843												
Female	5,529	67	33	5,429	1,013	19	2,779	51	1,171	22	466	9	847												
Not Reported	1	1	0	0																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	74	0	0	74	4	5	30	41	21	28	19	26	838												
Asian	341	13	3	325	57	18	178	55	59	18	31	10	848												
Black or African American	997	20	12	965	48	5	384	40	335	35	198	21	838												
Hispanic or Latino	2,079	73	29	1,977	82	4	717	36	693	35	485	25	837												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,017	80	41	7,896	1,397	18	4,402	56	1,533	19	564	7	848												
No Primary Race/Ethnicity Reported	3	1	0	2																					
LEP Status																									
Currently receiving LEP services	354	69	6	279	1	0	19	7	96	34	163	58	825												
Former LEP student - monitoring year 1	60	2	0	58	1	2	19	33	28	48	10	17	837												
Former LEP student - monitoring year 2	111	0	1	110	2	2	32	29	43	39	33	30	834												
All Other Students	10,986	116	78	10,792	1,584	15	5,642	52	2,474	23	1,092	10	845												
IEP																									
Students with an IEP	2,196	100	54	2,042	28	1	485	24	749	37	780	38	832												
All Other Students	9,315	87	31	9,197	1,560	17	5,227	57	1,892	21	518	6	848												
SES																									
Economically Disadvantaged Students	4,435	101	50	4,284	222	5	1,764	41	1,414	33	884	21	839												
All Other Students	7,076	86	35	6,955	1,366	20	3,948	57	1,227	18	414	6	849												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,511	187	85	11,239	1,588	14	5,712	51	2,641	23	1,298	12	845												
Title I																									
Students Receiving Title I Services	2,897	77	27	2,793	157	6	1,051	38	941	34	644	23	838												
All Other Students	8,614	110	58	8,446	1,431	17	4,661	55	1,700	20	654	8	847												
504 Plan																									
Students with a 504 Plan	211	1	0	210	25	12	120	57	53	25	12	6	846												
All Other Students	11,300	186	85	11,029	1,563	14	5,592	51	2,588	23	1,286	12	845												

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NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2008 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2008-2009
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

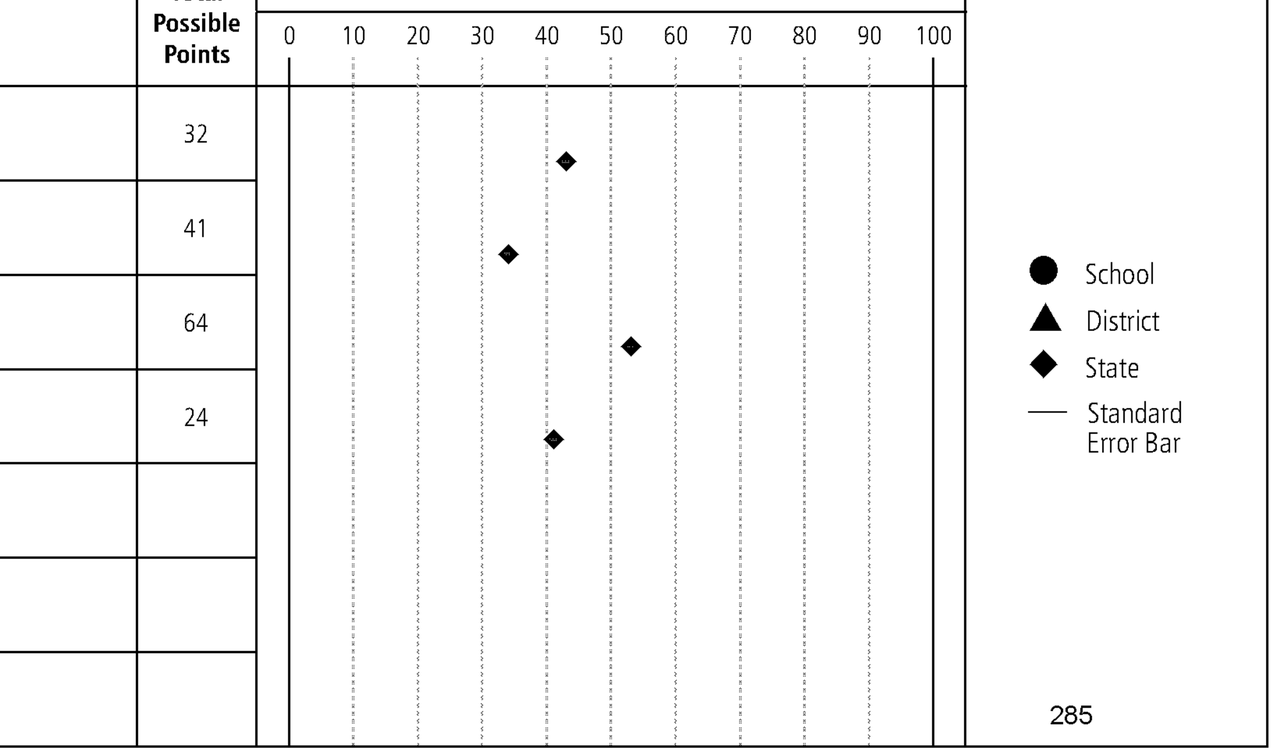
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
DISTRICT													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
STATE													
2006-07	12,256	143	119	11,994	1,293	11	4,389	37	2,332	19	3,980	33	838
2007-08	12,190	131	117	11,942	1,336	11	4,404	37	2,943	25	3,259	27	839
2008-2009	**11,511**	**119**	**89**	**11,303**	**1,497**	**13**	**4,505**	**40**	**2,492**	**22**	**2,809**	**25**	**840**
Cumulative Total	35,957	393	325	35,239	4,126	12	13,298	38	7,767	22	10,048	29	839

Subtopic	Total Possible Points
Numbers & Operations	32
Geometry & Measurement	41
Functions & Algebra	64
Data, Statistics, & Probability	24



Fall 2008 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2008-2009
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**11,511**	**119**	**89**	**11,303**	**1,497**	**13**	**4,505**	**40**	**2,492**	**22**	**2,809**	**25**	**840**												
Gender																									
Male	5,981	74	53	5,854	787	13	2,319	40	1,258	21	1,490	25	840												
Female	5,529	44	36	5,449	710	13	2,186	40	1,234	23	1,319	24	840												
Not Reported	1	1	0	0																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	74	0	0	74	1	1	20	27	22	30	31	42	834												
Asian	341	2	2	337	63	19	152	45	69	20	53	16	842												
Black or African American	997	9	15	973	24	2	246	25	256	26	447	46	834												
Hispanic or Latino	2,079	32	24	2,023	66	3	475	23	566	28	916	45	834												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,017	75	48	7,894	1,343	17	3,611	46	1,579	20	1,361	17	842												
No Primary Race/Ethnicity Reported	3	1	0	2																					
LEP Status																									
Currently receiving LEP services	354	3	2	349	5	1	23	7	47	13	274	79	826												
Former LEP student - monitoring year 1	60	1	0	59	2	3	15	25	17	29	25	42	834												
Former LEP student - monitoring year 2	111	0	1	110	1	1	23	21	30	27	56	51	832												
All Other Students	10,986	115	86	10,785	1,489	14	4,444	41	2,398	22	2,454	23	840												
IEP																									
Students with an IEP	2,196	99	60	2,037	38	2	275	14	417	20	1,307	64	830												
All Other Students	9,315	20	29	9,266	1,459	16	4,230	46	2,075	22	1,502	16	842												
SES																									
Economically Disadvantaged Students	4,435	53	51	4,331	186	4	1,236	29	1,177	27	1,732	40	835												
All Other Students	7,076	66	38	6,972	1,311	19	3,269	47	1,315	19	1,077	15	843												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,511	119	89	11,303	1,497	13	4,505	40	2,492	22	2,809	25	840												
Title I																									
Students Receiving Title I Services	2,897	37	30	2,830	115	4	718	25	755	27	1,242	44	834												
All Other Students	8,614	82	59	8,473	1,382	16	3,787	45	1,737	21	1,567	18	842												
504 Plan																									
Students with a 504 Plan	211	1	0	210	26	12	102	49	52	25	30	14	842												
All Other Students	11,300	118	89	11,093	1,471	13	4,403	40	2,440	22	2,779	25	840												

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NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2008 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2008-2009
Writing Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

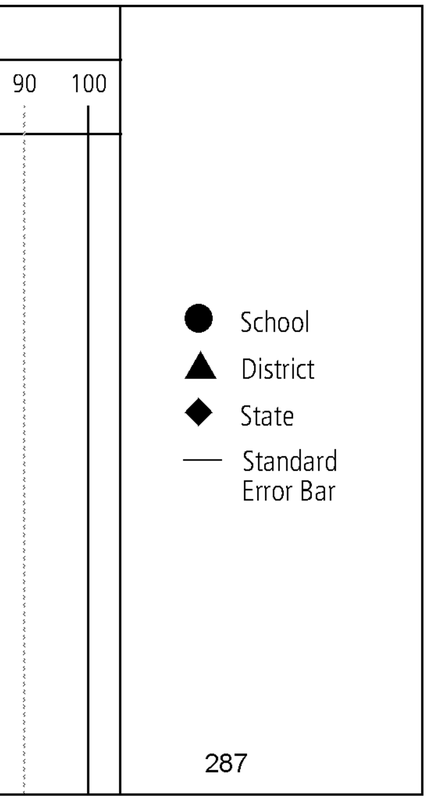
Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)
Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)
Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
DISTRICT													
2006-07													
2007-08													
2008-2009													
Cumulative Total													
STATE													
2006-07	12,256	198	201	11,857	1,077	9	3,927	33	4,188	35	2,665	22	838
2007-08	12,190	181	159	11,850	856	7	4,008	34	4,731	40	2,255	19	838
2008-2009	**11,511**	**178**	**128**	**11,205**	**945**	**8**	**4,536**	**40**	**3,945**	**35**	**1,779**	**16**	**840**
Cumulative Total	35,957	557	488	34,912	2,878	8	12,471	36	12,864	37	6,699	19	839

Subtopic	Total Possible Points
Structures of Language & Writing Conventions	10
Short Responses	12
Extended Response	15



Fall 2008 - Beginning of Grade 8 NECAP Tests
Grade 8 Students in 2008-2009
Disaggregated Writing Results

State: Rhode Island

REPORTING CATEGORIES	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**11,511**	**178**	**128**	**11,205**	**945**	**8**	**4,536**	**40**	**3,945**	**35**	**1,779**	**16**	**840**												
Gender																									
Male	5,981	113	76	5,792	283	5	1,950	34	2,265	39	1,294	22	837												
Female	5,529	65	52	5,412	662	12	2,586	48	1,680	31	484	9	844												
Not Reported	1	0	0	1																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	74	0	1	73	2	3	14	19	45	62	12	16	835												
Asian	341	13	6	322	40	12	158	49	90	28	34	11	844												
Black or African American	997	20	18	959	23	2	271	28	412	43	253	26	835												
Hispanic or Latino	2,079	65	43	1,971	37	2	522	26	834	42	578	29	834												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,017	80	60	7,877	843	11	3,571	45	2,563	33	900	11	842												
No Primary Race/Ethnicity Reported	3	0	0	3																					
LEP Status																									
Currently receiving LEP services	354	59	9	286	0	0	18	6	85	30	183	64	824												
Former LEP student - monitoring year 1	60	2	1	57	0	0	16	28	27	47	14	25	835												
Former LEP student - monitoring year 2	111	0	1	110	1	1	22	20	42	38	45	41	832												
All Other Students	10,986	117	117	10,752	944	9	4,480	42	3,791	35	1,537	14	841												
IEP																									
Students with an IEP	2,196	99	75	2,022	16	1	197	10	811	40	998	49	828												
All Other Students	9,315	79	53	9,183	929	10	4,339	47	3,134	34	781	9	843												
SES																									
Economically Disadvantaged Students	4,435	94	75	4,266	105	2	1,207	28	1,839	43	1,115	26	835												
All Other Students	7,076	84	53	6,939	840	12	3,329	48	2,106	30	664	10	843												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,511	178	128	11,205	945	8	4,536	40	3,945	35	1,779	16	840												
Title I																									
Students Receiving Title I Services	2,897	71	49	2,777	80	3	754	27	1,193	43	750	27	835												
All Other Students	8,614	107	79	8,428	865	10	3,782	45	2,752	33	1,029	12	842												
504 Plan																									
Students with a 504 Plan	211	1	0	210	14	7	82	39	90	43	24	11	840												
All Other Students	11,300	177	128	10,995	931	8	4,454	41	3,855	35	1,755	16	840												

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NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

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This report highlights results from the Fall 2008 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade 11 results, schools and districts will also receive Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.

Fall 2008
Beginning of Grade 11
NECAP Tests

Grade 11 Students in 2008-2009

State Results

State: Rhode Island

Fall 2008 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2008-2009
Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2007-08 school year, first year LEP students, students who withdrew from the school after October 1, 2008, students who enrolled in the school after October 1, 2008, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							11,203									100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested							**10,684**	**10,699**	**10,669**							**95**	**96**	**95**
Students not tested in NECAP																		
State Approved							179	161	156							2	1	1
Alternate Assessment							76	76	76							1	1	1
First Year LEP							23	0	23							0	0	0
Withdrew After October 1							46	52	37							0	0	0
Enrolled After October 1							9	7	7							0	0	0
Special Consideration							25	26	13							0	0	0
Other							340	343	378							3	3	3

NECAP RESULTS

	State																							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	11,203	179	340	10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145												
MATH	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134												
WRITING	11,203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Fall 2008 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2008-2009
Reading Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

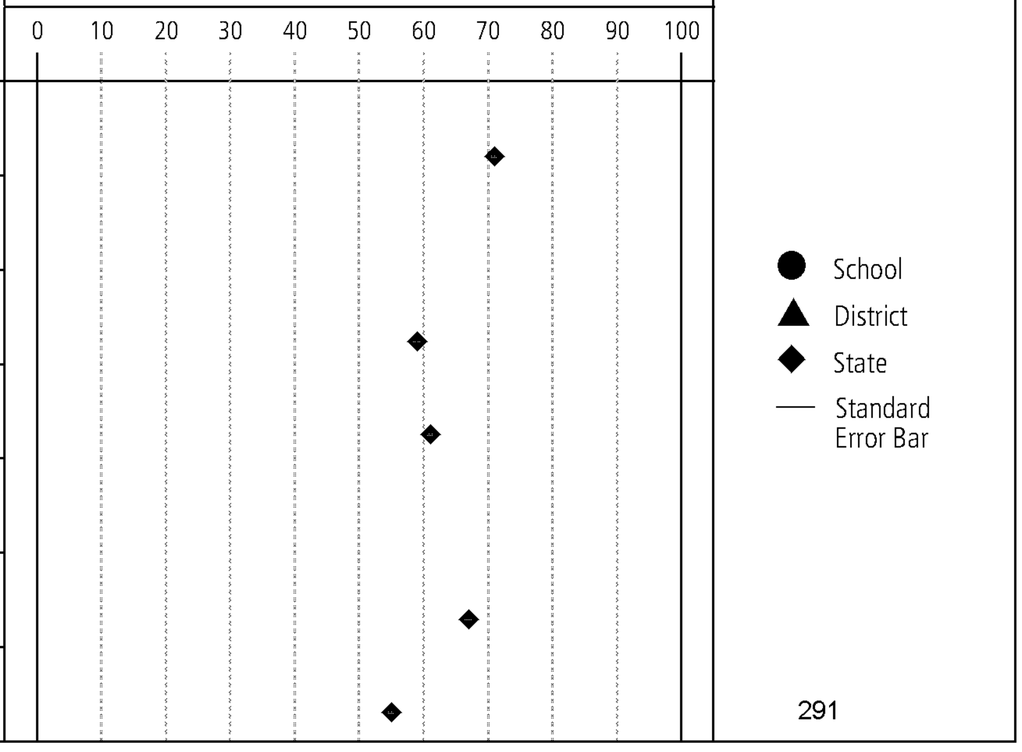
Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2007-08													
2008-09													
Cumulative Total													
DISTRICT													
2007-08													
2008-09													
Cumulative Total													
STATE													
2007-08	11661	192	324	11,145	1,827	16	5,056	45	2,726	24	1,536	14	1143
2008-09	**11203**	**179**	**340**	**10,684**	**1,909**	**18**	**5,498**	**51**	**2,125**	**20**	**1,152**	**11**	**1145**
Cumulative Total	22864	371	664	21,829	3,736	17	10,554	48	4,851	22	2,688	12	1144

Subtopic	Total Possible Points
Word ID/Vocabulary	19
Type of Text	
Literary	42
Informational	43
Level of Comprehension	
Initial Understanding	35
Analysis & Interpretation	50



Fall 2008 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2008-2009
Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**11,203**	**179**	**340**	**10,684**	**1,909**	**18**	**5,498**	**51**	**2,125**	**20**	**1,152**	**11**	**1145**												
Gender																									
Male	5,677	113	217	5,347	692	13	2,786	52	1,133	21	736	14	1143												
Female	5,525	66	123	5,336	1,217	23	2,712	51	991	19	416	8	1146												
Not Reported	1	0	0	1																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	69	2	4	63	8	13	29	46	15	24	11	17	1142												
Asian	346	6	12	328	65	20	170	52	61	19	32	10	1146												
Black or African American	999	18	49	932	69	7	401	43	286	31	176	19	1139												
Hispanic or Latino	1,743	41	85	1,617	115	7	702	43	459	28	341	21	1139												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,040	111	190	7,739	1,651	21	4,195	54	1,301	17	592	8	1147												
No Primary Race/Ethnicity Reported	6	1	0	5																					
LEP Status																									
Currently receiving LEP services	247	16	17	214	1	0	16	7	55	26	142	66	1126												
Former LEP student - monitoring year 1	47	0	2	45	0	0	11	24	19	42	15	33	1135												
Former LEP student - monitoring year 2	74	1	0	73	3	4	16	22	36	49	18	25	1136												
All Other Students	10,835	162	321	10,352	1,905	18	5,455	53	2,015	19	977	9	1145												
IEP																									
Students with an IEP	1,834	97	128	1,609	38	2	440	27	546	34	585	36	1133												
All Other Students	9,369	82	212	9,075	1,871	21	5,058	56	1,579	17	567	6	1147												
SES																									
Economically Disadvantaged Students	3,451	74	152	3,225	261	8	1,442	45	916	28	606	19	1140												
All Other Students	7,752	105	188	7,459	1,648	22	4,056	54	1,209	16	546	7	1147												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,203	179	340	10,684	1,909	18	5,498	51	2,125	20	1,152	11	1145												
Title I																									
Students Receiving Title I Services	2,346	48	74	2,224	220	10	1,042	47	550	25	412	19	1141												
All Other Students	8,857	131	266	8,460	1,689	20	4,456	53	1,575	19	740	9	1146												
504 Plan																									
Students with a 504 Plan	255	4	3	248	49	20	148	60	41	17	10	4	1147												
All Other Students	10,948	175	337	10,436	1,860	18	5,350	51	2,084	20	1,142	11	1145												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2008 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2008-2009
Mathematics Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

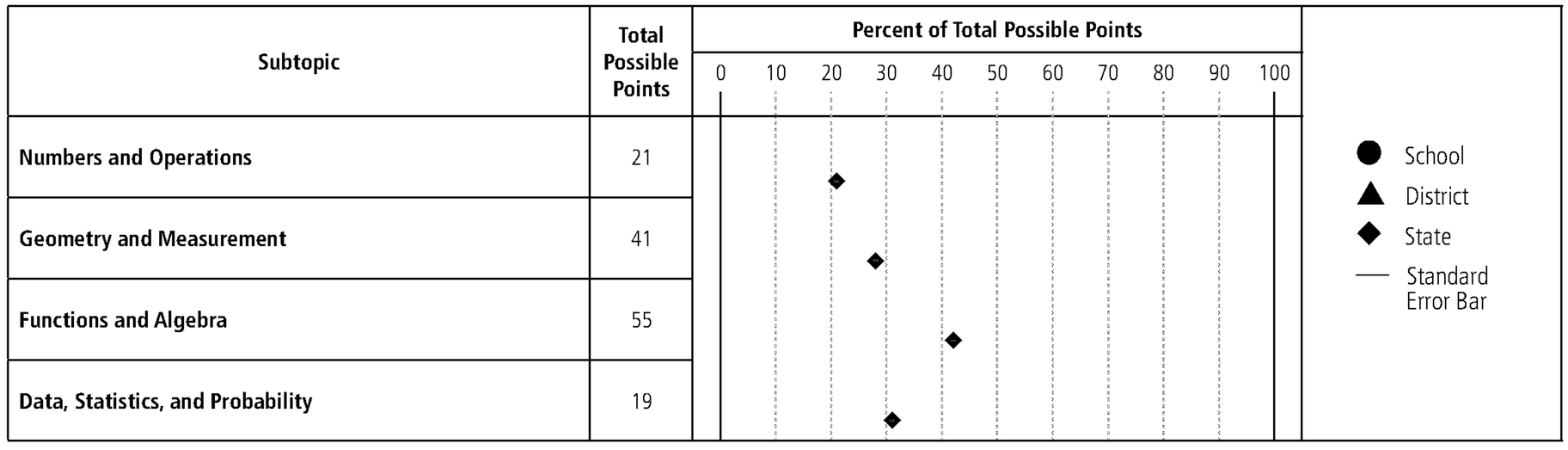
Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2007-08													
2008-09													
Cumulative Total													
DISTRICT													
2007-08													
2008-09													
Cumulative Total													
STATE													
2007-08	11661	147	340	11,174	123	1	2,340	21	3,032	27	5,679	51	1132
2008-09	**11203**	**161**	**343**	**10,699**	**155**	**1**	**2,739**	**26**	**3,007**	**28**	**4,798**	**45**	**1134**
Cumulative Total	22864	308	683	21,873	278	1	5,079	23	6,039	28	10,477	48	1133

Subtopic	Total Possible Points
Numbers and Operations	21
Geometry and Measurement	41
Functions and Algebra	55
Data, Statistics, and Probability	19



Fall 2008 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2008-2009
Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**11,203**	**161**	**343**	**10,699**	**155**	**1**	**2,739**	**26**	**3,007**	**28**	**4,798**	**45**	**1134**												
Gender																									
Male	5,677	102	218	5,357	102	2	1,481	28	1,438	27	2,336	44	1134												
Female	5,525	59	125	5,341	53	1	1,258	24	1,569	29	2,461	46	1133												
Not Reported	1	0	0	1																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	69	2	5	62	0	0	7	11	13	21	42	68	1130												
Asian	346	3	13	330	14	4	93	28	103	31	120	36	1136												
Black or African American	999	17	54	928	1	0	69	7	176	19	682	73	1127												
Hispanic or Latino	1,743	30	82	1,631	1	0	149	9	346	21	1,135	70	1128												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,040	109	189	7,742	139	2	2,420	31	2,369	31	2,814	36	1136												
No Primary Race/Ethnicity Reported	6	0	0	6																					
LEP Status																									
Currently receiving LEP services	247	0	10	237	0	0	4	2	21	9	212	89	1121												
Former LEP student - monitoring year 1	47	0	2	45	0	0	2	4	11	24	32	71	1126												
Former LEP student - monitoring year 2	74	1	0	73	0	0	2	3	12	16	59	81	1127												
All Other Students	10,835	160	331	10,344	155	1	2,731	26	2,963	29	4,495	43	1134												
IEP																									
Students with an IEP	1,834	95	132	1,607	3	0	75	5	233	14	1,296	81	1125												
All Other Students	9,369	66	211	9,092	152	2	2,664	29	2,774	31	3,502	39	1135												
SES																									
Economically Disadvantaged Students	3,451	60	154	3,237	7	0	379	12	725	22	2,126	66	1129												
All Other Students	7,752	101	189	7,462	148	2	2,360	32	2,282	31	2,672	36	1136												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134												
Title I																									
Students Receiving Title I Services	2,346	34	74	2,238	10	0	294	13	493	22	1,441	64	1129												
All Other Students	8,857	127	269	8,461	145	2	2,445	29	2,514	30	3,357	40	1135												
504 Plan																									
Students with a 504 Plan	255	4	2	249	4	2	70	28	87	35	88	35	1136												
All Other Students	10,948	157	341	10,450	151	1	2,669	26	2,920	28	4,710	45	1134												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2008 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2008-2009
Writing Results

State: Rhode Island

Proficient with Distinction (Level 4)
Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

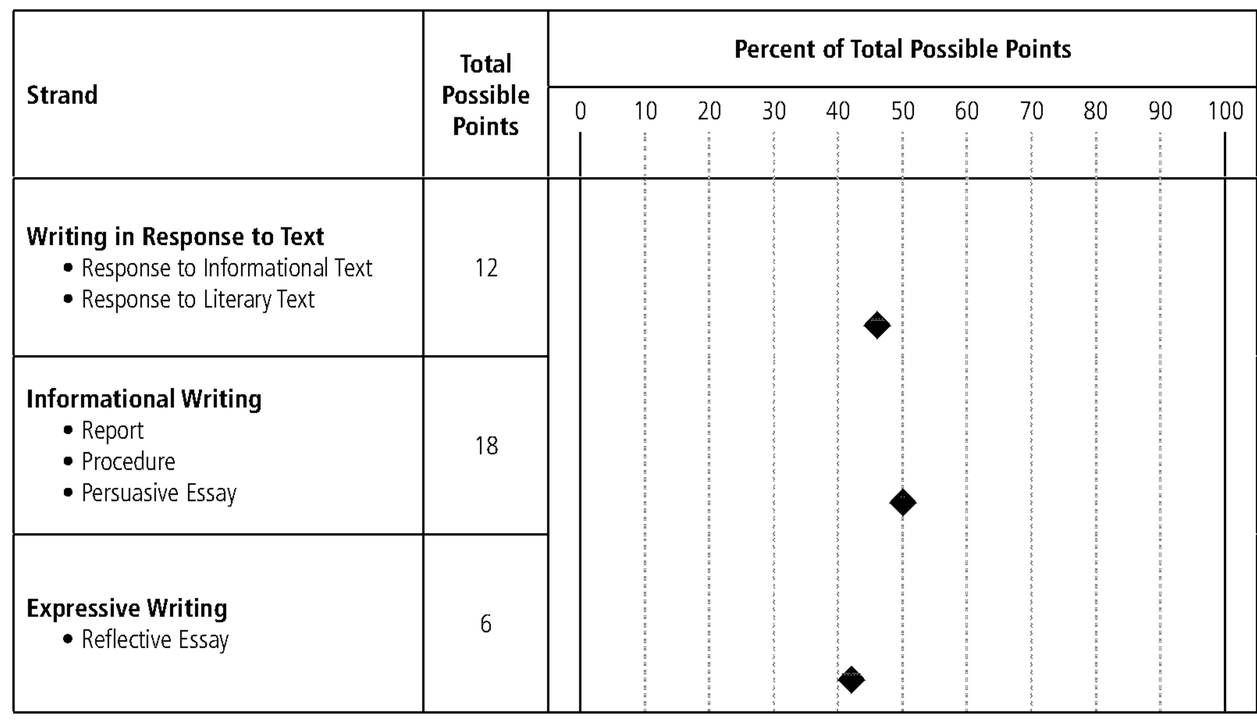
Proficient (Level 3)
Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)
Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)
Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2007-08													
2008-09													
Cumulative Total													
DISTRICT													
2007-08													
2008-09													
Cumulative Total													
STATE													
2007-08	11661	165	365	11,131	357	3	3,744	34	5,495	49	1,535	14	5.7
2008-09	**11203**	**156**	**378**	**10,669**	**403**	**4**	**4,023**	**38**	**5,322**	**50**	**921**	**9**	**6.1**
Cumulative Total	22864	321	743	21,800	760	3	7,767	36	10,817	50	2,456	11	5.9

Strand	Total Possible Points	Number of Prompts	Distribution of Score Points Across Prompts		0	1	2	3	4	5	6
					%	%	%	%	%	%	%
Writing in Response to Text • Response to Informational Text • Response to Literary Text	12	2	School District State		1	11	29	32	19	6	0
Informational Writing • Report • Procedure • Persuasive Essay	18	3	School District State		1	6	22	39	25	7	0
Expressive Writing • Reflective Essay	6	1	School District State		4	14	32	33	14	4	0



Fall 2008 - Beginning of Grade 11 NECAP Tests
Grade 11 Students in 2008-2009
Disaggregated Writing Results

State: Rhode Island

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	**11,203**	**156**	**378**	**10,669**	**403**	**4**	**4,023**	**38**	**5,322**	**50**	**921**	**9**	**6.1**												
Gender																									
Male	5,677	95	248	5,334	171	3	1,703	32	2,819	53	641	12	5.8												
Female	5,525	61	130	5,334	232	4	2,320	43	2,503	47	279	5	6.4												
Not Reported	1	0	0	1																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	69	2	4	63	0	0	19	30	39	62	5	8	5.7												
Asian	346	6	13	327	21	6	126	39	148	45	32	10	6.3												
Black or African American	999	16	50	933	7	1	238	26	538	58	150	16	5.3												
Hispanic or Latino	1,743	34	91	1,618	19	1	405	25	954	59	240	15	5.3												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	8,040	97	220	7,723	356	5	3,233	42	3,642	47	492	6	6.3												
No Primary Race/Ethnicity Reported	6	1	0	5																					
LEP Status																									
Currently receiving LEP services	247	16	21	210	0	0	17	8	95	45	98	47	3.7												
Former LEP student - monitoring year 1	47	0	2	45	0	0	4	9	32	71	9	20	4.5												
Former LEP student - monitoring year 2	74	0	0	74	0	0	10	14	51	69	13	18	4.9												
All Other Students	10,835	140	355	10,340	403	4	3,992	39	5,144	50	801	8	6.2												
IEP																									
Students with an IEP	1,834	90	151	1,593	8	1	189	12	945	59	451	28	4.5												
All Other Students	9,369	66	227	9,076	395	4	3,834	42	4,377	48	470	5	6.4												
SES																									
Economically Disadvantaged Students	3,451	68	167	3,216	47	1	835	26	1,894	59	440	14	5.4												
All Other Students	7,752	88	211	7,453	356	5	3,188	43	3,428	46	481	6	6.4												
Migrant																									
Migrant Students	0	0	0	0																					
All Other Students	11,203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1												
Title I																									
Students Receiving Title I Services	2,346	43	80	2,223	30	1	599	27	1,292	58	302	14	5.5												
All Other Students	8,857	113	298	8,446	373	4	3,424	41	4,030	48	619	7	6.3												
504 Plan																									
Students with a 504 Plan	255	4	3	248	7	3	116	47	116	47	9	4	6.5												
All Other Students	10,948	152	375	10,421	396	4	3,907	37	5,206	50	912	9	6.1												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.

Core Standards for Reading, Writing, and Speaking and Listening

The Core Standards identify essential college- and career-ready skills and knowledge in reading, writing, and speaking and listening across the disciplines. While the English language arts classroom has often been seen as the proper site for literacy instruction, this document acknowledges that the responsibility for teaching such skills must also extend to the other content areas. Teachers in the social and natural sciences, the humanities, and mathematics need to use their content-area expertise to help students acquire the discipline-specific skills necessary to comprehend challenging texts and develop deep knowledge in those fields. At the same time, English language arts teachers not only must engage their students in a rich array of literature but also must help develop their students' ability to read complex works of nonfiction independently.

What is taught is just as important as how it is taught; the Core Standards should be accompanied by a comprehensive, content-rich curriculum. While this document defines the outcomes all students need to reach to be college and career ready, many important decisions about curriculum will necessarily be left to states, districts, schools, teachers, professional organizations, and parents. For example, while the standards require that students read texts of sufficient complexity, quality, and range, this document does not contain a required reading list. If states and districts choose to develop one, they should look at the Reading Exemplars provided here to get a sense of the level of complexity students must be able to handle independently when they read. Educators can also model their efforts on reading lists from around the nation and the world as long as the texts ultimately included meet the range and content standards in this document.

Standards today must ready students for competition and collaboration in a global, media-saturated environment. Colleges and universities have become international meetinghouses where people from across the globe learn with and from one another. At the same time, business today is truly a worldwide enterprise. Media-related technology helps shape what goes on in both college and the workplace; indeed, it has in some important ways reshaped the very nature of communication. Students who meet the Core Standards will have the reading, writing, speaking, and listening skills to flourish in the diverse, rapidly changing environments of college and careers.

Although reading, writing, and speaking and listening are articulated separately in the standards that follow, these divisions are made for the sake of clarity and manageability. In reality, the processes of communication are tightly interrelated and often reciprocal. The act of reading can no more be separated from the written word than the act of listening can be from the spoken word. When reading, students demonstrate their comprehension most commonly through a spoken or written interpretation of the text. As students solve problems, share insights, and build the

knowledge they need for college and career success, they draw simultaneously on their capacities to read, write, speak, and listen.

Student Practices in Reading, Writing, and Speaking and Listening

The following practices in reading, writing, and speaking and listening undergird and help unify the rest of the standards document. They are the "premises"—broad statements about the nature of college and career readiness in reading, writing, and speaking and listening—that underlie the individual standards statements and cut across the various sections of the document. Every idea introduced here is subsequently represented in one or more places within the larger document.

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Students who are college and career ready exhibit the following capacities in their reading, writing, and speaking and listening:

1. *They demonstrate independence as readers, writers, speakers, and listeners.*

   Students can, without significant scaffolding or support, comprehend and evaluate complex text across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points as well as ask questions and articulate their own ideas.

2. *They build strong content knowledge.*

   Students build a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They demonstrate their ability to become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and the specific in-depth expertise needed to comprehend subject matter and solve problems in different fields. They refine their knowledge and share it through substantive writing and speaking.

3. *They respond to the varying demands of audience, task, purpose, and discipline.*

   Students consider their reading, writing, and speaking and listening in relation to the contextual factors of audience, task, purpose, and discipline. They appreciate nuances, such as how the composition and familiarity of the audience should affect tone. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the natural sciences).

4. *They comprehend as well as critique.*

   Students are engaged and open-minded—but skeptical—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and assess the veracity of claims.

5. *They privilege evidence.*

   Students cite specific textual evidence when offering an oral or written interpretation of a piece of writing. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

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7. *They craft and look for structure.*

   Students attend to structure when organizing their own writing and speaking as well as when seeking to understand the work of others. They understand and make use of the ways of presenting information typical of different disciplines. They observe, for example, how authors of literary works craft the structure to unfold events and depict the setting.

8. *They use technology strategically and capably.*

   Students employ technology thoughtfully to enhance their reading, writing, speaking, and listening. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

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To develop college- and career-ready standards for Reading, Writing, and Speaking and Listening that are rigorous, relevant, and internationally benchmarked, the work group consulted evidence from a wide array of sources. These included standards documents from high-performing states and nations; student performance data (including assessment scores and college grades); academic research; frameworks for assessments, such as NAEP; and results of surveys of postsecondary instructors and employers regarding what is most important for college and career readiness.

The evidence strongly suggests that similar reading, writing, speaking, and listening skills are necessary for success in both college and the workplace. A review of the standards of high-performing nations also suggests that many of these skills are already required in secondary schools internationally. The work group has endeavored to articulate these skills in the Core Standards, focusing educators, students, parents, and resources on what matters most.

Given that a set of standards cannot be simplistically "derived" from any body of evidence, the work group sometimes relied on reasoned judgment to interpret where the evidence was most compelling. For example, there is not a consensus among college faculty about the need for incoming students to be able to comprehend graphs, charts, and tables and to integrate information in these data displays with the information in the accompanying text. Although some evidence suggests that this skill is critical in the workplace and in some entry-level courses, college faculties from the various disciplines disagree on its value (with science and economics faculty rating it more highly than English and humanities professors do). The work group ultimately included a standard on the integration of text and data because the preponderance of the evidence suggests the skill's importance in meeting the demands of the twenty-first-century workplace and some college classrooms.

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to full documents where available) as well as lists of standards linked to relevant sources of evidence.

Finally, while the standards reflect the best evidence available to date, the decisions the work group made are necessarily provisional. The core should be reexamined periodically as additional research on college and career readiness emerges. Indeed, this document may serve as an agenda for such research.

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This document is divided into three main sections: strands, applications, and supporting materials.

Strands

There are three *strands*: Reading, Writing, and Speaking and Listening. Although each strand is presented discretely for ease of understanding, the document should be considered a coherent whole.

The three strands are each in turn divided into two sections: S*tandards for Range and Content* and S*tandards for Student Performance*.

Standards for Range and Content

The Standards for Range and Content in each strand describe the contexts in which college- and career-ready students must be able to read, write, speak, and listen. Rather than merely supplement or illustrate the numbered list of Standards for Student Performance, the Standards for Range and Content are themselves required and carry equal force.

Standards for Student Performance

The Standards for Student Performance in each strand enumerate the essential skills and understandings that students who are college and career ready in reading, writing, and speaking and listening must have no later than the end of high school.

Applications

The clearest examples of the integrated nature of communication are the *Applications of the Core* for Research and Media. The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks, such as research and media. Rather than having an additional set of standards that would largely duplicate those already in Reading, Writing, and Speaking and Listening, the document includes the Research and Media applications that draw upon standards already in those strands. This both reaffirms the centrality of the core processes of reading, writing, speaking, and listening and shows how those processes can be combined and extended to describe key communicative acts in the classroom and workplace.

In the Research and Media applications, specific Reading, Writing, and Speaking and Listening standards are identified with a letter corresponding to the relevant strand (R for Reading, W for Writing, and S&L for Speaking and Listening) and a number or letter corresponding to the statement within that strand. For example, R-14 refers to the fourteenth statement in the Standards for Student Performance in Reading,

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College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

Draft for Review and Comment

September 21, 2009

College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

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Core Standards for Reading, Writing, and Speaking and Listening

The Core Standards identify essential college- and career-ready skills and knowledge in reading, writing, and speaking and listening across the disciplines. While the English language arts classroom has often been seen as the proper site for literacy instruction, this document acknowledges that the responsibility for teaching such skills must also extend to the other content areas. Teachers in the social and natural sciences, the humanities, and mathematics need to use their content area expertise to help students acquire the discipline-specific skills necessary to comprehend challenging texts and develop deep knowledge in those fields. At the same time, English language arts teachers not only must engage their students in a rich array of literature but also must help develop their students' ability to read complex works of nonfiction independently.

What is taught is just as important as how it is taught; the Core Standards should be accompanied by a comprehensive, content-rich curriculum. While this document defines the outcomes all students need to reach to be college and career ready, many important decisions about curriculum will necessarily be left to states, districts, schools, teachers, professional organizations, and parents. For example, while the standards require that students read texts of sufficient complexity, quality, and range, this document does not contain a required reading list. If states and districts choose to develop one, they should look at the Reading exemplars provided here to get a sense of the level of complexity students must be able to handle independently when they read. Educators can also model their efforts on reading lists from around the nation and the world as long as the texts ultimately included meet the range and content standards in this document.

Standards today must ready students for competition and collaboration in a global, media-saturated environment. Colleges and universities have become international meetinghouses where people from across the globe learn with and from one another. At the same time, business today is truly a worldwide enterprise. Media-related technology helps shape what goes on in both college and the workplace; indeed, it has in some important ways reshaped the very nature of communication. Students who meet the Core Standards will have the reading, writing, speaking, and listening skills to flourish in the diverse, rapidly changing environments of college and careers.

Although reading, writing, and speaking and listening are articulated separately in the standards that follow, these divisions are made for the sake of clarity and manageability. In reality, the processes of communication are tightly interrelated and often reciprocal. The act of reading can no more be separated from the written word than the act of listening can be from the spoken word. When reading, students demonstrate their comprehension most commonly through a spoken or written interpretation of the text. As students solve problems, share insights, and build the

knowledge they need for college and career success, they draw simultaneously on their capacities to read, write, speak, and listen.

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Performance in Reading, and W-A refers to the first statement of the Standards for Range and Content in Writing.

Supporting Materials: Reading and Writing Exemplars
Reading and Writing exemplars, and their accompanying annotations, are used to lend further specificity to the standards.

Reading Exemplars
The Reading exemplars, representing a range of subject areas, time periods, cultures, and formats, illustrate the level of text complexity students ready for college and careers must be able to handle on their own. The exemplars are mostly excerpts or representations of larger works. To be truly college and career ready, students must be able to handle full texts—poems, short stories, novels, technical manuals, research reports, and the like. Annotations accompanying the exemplars explain how each text meets the criterion of high text complexity. The annotations also provide brief performance examples that further clarify the meaning and application of the standards.

~~Writing Exemplars~~ - Coming in the next draft
~~The Writing exemplars are authentic samples of student writing created across the nation under a variety of conditions and for a variety of purposes and audiences. Annotations accompanying the exemplars indicate how these samples meet the Standards for Student Performance in Writing.~~

Core Standards for Reading Informational and Literary Texts

Standards for the Range and Content of Student Reading

A. **Complexity:** A crucial factor in readiness for college and careers is students' ability to comprehend complex texts independently. In college and careers, students will need to read texts characterized by demanding vocabulary, subtle relationships among ideas or characters, a nuanced rhetorical style and tone, and elaborate structures or formats. These challenging texts require the reader's close attention and often demand rereading in order to be fully understood.

B. **Quality:** The literary and informational texts chosen for study should be rich in content and in a variety of disciplines. All students should have access to and grapple with works of exceptional craft and thought both for the insights those works offer and as models for students' own thinking and writing. These texts should include classic works that have broad resonance and are alluded to and quoted often, such as influential political documents, foundational literary works, and seminal historical and scientific texts. Texts should also be selected from among the best contemporary fiction and nonfiction and from a diverse range of authors and perspectives.

C. **Vocabulary:** To be college and career ready, students must encounter and master a rich vocabulary. Complex texts often use challenging words, phrases, and terms that students typically do not encounter in their daily lives. Specific disciplines and careers have vocabularies of their own. Attentive reading of sophisticated works in a wide range of fields, combined with close attention to vocabulary, is essential to building comprehension and knowledge.

D. **Range:** Students must be able to read a variety of literature, informational texts, and multimedia sources in order to gain the knowledge base they need for college and career readiness.

   Literature: Literature enables students to access through imagination a wide range of experiences. By immersing themselves in literature, students enlarge their experiences and deepen their understanding of their own and other cultures. Careful reading of literature entails attentiveness to craft and details of design, which has broad value for students' work in college and career environments.

   Informational Text: Because most college and workplace reading is nonfiction, students need to hone their ability to acquire knowledge from informational texts. Workplace and discipline-specific reading will often require students to demonstrate persistence as they encounter a large amount of unfamiliar and often technical vocabulary and concepts. Students must demonstrate facility with the features of texts particular to a variety of disciplines, such as history, science, and mathematics.

   Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects.

E. **Quantity*:*** Students must have the capacity to handle independently the quantity of reading material, both in print and online, required in college and workforce training. Studies show that the amount of reading students face in high school is often far lower than that required for typical first-year college courses. Students need to be able to perform a close reading of a much higher volume of texts and to sort efficiently through large amounts of print and online information in search of specific facts or ideas.

Note: *The essential role of independence in college and career readiness:* The significant scaffolding that often accompanies reading in high school usually disappears in college and workforce training environments. Students must therefore have developed their ability to read texts of sufficient complexity, quality, and range on their own. To become independent, students must encounter unfamiliar texts presented without supporting materials.

Core Standards for Reading Informational and Literary Texts

Standards for Student Performance

1. Determine both what the text says explicitly and what can be inferred logically from the text.
2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.
3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.
4. Delineate the main ideas or themes in the text and the details that elaborate and support them.
5. Determine when, where, and why events unfold in the text, and explain how they relate to one another.
6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.
7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.
8. Analyze how specific word choices shape the meaning and tone of the text.
9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.
10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.
11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.
12. Extract key information efficiently in print and online using text features and search techniques.
13. Ascertain the origin, credibility, and accuracy of print and online sources.
14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.
15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.
16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.
17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and solve problems.
18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.

Note: *These Standards for Student Performance, as is the case for every strand, must be demonstrated across the range and content from the preceding page.* They are meant to apply to fiction and nonfiction. For example:

- "Determine when, where, and why events unfold" applies to plot and setting in literature as well as the sequence of a scientific procedure.
- "Analyze the traits, motivations, and thoughts of individuals" applies to studying characters in fiction and figures in historical texts.

Core Standards for Writing

Standards for the Range and Content of Student Writing

A. **Purpose:**

Make an Argument: While many high school students have experience presenting their opinions, they need to be able to make arguments supported by evidence in order to be ready for careers and college. Students must be able to frame the debate over a claim, present the reasoning and evidence for the argument, and acknowledge and address its limitations. In some cases, students will make arguments to gain entry to college or to obtain a job, laying out their qualifications or experience. In college, students might defend an interpretation of a work of literature or of history; in the workplace, employees might write to recommend a course of action.

Inform or Explain: In college and in workforce training, writing is a key means for students to show what they know and to share what they have seen. Writing to inform or explain often requires students to integrate complex information from multiple sources in a lucid fashion. Explanations can take the form of laying out facts about a new technology or documenting findings from historical research; well-crafted explanations often make fresh connections and express ideas creatively.

B. **Audience:** Students must adapt their writing so that it is appropriate to the audience by choosing words, information, structures, and formats that conform to the conventions of the discipline in which they are writing. The form and use of evidence in literary analysis, for example, are likely to be quite different from those in geology or business. Students must also be able to consider their audience's background knowledge and potential objections to an argument.

C. **Situation:**

On-demand Writing: Students must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline. College and career readiness requires that students be able to write effectively to a prompt on an exam or respond quickly yet thoughtfully to a supervisor's urgent request for information.

Writing over Time: Students must be able to revisit and make improvements to a piece of their writing over multiple drafts when circumstances encourage or require it. To improve writing through revision, students must be capable of distinguishing good changes from ones that would weaken the writing.

D. **Technology and Collaboration:** Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback.

E. **Quantity:** The evidence is clear that, in order to become better writers, students must devote significant time to producing writing. Students must practice writing several analytical pieces each term if they are to achieve the deep analysis and interpretation of content expected for college and careers.

Note on narrative writing:

Narrative writing is an important mode of writing; it is also a component of making an argument and writing to inform or explain. Telling an interesting story effectively or providing an accurate account of a historical incident requires the skillful use of narrative techniques. Narrative writing requires that students present vivid, relevant details to situate events in a time and place and also craft a structure that lends a larger shape and significance to those details. As an easily grasped and widely used way to share information and ideas with others, narrative writing is a principal stepping-stone to writing forms directly relevant to college and career readiness.

Core Standards for Writing

Standards for Student Performance

1. Establish and refine a topic or thesis that addresses the specific task and audience.
2. Gather the information needed to build an argument, provide an explanation, or address a research question.
3. Sustain focus on a specific topic or argument.
4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.
5. Create a logical progression of ideas or events, and convey the relationships among them.
6. Choose words and phrases to express ideas precisely and concisely.
7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.
8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.
9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.
10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.
11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.
12. Use technology as a tool to produce, edit, and distribute writing.

When **writing to inform or explain**, students must also do the following:

13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.
14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.
15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

When **writing arguments**, students must also do the following:

16. Establish a substantive claim, distinguishing it from alternate or opposing claims.
17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.
18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

Note: "The conventions of standard written English" encompass a range of commonly accepted language practices designed to make writing clear and widely understood. When formal writing contains errors in grammar, usage, and mechanics, its meaning is obscured, its message is too easily dismissed, and its author is often judged negatively. Proper sentence structure, correct verb formation, careful use of verb tense, clear subject-verb and pronoun-antecedent agreement, conventional usage, and appropriate punctuation are of particular importance to formal writing.

Core Standards for Speaking and Listening

Standards for the Range and Content of Student Speaking and Listening

A. **Group and One-to-One Situations:** Students are expected to be able to speak and listen effectively in both groups and one-to-one. Success in credit-bearing college coursework, whether in the humanities, mathematics, or the sciences, depends heavily on being able to take in and respond to the concepts and information conveyed in lectures and class discussions. Success in the workplace is similarly dependent on listening attentively to colleagues and customers and expressing ideas clearly and persuasively.

   These speaking and listening skills may need to be applied differently in different settings. The immediate communication between two people might be replaced by formal turn taking in large-group discussions. When working in classroom or workplace teams, students should be able to ask questions that initiate thoughtful discussions, gain the floor in respectful ways, and build on the contributions of others to complete tasks or reach consensus.

B. **Varied Disciplinary Content:** Students must adapt their speaking and listening to a range of disciplines to communicate effectively. Each academic discipline and industry has its own vocabulary and conventions; for instance, evidence is handled and discussed differently in literary analysis than in history or medicine or the sciences. College- and career-ready students must develop a foundation of disciplinary knowledge and conventions in order not only to comprehend the complexity of information and ideas but also to present and explain them.

C. **Multimedia Comprehension:** New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and also must integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audience. Multimedia accelerates the speed at which connections between reading, writing, speaking, and listening can be made, requiring students to be ready to use these skills nearly simultaneously.

Core Standards for Speaking and Listening

Standards for Student Performance

1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.
2. Present information, findings, and supporting evidence clearly and concisely.
3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.
4. Demonstrate command of formal Standard English when appropriate to task and audience.
5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.
6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.
7. Ask relevant questions to clarify points and challenge ideas.
8. Respond constructively to advance a discussion and build on the input of others.

Note: "Style appropriate to the topic, purpose, and audience" includes word choice specific to the demands of the discipline as well as delivery techniques such as gestures and eye contact that contribute to effective message delivery.

"Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric" includes distinguishing facts from opinions and determining whether the speaker is biased and evidence has been distorted.

Application of the Core: Research

The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks such as research. This section shows how standards in the core incorporate the skills of research.

To be college and career ready, students must engage in research and present their findings in writing and orally, in print and online. The ability to conduct research independently and effectively plays a fundamental role in gaining knowledge and insight in college and the workplace.

Research as described here is not limited to the formal, extended research paper nor simply to gathering information from books; rather, research encompasses a flexible yet systematic approach to resolving questions and investigating issues through the careful collection, analysis, synthesis, and presentation of information from a wide range of print and digital sources, such as historical archives and online interviews. With well-developed research skills, students have the tools to engage in sustained inquiry as well as the sort of short, focused research projects that typify many assignments in college and the workplace.

Research in the digital age offers new possibilities as well as new or heightened challenges. While the Internet provides ready access to unprecedented amounts of primary and secondary source material (such as oral histories, historical documents, maps, and scientific reports), students sorting through this wealth of data must be skilled at and vigilant in determining the origin and credibility of these sources.

The following Core Standards pertain to elements of the research process and particular research skills required for college and career readiness:

Formulate research questions:

- Establish and refine a topic or thesis that addresses the specific task and audience. (W-1)
- Establish a substantive claim, distinguishing it from alternate or opposing claims. (W-16)

Gather and evaluate relevant information from a range of sources:

- Gather the information needed to build an argument, provide an explanation or address a research question. (W-2)
- Extract key information efficiently in print and online using text features and search techniques. (R-12)
- Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- Follow the progression of the speaker's message and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Analyze research sources:

- Delineate the main ideas or themes in the text and the details that elaborate and support them. (R-4)
- Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5)
- Discern the most important ideas, events, or information and summarize them accurately and concisely. (R-3)
- Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes. (R-15)
- Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate. (W-18)

Report findings:

- Link claims and evidence with clear reasons and ensure that the evidence is relevant and sufficient to support the claims. (W-17)
- Convey complex information clearly and coherently to the audience through purposeful selection and organization of the content. (W-14)
- Demonstrate understanding of the content by reporting the facts accurately and anticipating reader misconceptions. (W-15)
- Present information, findings, and supporting evidence, clearly and concisely. (S&L-2)
- Support and illustrate arguments and explanations with relevant details, examples, and evidence. (W-4)
- Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism. (W-10)

Application of the Core: Media

The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks such as media analysis and creation. This section shows how standards in the core apply to media.

Rapidly evolving technologies are powerful tools—but only for those who have the skills to put them to work. As the capability of the technology grows, students' command of these skills must only increase.

At the core of media mastery are the same fundamental capacities as are required offline in traditional print forms: an ability to access, understand, and evaluate complex materials and messages and to produce clear, effective communications. Media mastery does, however, call upon students to apply these core skills in new ways and contexts. Media enable students to communicate quickly with a large, often unknown, and broadly diverse audience. Whereas in the past, students may have had days or weeks to digest new information and formulate a response, the online environment pushes students to exercise judgment and present their responses in a matter of minutes.

Speed is not the only new factor. In the electronic world, reading, writing, speaking, and listening are uniquely intertwined. Multimedia forms force students to engage with constantly changing combinations of elements, such as graphics, images, hyperlinks, and embedded video and audio. The technology itself is changing quickly, creating new urgency for adaptation and flexibility on the part of students.

The following Core Standards describe the particular reading, writing, speaking, and listening skills that students will need in order to use media effectively in college and careers:

Standards for Range and Content drawn from each strand

Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects. [R-D]

***Technology and Collaboration*:** Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback. [W-D]

***Multimedia Comprehension*:** New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audiences. Multimedia accelerates the speed at which connections between reading, writing, and speaking and listening can be made, requiring students to be ready to use these skills nearly simultaneously. [S&L-C]

Standards for Student Performance drawn from each strand

Gather information from a wide array of electronic sources and multimedia:

- Extract key information efficiently in print and online using text features and search techniques. (R-12)
- Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5)

Evaluate information from digital media:

- Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- Follow the progression of the speaker's message and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Create and distribute media communications:

- Use technology as a tool to produce, edit, and distribute writing. (W-12)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding. (S&L-3)

Illustrative Texts

Exemplars of Reading Text Complexity

As described in the Standards for the Range and Content of Student Reading, college- and career-ready students must be able to read texts of sufficient complexity on their own. Studies show that many students who are unable to read sufficiently challenging texts independently by the end of high school struggle with the reading demands of college; many twenty-first-century careers likewise demand that people be able to obtain, search through, and comprehend large amounts of often technical information.

To develop that ability, students should engage with high-quality texts that provide strong models of thinking and writing, that challenge them intellectually, and that introduce them to rich content, sophisticated vocabulary, and examples of exceptional craft. The reading students do should be broad and deep, allowing them to extend their knowledge of particular subjects as well as learn about the features of texts written for different disciplines, audiences, and purposes. While no sampling can do justice to the numerous ways in which different authors craft complex prose, as a collection the exemplar texts below illustrate the level of complexity that college- and career-ready students should be able to handle independently by the end of high school. Texts in translation have not been included in this draft but will be part of future drafts.

How Text Complexity was Determined

In addition to surveys of required reading in twelfth grade and the first year of college as well as consultations with experts, two leading measurement systems were used to help make the selections below. The first system—a methodology described by Jeanne Chall and her coauthors in *The Qualitative Assessment of Text Difficulty*—employs trained raters to measure the sophistication of vocabulary, density of ideas, and syntactic complexity in a text as well as the general and subject-specific knowledge and the level of reasoning required for understanding it. The second system, Coh-Metrix, incorporates into its computer-based analysis more than sixty specific indices of syntax, semantics, readability, and cohesion to assess text complexity. Central to its assessment are measures of text cohesiveness, which is the degree to which the text uses explicit markers to link ideas. By analyzing the degree to which those links are missing in a text—and therefore the degree to which a reader must make inferences to connect ideas—this measure gauges a key factor in the comprehension demand of a text.

The two methods described above have limitations. The complexity of poems (such as "O Captain! My Captain!") cannot be assessed by Coh-Metrix because poetry adheres to different rules of construction than does prose. Similarly, while individual stories in the sample *New York Times* front pages can be measured for complexity by Coh-Metrix, the method does not capture how the electronic environment enhances or detracts from readability. However, for those exemplar texts whose complexity could be measured by both systems, comparable results were yielded by Coh-Metrix and the Chall method.

Note: The samples of complex text are supplemented by brief performance examples that further clarify the meaning of the standards. These illustrate specifically the application of the performance standards to texts of sufficient complexity, quality, and range. Relevant standards are noted in brackets following each sample performance.

Notes on Illustrative Text #1

Pride and Prejudice by Jane Austen

Jane Austen's *Pride and Prejudice* is a sophisticated literary text featuring multiple plotlines, a style and word choice reflective of its time period and setting, and subtle relationships among characters; the excerpt here can only illustrate some of the complexities that readers of the full work will encounter. The novel's opening sentence—"It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife"—signals that today's readers will need to employ literary imagination and historical context to re-create for themselves a world largely in the past. The novel's style is elaborate, with many lengthy and, to the modern ear, formal-sounding sentences typical of the period during which the novel was written. While the dialogue is less formal than much of the surrounding text, words and phrases such as *let* (to mean "rent" or "lease") and *chaise and four* (referring to a type of carriage) mark the novel's setting. The excerpt suggests also the kind of close reading of the subtleties of character that readers must perform. The banter between Mr. and Mrs. Bennet reveals both affection and difference of opinion, and it offers clues to the mores of well-to-do English society in the early nineteenth century.

Sample performance aligned with the Core Standards

Students analyze the first impressions given of Mr. and Mrs. Bennet in the first chapter of *Pride and Prejudice* based on how the characters are described, what they say and do, and how they interact. Students compare these first impressions with their later understanding based on how the characters develop throughout the novel. [R-6]

Illustrative Text #1

from *Pride and Prejudice*

Chapter 1

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families that he is considered as the rightful property of some one or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it."

Mr. Bennet made no answer.

"Do not you want to know who has taken it?" cried his wife impatiently.

"*You* want to tell me, and I have no objection to hearing it."

This was invitation enough.

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?"

"Bingley."

"Is he married or single?"

"Oh! single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!"

"How so? how can it affect them?"

"My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

"Is that his design in settling here?"

"Design! nonsense, how can you talk so! But it is very likely that he *may* fall in love with one of them, and therefore you must visit him as soon as he comes."

"I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley might like you the best of the party."

"My dear, you flatter me. I certainly *have* had my share of beauty, but I do not pretend to be any thing extraordinary now. When a woman has five grown-up daughters she ought to give over thinking of her own beauty."

"In such cases a woman has not often much beauty to think of."

"But, my dear, you must indeed go and see Mr. Bingley when he comes into the neighbourhood."

"It is more than I engage for, I assure you."

"But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account, for in general, you know, they visit no new-comers. Indeed you must go, for it will be impossible for us to visit him if you do not."

"You are over-scrupulous surely. I dare say Mr. Bingley will be very glad to see you; and I will send a few lines by you to assure him of my hearty consent to his marrying whichever he chuses of the girls: though I must throw in a good word for my little Lizzy."

"I desire you will do no such thing. Lizzy is not a bit better than the others; and I am sure she is not half so handsome as Jane, nor half so good-humoured as Lydia. But you are always giving *her* the preference."

"They have none of them much to recommend them," replied he; "they are all silly and ignorant, like other girls; but Lizzy has something more of quickness than her sisters."

"Mr. Bennet, how can you abuse your own children in such a way! You take delight in vexing me. You have no compassion on my poor nerves."

"You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these twenty years at least."

"Ah! you do not know what I suffer."

"But I hope you will get over it, and live to see many young men of four thousand a year come into the neighbourhood."

"It will be no use to us if twenty such should come, since you will not visit them."

"Depend upon it, my dear, that when there are twenty, I will visit them all."

Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. *Her* mind was less difficult to develope. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news.

Notes on Illustrative Text #2

"O Captain! My Captain!" by Walt Whitman

Though poetry's complexity cannot be assessed by the measures of readability used for the prose exemplars, "O Captain! My Captain!" by Walt Whitman clearly has many of the features of complex texts listed in the Standards for the Range and Content of Student Reading. Modern readers must work to understand what would have been obvious to readers in 1865: "O Captain! My Captain!" is an extended-metaphor poem intended to convey Whitman's and the North's grief over the assassination of Abraham Lincoln so near the conclusion of hostilities in the Civil War. Every element in the poem stands for something else, with the captain representing Lincoln, the ship representing the Union (or the "ship of state"), the voyage representing the war, and so on. Historical context, along with skill in reading literature, is thus particularly important to interpreting this text.

Sample performance aligned with the Core Standards

Students apply knowledge gained from reading the *New York Times* articles on Lincoln's assassination to their understanding of the poem "O Captain! My Captain!" Specifically, students draw on the description of the crowd's response to the attack on Lincoln to inform their understanding of Whitman's poem. [R-17]

Illustrative Text #2

"O Captain! My Captain!" by Walt Whitman

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring,
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning,
Here, Captain! dear father!
This arm beneath your head;
It is some dream that on the deck
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip, the victor ship comes in with object won;
Exult, O shores, and ring O bells!
But I with mournful tread
Walk the deck my Captain lies,
Fallen cold and dead.

Notes on Illustrative Text #3

The front page of the *New York Times*, April 15, 1865

The challenge posed to a modern reader by the front page of the *New York Times* on April 15, 1865, is significant in terms of format, timeliness, and point of view. Unlike the graphically heavy front page of modern newspapers, this 1865 *New York Times* front page is mostly uninterrupted columns of text. The reader is obviously expected to proceed from top to bottom and left to right across the page, but little other guidance is provided. Because the assassination of Lincoln was still "breaking news" as this edition of the *Times* would have gone to press, some details of the event would have not yet been known; readers will have to sort out what they know about the assassination from what the people reading the paper on that Saturday morning would just have been learning. Three accounts of the events rather than one are provided here, and the sourcing and tone vary greatly. Certain details found in one place are contradicted in another: the "Detail of the Occurrence," for example, suggests that Lincoln may not have been mortally wounded, but the main headline in the top left-hand corner of the page states "No Hopes Entertained of His Recovery." While the first two accounts aim at a certain objectivity, the third begins with a flourish that may surprise readers more used to a restrained style of journalism: "A stroke from Heaven laying the whole of the city in instant ruin could not have startled us as did the word that broke from Ford's Theatre a half hour ago that the President had been shot."

Sample performance aligned with the Core Standards

Students analyze how the three different accounts on the front page portray Lincoln's assassination, including which details are similar or different. [R-15]

Illustrative Text #3: The front page of the *New York Times*, April 15, 1865

http://timesmachine.nytimes.com/browser/1865/04/15/P1

The New-York Times.

VOL. XIV.....NO. 4230. NEW-YORK, SATURDAY, APRIL 15, 1865. PRICE FOUR CENTS

AWFUL EVENT.

President Lincoln Shot by an Assassin.

The Deed Done at Ford's Theatre Last Night.

THE ACT OF A DESPERATE REBEL

The President Still Alive at Last Accounts.

No Hopes Entertained of His Recovery.

Attempted Assassination of Secretary Seward.

DETAILS OF THE DREADFUL TRAGEDY.

[OFFICIAL.]

War Department, Washington, April 15- 1:30 A.M.

Maj.-Gen. Dix:

This evening at about 9:30 P.M., at Ford's Theater, the President, while sitting in his private box with Mrs. Lincoln, Mrs. Harris, and Major Rathbum, was shot by an assassin, who suddenly entered the box and approached behind the President.

The assassin then leaped upon the stage, brandishing a large dagger or knife, and made his escape in the rear of the theater.

EUROPEAN NEWS.

TWO DAYS LATER BY THE EUROPA.

The Insult to Our Cruisers by Portugal.

The American Minister at Lisbon Demands Satisfaction.

Dismissal of the Commander of Forts Being Requested.

Further Advances in Five-Twenties.

FINANCIAL AND COMMERCIAL.

DETAILS OF THE DREADFUL TRAGEDY.

[OFFICIAL.]

War Department, Washington, April 15- 1:30 A.M.

Maj.-Gen. Dix:

This evening at about 9:30 P.M., at Ford's Theater, the President, while sitting in his private box with Mrs. Lincoln, Mrs. Harris, and Major Rathbum, was shot by an assassin, who suddenly entered the box and approached behind the President.

The assassin then leaped upon the stage, brandishing a large dagger or knife, and made his escape in the rear of the theater.

ANOTHER ACCOUNT.

Special Dispatch to the New-York Times.

Washington, Friday, April 14, 11:15 P.M.

A stroke from Heaven laying the whole of the city in instant ruin could not have startled us as did the word that broke from Ford's Theater a half hour ago that the President had been shot. It flew everywhere in five minutes, and set five thousand people in swift and excited motion on the instant.

DETAIL OF THE OCCURRENCE.

Washington, Fnday, April 14- 12:30 A.M.

The President was shot in a theater tonight, and is, perhaps, mortally wounded. Secretary Seward was also assassinated.

SECOND DISPATCH.

Washington, Fnday, April 14. President Lincoln and wife, with other friends, this evening visited Ford's Theater for the purpose of witnessing the performance of the "American Cousin."

Notes on Illustrative Text #4

The Declaration of Independence

The Declaration of Independence represents the kind of rich primary source material students should be able to read on their own by the end of high school. Though some of the lines ("We hold these truths . . .") are familiar to most American readers, the case against Great Britain that the Declaration lays out, expressed in elevated, sometimes archaic language (*unalienable*, *hath*, *usurpations*), requires careful examination to follow in its particulars. The beginning of the document, excerpted here, poses a reading challenge partly because of its philosophical abstractness. The first three sentences, although formally divided, are one continuous list of propositions ("truths") about the nature of government and the rights of the people. Further complicating the reading is that there is little explicit cohesion between sentences—links supplied by words and phrases such as "for example," "moreover," or "in addition"—to help readers understand the relationship between the ideas being expressed.

Sample performance aligned with the Core Standards

Students compare the argument that the Declaration makes justifying revolution to Martin Luther King, Jr.'s defense of civil disobedience in *Letter from Birmingham Jail.* [R-15]

Illustrative Text #4

from The Declaration of Independence

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive to these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new guards for their future security. —Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

Notes on Illustrative Text #5

Letter from Birmingham Jail by Martin Luther King, Jr.

Martin Luther King, Jr.'s, *Letter from Birmingham Jail* presents many challenges to the reader in terms of its format, purpose, tone, use of allusions, and language. Apart from letters to the editor (most of which are relatively short), public letters such as King's are uncommon today. The purpose of the text may also be confusing: King is ostensibly addressing his "Fellow Clergymen," but skilled readers will reasonably infer that King's message is intended for a broader audience. Though the tone of the text is measured, King's passion for his cause comes through. The author frequently points outside the *Letter* itself through allusions to other texts, including the Hebrew and Christian scriptures. Moreover, King uses sophisticated vocabulary (*cognizant*, *mutuality*, *provincial*, *gainsaying*) and figurative language (*garment of destiny*) throughout his text. However, the piece is both coherent in that its sequence is signaled ("While confined here . . . But more basically . . . Moreover, I am cognizant . . .") and cohesive in that its clauses and sentences are logically linked for the reader ("Just as the prophets . . . and just as the Apostle Paul . . . so am I compelled . . .").

Sample performance aligned with the Core Standards

Students evaluate the reasoning and rhetoric of the three very different arguments King makes to defend his being in Birmingham. Students assess the different kinds of evidence he uses to support each argument. [R-14]

Illustrative Text #5

from *Letter from Birmingham Jail**

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My Dear Fellow Clergymen:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statements in what I hope will be patient and reasonable terms.

I think I should indicate why I am here In Birmingham, since you have been influenced by the view which argues against "outsiders coming in." I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty-five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct-action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I. compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

*As reprinted in *Why We Can't Wait* by King, Jr., M. L. (2000). New York City: Signet Classics.

Notes on Illustrative Text #6

Toni Morrison's Nobel lecture, 1993

Toni Morrison's Nobel lecture, though originally delivered orally, can be read on the page as a complex work of analysis and criticism. Its structure, syntax, imagery, language, and density of ideas contribute to the challenge of studying it in this manner. As this excerpt shows, Morrison begins with a folktale. While the "once upon a time" opening may lead readers into thinking that the lecture will primarily be in narrative form, Morrison uses the tale mainly as a springboard for an abstract, allegorical discussion of language, writing, and those who have no voice in society. Morrison often employs sophisticated sentences that require patience and concentration to follow. Readers may recognize places where Morrison varies sentence patterns to change pace and rhythm—particularly important to the oral delivery of the text. The images Morrison creates are powerful and poetic, the diction is elevated and academic, and the word choice is metaphorical and unconventional: "Official language smitheryed to sanction ignorance and preserve privilege is a suit of armor polished to shocking glitter, a husk from which the knight departed long ago." The richness and abstractness of the ideas in the lecture mean that rereadings may be necessary to comprehend and evaluate the ideas fully.

Sample performance aligned with the Core Standards

Students determine what Morrison means when she compares language to "a bird in the hand," including the different connotations of this phrase that she develops throughout the lecture. Students also explore what Morrison means by saying that both the bird and language can be "dead or alive." [R-7]

Illustrative Text #6

from Toni Morrison's Nobel lecture, 1993

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"Once upon a time there was an old woman. Blind but wise." Or was it an old man? A guru, perhaps. Or a griot soothing restless children. I have heard this story, or one exactly like it, in the lore of several cultures.

"Once upon a time there was an old woman. Blind. Wise."

In the version I know the woman is the daughter of slaves, black, American, and lives alone in a small house outside of town. Her reputation for wisdom is without peer and without question. Among her people she is both the law and its transgression. The honor she is paid and the awe in which she is held reach beyond her neighborhood to places far away; to the city where the intelligence of rural prophets is the source of much amusement.

One day the woman is visited by some young people who seem to be bent on disproving her clairvoyance and showing her up for the fraud they believe she is. Their plan is simple: they enter her house and ask the one question the answer to which rides solely on her difference from them, a difference they regard as a profound disability: her blindness. They stand before her, and one of them says, "Old woman, I hold in my hand a bird. Tell me whether it is living or dead."

She does not answer, and the question is repeated. "Is the bird I am holding living or dead?"

Still she doesn't answer. She is blind and cannot see her visitors, let alone what is in their hands. She does not know their color, gender or homeland. She only knows their motive.

The old woman's silence is so long, the young people have trouble holding their laughter.

Finally she speaks and her voice is soft but stern. "I don't know", she says. "I don't know whether the bird you are holding is dead or alive, but what I do know is that it is in your hands. It is in your hands."

Her answer can be taken to mean: if it is dead, you have either found it that way or you have killed it. If it is alive, you can still kill it. Whether it is to stay alive, it is your decision.

Whatever the case, it is your responsibility.

For parading their power and her helplessness, the young visitors are reprimanded, told they are responsible not only for the act of mockery but also for the small bundle of life sacrificed to achieve its aims. The blind woman shifts attention away from assertions of power to the instrument through which that power is exercised.

Speculation on what (other than its own frail body) that bird-in-the-hand might signify has always been attractive to me, but especially so now thinking, as I have been, about the work I do that has brought me to this company. So I choose to read the bird as language and the woman as a practiced writer. She is worried about how the language she dreams in, given to her at birth, is handled, put into service, even withheld from her for certain nefarious purposes. Being a writer she thinks of language partly as a system, partly as a living thing over which one has control, but mostly as agency—as an act with consequences. So the question the children put to her: "Is it living or dead?" is not unreal because she thinks of language as susceptible to death, erasure; certainly imperiled and salvageable only by an effort of the will. She believes that if the bird in the hands of her visitors is dead the custodians are responsible for the corpse. For her a dead language is not only one no longer spoken or written, it is unyielding language content to admire its own paralysis. Like statist language, censored and censoring. Ruthless in its policing duties, it has no desire or purpose other than maintaining the free range of its own narcotic narcissism, its own exclusivity and dominance. However moribund, it is not without effect for it actively thwarts the intellect, stalls conscience, suppresses human potential. Unreceptive to interrogation, it cannot form or tolerate new ideas, shape other thoughts, tell another story, fill baffling silences. Official language smitheryed to sanction ignorance and preserve privilege is a suit of armor polished to shocking glitter, a husk from which the knight departed long ago. Yet there it is: dumb, predatory, sentimental. Exciting reverence in schoolchildren, providing shelter for despots, summoning false memories of stability, harmony among the public.

Notes on Illustrative Text #7

Inquiry into Life, 12th edition, by Sylvia S. Mader

These excerpts, and the prominent college-level biology textbook from which they are drawn, represent some of the challenges presented by complex writing in natural science, including discipline-specific terms (*covalent bond*, *plasma membrane*, *neurotransmitter*), everyday language used in specialized ways (*shell*, *channel*), abbreviations (H^+, *AChE*), and chains of cause-effect relationships that together describe sometimes elaborate processes. Although the figures the author, Sylvia S. Mader, refers to in the text are not included with these excerpts, students reading the larger work will have to integrate words, illustrations, and diagrams to make full sense of the ideas and concepts she describes. For these reasons and others, comprehension may be difficult for readers who have not had experience independently reading similar kinds of text and who lack a knowledge base in the subject. The author does employ a number of cohesive features to help readers understand the terminology and to link ideas. She repeats content words to let readers follow the flow of ideas; she sets up contrastive situations to illustrate the ideas (within, for example, the first and the third paragraphs below); and she uses transitional links ("In some synapses . . . In other synapses . . .") to help readers construct meaning.

Sample performance aligned with the Core Standards

Students discern the most important information in the description of covalent bonding and provide an accurate summary of the concept. [R-3]

Illustrative Text #7

from *Inquiry into Life*, 12th edition

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A **covalent bond** results when two atoms share electrons in such a way that each atom has an octet of electrons in the outer shell. In a hydrogen atom, the outer shell is complete when it contains two electrons. If hydrogen is in the presence of a strong electron acceptor, it gives up its electron to become a hydrogen ion (H^+). But if this is not possible, hydrogen can share with another atom and thereby have a completed outer shell. For example, one hydrogen atom will share with another hydrogen atom. Their two orbitals overlap, and the electrons are shared between them. Because they share the electron pair, each atom has a completed outer shell.

* * * * * * * *

The passage of salt (NaCl) across a plasma membrane is of primary importance to most cells. The chloride ion (Cl^-) usually crosses the plasma membrane because it is attracted by positively charged sodium ions (Na^+). First sodium ions are pumped across a membrane, and then chloride ions simply diffuse through channels that allow their passage.

As noted in Figure 4.2*a*, the genetic disorder cystic fibrosis results from a faulty chloride channel. Ordinarily, after chloride ions have passed though the membrane, sodium ions (Na^+) and water follow. In cystic fibrosis, Cl^- transport is reduced, and so is the flow of Na^+ and water.

* * * * * * * *

Once a neurotransmitter has been released into a synaptic cleft and has initiated a response, it is removed from the cleft. In some synapses, the postsynaptic membrane contains enzymes that rapidly inactivate the neurotransmitter. For example, the enzyme **acetylcholinesterase (AChE)** breaks down acetylcholine. In other synapses, the presynaptic membrane rapidly reabsorbs the neurotransmitter, possibly for repackaging in synaptic vesicles or for molecular breakdown. The short existence of neurotransmitters at a synapse prevents continuous stimulation (or inhibition) of postsynaptic membranes.

Notes on Illustrative Text #8

Sample business memo (ACT WorkKeys Reading for Information Test)

Though not a typical kind of reading in high school classrooms, the business communication, such as the one sampled here, is a form that career-ready students will need to be able to comprehend independently. This text, taken from ACT's WorkKeys Reading for Information Test, is challenging in large part because, like many such communications, it contains important, detailed information intended for a specialized audience. Structurally, the text offers little guidance on how it should be read. Potentially vital details appear throughout and are mingled with other details irrelevant to some readers (e.g., those without children). Even the paragraphing is somewhat inconsistent, especially between the first and second paragraphs. While the sentences are not particularly long and the language is not overly technical, the density of information and its lack of prioritization make this a complex text.

Sample performance aligned with the Core Standards

Students infer from the memo the conditions under which children who are under nineteen are not covered by the health plan. [R-1]

Illustrative Text #8

Sample business memo

WorkKeys Reading for Information Test has been reproduced with permission of ACT, Inc.

DETERMINING ELIGIBILITY FOR MEDICAL COVERAGE

All full-time employees of the company who work an average of at least 30 hours per week are eligible under this plan. Coverage begins on the first day of the month following the 30 days of active full-time employment. If employees enroll within 31 days of the date they are eligible, medical evidence of good health is not required. Temporary and part-time employees are not eligible. Employees are no longer eligible under this plan one month after the date they begin active duty in the armed forces of any country and continuing for the duration of their service.

If employees enroll their dependents within 31 days of the date they become eligible, medical evidence of good health is not required. If they do not, they will be required to submit evidence of good health for each dependent, at their expense, which is satisfactory to the company.

The following dependents are eligible under this plan: employees' spouses, employees' unmarried children under age 19, employees' unmarried dependent children under age 23 who are attending trade school, college, or university on a full-time basis, or employees' unmarried disabled children age 19 and over. Coverage ceases when spouses or children cease to be dependent upon employees for support. In the case of employees' spouses this is if they are legally separated or divorced. In the case of disabled children, this is when they are no longer disabled. Coverage will cease when dependents have served in the armed forces of any country for more than one month, or when maximum benefits have been paid.

Notes on Illustrative Text #9

FedViews, July 9, 2009, by Mary C. Daly (The Federal Reserve Bank of San Francisco's Web site)

This text illustrates some of the difficulties posed by integrating information gained from words and graphics. This sort of challenge is common in writing designed to inform or explain, including writing in the workplace. The bullet point format used here means that the kind of explicit transitions between ideas typically found in prose are missing; readers will have to infer relationships between the points made by the author, Mary C. Daly, and synthesize the information into a coherent whole. Readers will furthermore have to analyze both the words and the graphics, integrate the information, and check to see whether each source of information supports the other. Daly also uses a great deal of specialized language; the terms *feedback loop*, *credit availability*, and *barriers to credit* all appear in just the first bullet point here.

Sample performance aligned with the Core Standards

Students synthesize information drawn from the text as well as the graphs in order to gain an overarching view of the economy on July 9, 2009. [R-11]

Illustrative Text #9

from FedViews, July 9, 2009

Reprinted from the Federal Reserve Bank of San Francisco's FedViews of July 9, 2009. The opinions expressed in this article do not necessarily reflect the views of the management of the Federal Reserve Bank of San Francisco, or of the Board of Governors of the Federal Reserve System.

Mary C. Daly, vice president and director of the Center for the Study of Innovation and Productivity at the Federal Reserve Bank of San Francisco, states her views on the current economy and the outlook.

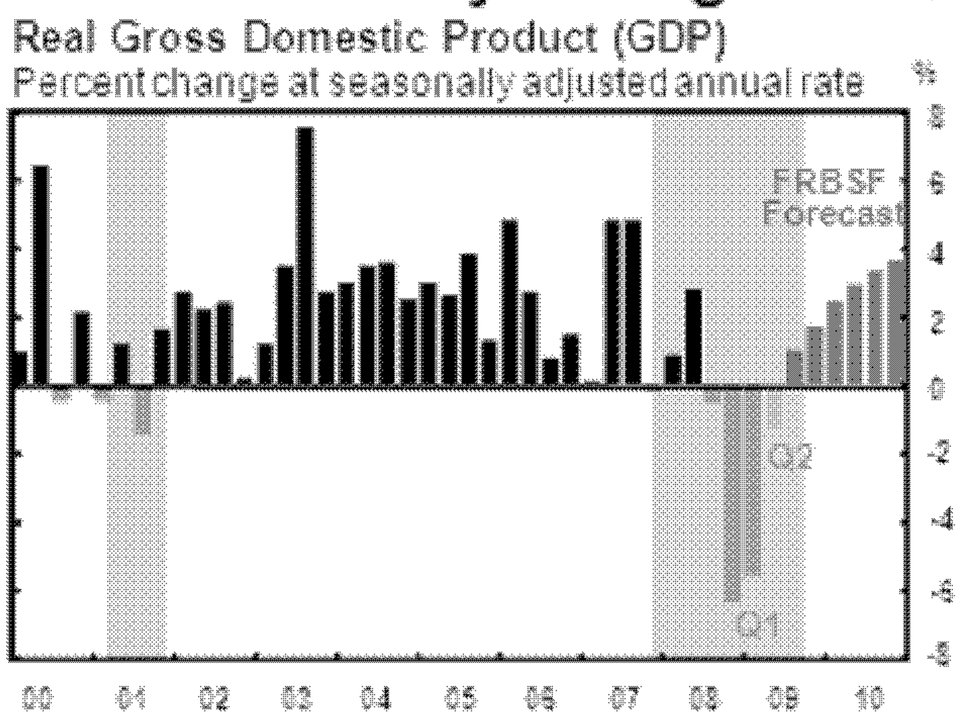
- Financial markets are improving, and the crisis mode that has characterized the past year is subsiding. The adverse feedback loop, in which losses by banks and other lenders lead to tighter credit availability, which then leads to lower spending by households and businesses, has begun to slow. As such, investors' appetite for risk is returning, and some of the barriers to credit that have been constraining businesses and households are diminishing.

- Income from the federal fiscal stimulus, as well as some improvement in confidence, has helped stabilize consumer spending. Since consumer spending accounts for two-thirds of all economic activity, this is a key factor affecting our forecast of growth in the third quarter.

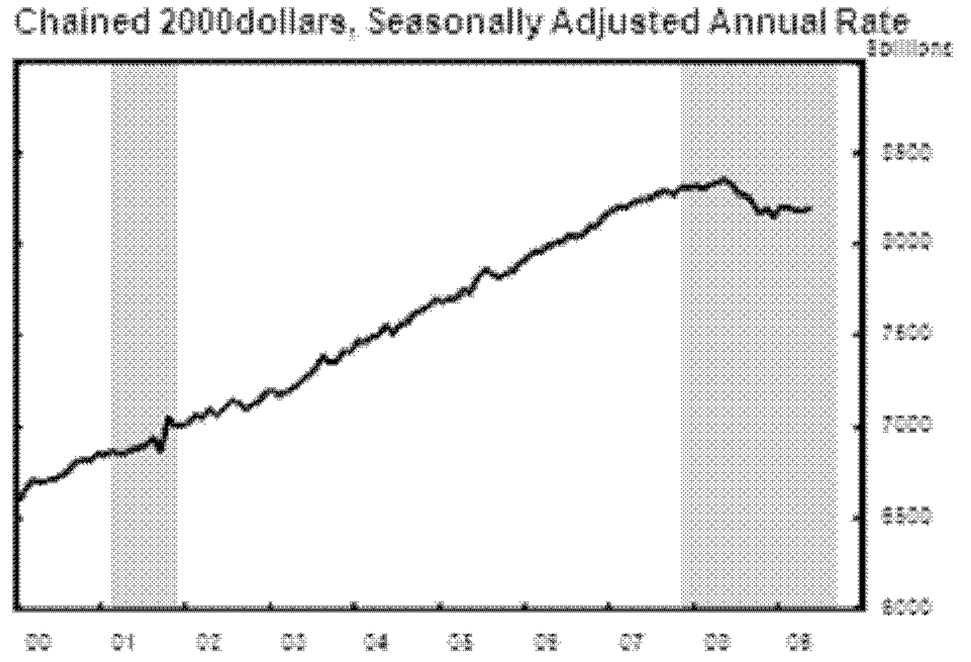
- The gradual nature of the recovery will put additional pressure on state and local budgets. Following a difficult 2009, especially in the West, most states began the 2010 fiscal year on July 1 with even larger budget gaps to solve.

- Still, many remain worried that large fiscal deficits will eventually be inflationary. However, a look at the empirical link between fiscal deficits and inflation in the United States shows no correlation between the two. Indeed, during the 1980s, when the United States was running large deficits, inflation was coming down.

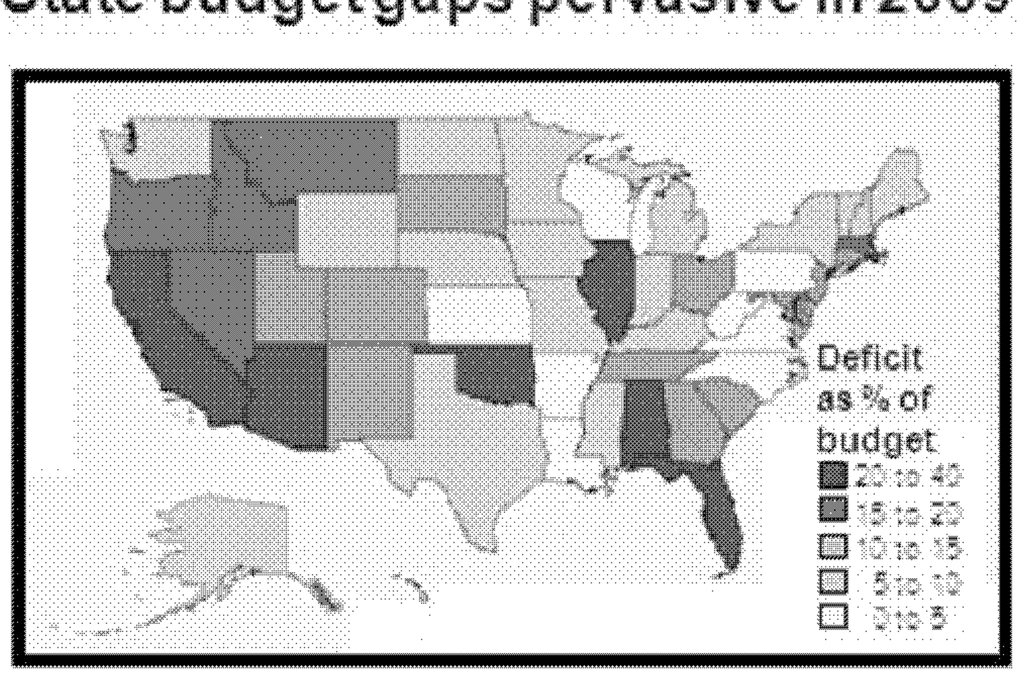
Modest recovery to begin in Q3

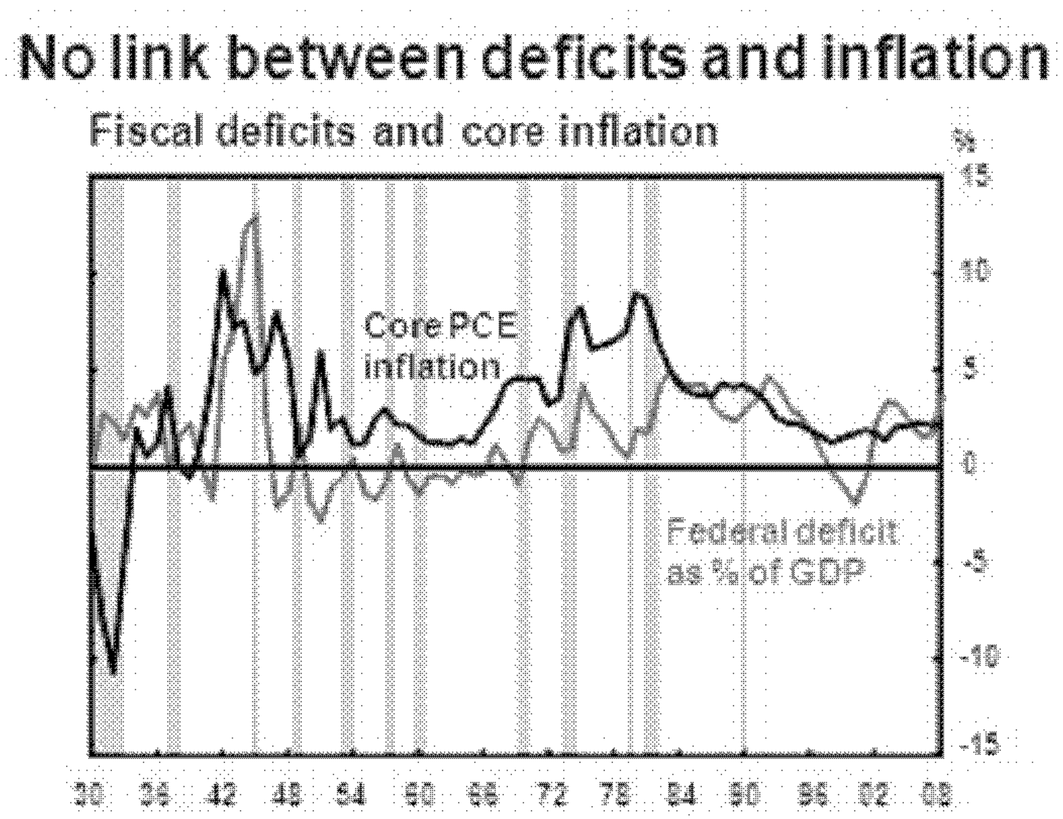


Consumers hanging on



State budget gaps pervasive in 2009




No link between deficits and inflation
Fiscal deficits and core inflation
%
15
10
5
0
-5
-10
-15
Core PCE inflation
Federal deficit as % of GDP
30
36
42
48
54
60
66
72
78
84
90
96
02
08

Notes on Illustrative Text #10

The front page of the *New York Times*, Web version, August 18, 2009, 9:03 a.m. ET

The challenge offered by this online text and others like it is very different from that offered by a complex continuous text in, say, the sciences. The brief passages are not conceptually difficult, the language is not technical or esoteric, and the sentences are not particularly complex. But these characteristics belie the complexity of the reading task. An online text of this kind requires readers to apply their print-reading skills in tandem with their knowledge of how to use online periodicals. The editors and designers have assigned levels of importance to individual stories and images, as measured by their size and position in the layout. The page itself uses words, numbers, icons, and other visual elements (e.g., line, color, and shape) to guide readers further. Headings in various colors direct readers to particular sections (OPINION, MARKETS, HEALTH), while links direct readers to particular stories ("Taliban Talks Are Key Issue in Afghan Vote"). Time markers ("3 minutes ago") help readers assess how new the information in a given story is. The text requires readers to make choices about which links to follow based on their understanding of how online text is typically structured and on a minimum of additional information (e.g., an icon of a camera, a drop-down menu in an ad).

Sample performance aligned with the Core Standards

Students select an article and use search terms and other features of the online text to research a specific aspect of the subject in more depth. [R-12]

Illustrative Text #10

The front page of the *New York Times*, Web version, August 18, 2009, 9:03 a.m. ET

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Sample of Works Consulted

I. College Readiness

A. Achieve, Inc. (2004). The American Diploma Project, *Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. (PDF)

B. Achieve, Inc. (2008) *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. Washington, DC: Achieve, Inc. (PDF)

C. ACT. (2009). *ACT College Ready English Standards*. Iowa City, IA: ACT. (PDF)

D. ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (PDF)

E. ACT. (2007). *Aligning Postsecondary Expectations and High School Practice: The Gap Defined (Policy Implications of the ACT National Curriculum Survey Results 2005-2006)*. Iowa City, IA: ACT. (PDF)

F. ACT. (2006). *Reading Between the Lines: What the ACT Reveals about College Readiness in Reading.* Iowa City, IA: ACT. (PDF)

G. ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (PDF)

H. ACT. (2007). *Rigor at Risk: Reaffirming Quality in the High School Core Curriculum.* Iowa City, IA: ACT. (PDF)

I. College Board (2008) *AP English Language and Composition and English Literature and Composition Course Description.* New York, NY: College Board. (PDF)

J. College Board (2009) *AP European History Course Description*, New York, NY: College Board. (PDF)

K. College Board (2009) *AP World History Course Description*, New York, NY: College Board. (PDF)

L. College Board. (2006). *College Board Standards for College Success.* New York, NY: College Board. (PDF)

M. Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research.

N. Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (PDF)

O. Marzano, R.J. and Kendall, J.S. (2007). *The New Taxonomy of Educational Objectives.* Second Edition. Thousand Oaks, CA: Corwin Press.

P. Morreale, S. & Pearson, J. (2008) "Why communication education is important: The centrality of the discipline in the 21st century." *Communication Education*, 57(2), 224-240.

Q. Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Entrance Examination Board. (PDF)

R. *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (Achieve).

II. Career Readiness

A. Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. (PDF)

B. ACT. (2007). *Aligning Postsecondary Expectations and High School Practice: The Gap Defined (Policy Implications of the ACT National Curriculum Survey Results 2005-2006)*. Iowa City, IA: ACT. (PDF)

C. ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (PDF)

D. ACT. (2007). *Rigor at Risk: Reaffirming Quality in the High School Core Curriculum*. Iowa City, IA: ACT. (PDF)

E. Casner-Lotto, J., Rosenblum, E., and Wright, M., (2009). *The Ill-Prepared Workforce: Exploring the Challenges of Employer-Provided Workforce Readiness Training.* The Conference Board.

F. Florida American Diploma Project Survey Results. (Achieve).

G. Hawai'i Career Ready Study. (2007). Commissioned by the Hawai'i P-20 Initiative.(PDF)

H. *Missouri Career Prep Certificate Program Planning Guide,* Missouri Department of Elementary and Secondary Education. (PDF)

I. Morreale, S. & Pearson, J. (2008) "Why communication education is important: The centrality of the discipline in the 21st century." *Communication Education*, 57(2), 224-240.

J. National Alliance of Business. (2002).*The American Diploma Project Workplace Study*. Washington, DC.

K. Partnership for 21st Century Skills. (2009). *Framework for 21st Century Learning*. Tucson, AZ.

L. Qualifications and Curriculum Authority. (2007). *Functional Skills and Standards.* (PDF)

M. The Conference Board. (2008). *New Graduates' Workforce*

Readiness.

III. International Documents

A. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003. (PDF)

B. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes,* 2007. (PDF)

C. **British Columbia:** English Literature 12, Integrated Resource Package, 2003. (PDF)

D. **England:** *English Programme of Study for Key stage 4*, 2007. (PDF)

E. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003. (PDF)

F. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (PDF)

G. **Hong Kong:** Hong Kong Examinations and Assessment Authority, 2007 HKCEE English Language, Recommended Texts for the School-Based Assessment Component. (PDF)

H. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level.* (PDF)

I. **Ireland:** Prescribed Material for English in the Leaving Certificate Examination in 2009. (PDF)

J. **New South Wales:** *English Stage 6 Syllabus, 1999.* (PDF)

K. **New South Wales**: 2009-2012 HSC, Prescribed Area of Study, Electives and Texts. (PDF)

L. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007. (PDF)

M. **Singapore:** *English Language Syllabus 2001*. (PDF)

N. **Singapore:** O-Level Literature in English (Syllabus 2015), Prescribed Texts for 2009. (PDF)

O. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2006. (PDF)

P. **Victoria, Australia:** VCE English/ESL Text List 2008-2009, VCE Literature Text List 2008. (PDF)

Q. Achieve, Inc., National Governors Association, Council of Chief State School Officers. (2008). *Benchmarking for Success: Ensuring U.S. Students receive a World Class Education*. Washington, DC. (PDF)

R. Education Commission of the States. (2008). *From Competing to Leading: An International Benchmarking Blueprint*. Denver, CO. (PDF)

S. Education Commission of the States. (2009). *International Benchmarking Toolkit*. Denver, CO. (PDF)

T. Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris, France. (PDF)

U. Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1.* [see Chapter 6 for reading assessment results] Paris, France. (PDF)

IV. State and Other Standards Documents

A. **California:** *English-Language Arts Content Standards for California Public Schools.* California Department of Education (1997). (PDF)

B. **Florida:** *2006 Sunshine State Standards K-12 Reading and Language Arts.* Florida Department of Education (2006). (PDF)

C. **Georgia:** Georgia ELA Standards (K-12).

D. **Indiana**: Reading List, Grades 9-12. (PDF)

E. **Massachusetts**: *English Language Arts Curriculum Framework.* Massachusetts Department of Education (June 2001). (PDF)

F. **Minnesota:** *Minnesota Academic Standards, Language Arts (K-12),* (2003). (PDF)

G. **Texas:** *Texas College Readiness Standards*, (2008). (PDF)

H. National Council of Teachers of English and the International Reading Association. (1996). *Standards for the English Language Arts.* (PDF)

I. U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. (PDF)

J. U.S. Dept. of Education. (2007). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. (MS Word Document)

V. Disciplinary Literacy Research

A. Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York, NY: Carnegie Corporation of New York. (PDF)

B. Fang, Z., & Schleppegrell, M. J. (2008). *Reading in secondary content areas.* Ann Arbor: University of Michigan Press.

C. Lee, C.D., Spratley, A. (2010). *Reading in the disciplines: The challenges of adolescent literacy*. New York, NY: Carnegie Corporation of New York. (PDF)

D. Moje, E. B., Young, J. P., Readence, J. E., & Moore, D. W. (2000). Reinventing adolescent literacy for new times: Perennial and millennial issues. *Journal of Adolescent and Adult Literacy, 43*, 400–410.

E. Schleppegrell, M. J. (2004). *The language of schooling: A functional linguistics perspective.* Mahwah, NJ: Lawrence Erlbaum Associates.

F. Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review, 78,* 40–59.

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

What follows is a sample of sources consulted in the drafting of the Core Standards for Reading, Writing, and Speaking and Listening. Citations are organized by the standard to which they pertain. For example, all sources with specific relevance to reading standard #1 are listed below that standard. Each citation contains a link to the section of the source document that is relevant to the core reading, writing, or speaking and listening standard to which it corresponds. For more information on sources and how they were used in the drafting of the core standards, please refer to the "College and Career Readiness Standards for Reading, Writing, and Speaking and Listening."

Reading Evidence

Reading 1. Determine both what the text says explicitly and what can be inferred logically from the text.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. (see sample post-secondary assignment #4, pgs. 98-99)
- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- skill #2 "Making inferences and drawing conclusions")
- ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #4 and #15).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).
- *AP European and World History Course Descriptions* (2009), New York, NY: College Board (see pgs. 21-24 in AP European History for document-based question expectations). AP World and U.S. History also have these expectations.

Career Readiness

- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (pgs. 3-5, see Table 2 "Main Ideas and Supporting Details")
- *Hawai'i Career Ready Study*. (2007). Commissioned by the Hawai'i P-20 Initiative. (see sample task "Review Commercial Real Estate Loan Application," Banking/Loan Officer; see sample task "Review claim letter," Insurance/Claims Agent)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.1.2.a)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B6, B7)
3. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 5.4.a, Higher; 5.5.a, Ordinary)
4. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (see 1.4, Grade 12 Reading & Literature Studies)

- A counterpart of this standard also appears in the English language arts standards of the following :

1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 8.1.d, 8.2.d, 8.3.c)

- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 293, Reading Proficiency Levels 2 and 4) (PISA 2006, Vol. 1, full PDF)
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris, France: Organization for Economic Cooperation and Development. (pgs. 112-115, esp. pg.114 "Retrieving Information")

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Reading Competencies, Comprehension and Retention, bullet 14)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see 1.A.2)
- A counterpart of this standard appears in the English language arts standards from the following states:

1. **California:** *English-Language Arts Content Standards for California Public Schools*. (see 2.5, Grades 11-12, 2.0 Reading Comprehension Grades 11-12, 2.2.a-e Writing Applications Grades 11-12)
2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 8: Understanding a Text, General Standard 12: Fiction, General Standard 13: Nonfiction)

U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. (see "Locate and Recall," see "Integrate and Interpret," see Basic and Advanced – Literary; Proficient – Informational)

Reading 2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample post-secondary assignment #6, pgs. 102-103)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- skill #7 "Justifying a personal interpretation of a text through specific references")
- ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #4 and #15).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).
- *AP European and World History Course Descriptions* (2009), New York, NY: College board (see pgs. 21-24 in AP European History for document-based question expectations). AP 5 high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20/30 2.3.2.b and 30.3.2.3.c)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B8)
    3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (see 1.4 &1.7, Grade 12 Reading & Literature Studies)
    4. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language,* 2007 (≈ Grades 11-12) (see Unit 1, Outcome 1, Key Skill 4; Unit 3, Outcome 1, Key Skill 3)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.d)

- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 289, example PISA item "Graffiti") (PISA 2006, Vol. 1 full PDF)
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (see pg. 115, "Reflecting on and Evaluating the Content of a Text")

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2009). *Reading Framework for the 2009 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board. (see Proficient-Informational bullet 1)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see I.A.2)
- A counterpart of this standard appears in the English language arts standards from the following states:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **California:** *English-Language Arts Content Standards for California Public Schools*. (see 2.4, Reading Comprehension Grades 11-12; 2.2.b, Grades 9-10, 3.2 Literary Response and Analysis Grades 11-12, 2.2.c Writing Applications Grades 11-12)
2. **Massachusetts:** *English Language Arts Curriculum Framework,* June 2001. (see 8.30, General Standard 11: Theme, 11.5, 11.7; General Standard 13: Nonfiction;General Standard 15: Style and Language)

Reading 3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample post-secondary assignment #4, pgs. 98-99)
- *Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices. New York, NY: College Entrance Examination Board* (see pg. 7- skills rated by importance to post-secondary instructors- skill #1 "Identifying and/or summarizing the theme or central argument of a text," skill #4 "Understanding and paraphrasing points made in a text")
- ACT (2006), *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #2, #3, #6).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (see Informational Text 2. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see row 9. Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).

Career Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (Workplace Task #5, pg. 82-83)
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (See point 3 on pg. 13; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (pgs. 3-5, see Table 2 "Main Ideas and Supporting Details")

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 20.2.1.2.b)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B6, B7)
3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Reading bullet 2)
4. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 4.1.1.a; 4.1.1.c)
5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.3, Grade 12 Reading & Literature Studies)

- A counterpart of this standard also appears in the English language arts standards of the following :

1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 8.1.b, 8.2.b, 8.3.a)

- Organization for Economic Cooperation and Development. (2006). PISA 2006: *Science Competencies for Tomorrow's World, Vol. 1* (see pg. 291, example PISA item "Runners") (PISA 2006, Vol. 1 full PDF)
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (see pg. 114, "Forming a Broad General Understanding")

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities. (see Making the Reading/Writing Connection bullet 2; Reading Competencies, Comprehension and Retention bullets 1, 2 and 5)
- A counterpart of this standard appears in the English language arts standards from the following states:

1. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 8: Understanding a Text)

- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see "Locate and Recall", see Basic-Informational bullet 1)

Reading 4. Delineate the main ideas or themes in the text and the details that elaborate them.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample post-secondary assignment #4, pgs. 98-99)
- ACT (2006), *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #2, #3, #6).

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (see Informational Text 2. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see row 9. Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).

Career Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (Workplace Task #5, pg. 82-83)
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (See point 2, page 12; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (pgs. 3-5, see Table 2 "Main Ideas and Supporting Details")

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 20.2.1.2.b; 10/20/30.2.3.2.f)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) (see B6, B7)
    3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Reading bullet 2)
    4. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 4.1.1.a)
    5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.3 and 1.6, Grade 12 Reading & Literature Studies)
    6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 1, Key Knowledge 1; Unit 2, Outcome 1, Key Skill 2; Unit 3, Outcome 2, Key Knowledge 2)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 1.4.a-b)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11)
    (Did not participate in PISA) (see 8.1.b-c, 8.2.b; 9.1.c)

- Organization for Economic Cooperation and Development. (2006). PISA 2006: *Science Competencies for Tomorrow's World, Vol. 1* (see pg. 291, example PISA item "Runners") (PISA 2006, Vol. 1 full PDF)
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris,

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

France: Organization for Economic Cooperation and Development. (see pg. 114, "Forming a Broad General Understanding")

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. (see pg. 17, F2 - in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities. (see Reading Competencies, Comprehension and Retention bullets 5 and 6, Listening bullet 2)
- A counterpart of this standard appears in the English language arts standards from the following states:
    1. **Massachusetts:** English Language Arts Curriculum Framework, June 2001. (see General Standard 8: Understanding a Text, 8.30; General Standard 11: Theme, 11.5, 11.6, 11.7)
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. (see "Locate and Recall")

Reading 5. Determine when, where, and why events unfold in the text, and explain how they relate to one another.

College Readiness

- ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #11, #14, #21, #24).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (see Informational Text 6. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10.)
- *Florida American Diploma Project Survey Results*. (see row 20. Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).

Career Readiness

- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (pgs. 3-5, see Table 2 "Sequential, Comparative, and Cause-Effect Relationships")
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (see points 1 and 2, page 12; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

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1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.1.2.b)
2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.1)
3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Reading bullets 3 and 10; Language Development bullet 2, dash 2)
4. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 4.2.1.b, Higher Level)
5. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.6, Grade 12 Reading & Literature Studies)

- A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.a; 2.2.k)

- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 293, Reading Proficiency Level 3)(PISA 2006, Vol. 1 full PDF)
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (pg. 115, "Developing an Interpretation")

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2009). *Reading Framework for the 2009 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board. (see Proficient – Literary bullet 2)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see I.A.4)
- A counterpart of this standard appears in the English language arts standards from the following states:

1. **California:** *English-Language Arts Content Standards for California Public Schools.* (see 3.6, Reading Comprehension Grades 9-10)
2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 13: Nonfiction, 13.25, 13.27)

Reading 6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.

College Readiness

- ACT (2008) *College Readiness Standards*. Iowa City IA (see p. 21: Sequential, Comparative, and Cause-Effect Relationships)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.1.2.d; 30.2.3.1.c; 20/30.2.3.2.d; 10/20/30.5.1.1.c)
    2. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 1, Key Knowledge 1)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.2.d; 8.2.d)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see pg. 17, H8– in 9 of 12 states analyzed)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see I.A.4)
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see Proficient bullets 1 and 3 and Advanced bullet 3- Literary, see "Integrate and Interpret")
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California:** *English-Language Arts Content Standards for California Public Schools* (see Reading 3.3, 3.4, grades 9-10)

Reading 7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample post-secondary assignment #6, pgs. 102-103)
- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional*

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Practices. New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- skill #8 "Determining the meaning of unfamiliar words from context," skill #18 "Understanding figurative language…")

- ACT. (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted to clarify which skills are most important to post-secondary instructors, see skill #7, skill #19).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (See Language 4. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).

Career Readiness

- ACT (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (pgs. 3-5, see Table 2 "Meaning of Words")
- ACT (2009) See ACT WorkKeys "Reading for Information" Level 5 requirements (Level 5 is workplace training and college ready).
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (see pg. 11, point d; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 20.2.1.2.f)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see B6; B13)
    3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.1)
    4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (Listening, bullet 8; Reading, bullets 1 and 12)
    5. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12, see 3.1-3.3, Reading and Literature Studies)
    6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 2, Outcome 1, Key Knowledge 4)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 7.d)

Illustrative Alignment with State and Other Standards

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Reading Competencies, Comprehension and Retention bullet 15; Listening bullet 3)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see I.B.3)
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see "Vocabulary Assessment on the 2009 Reading Assessment," see pg. 47 "Preliminary Achievment Levels: Vocabulary")
- A counterpart of this standard appears in the English language arts standards from the following states:

1. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (General Standard 4: Vocabulary and Concept Development, 4.23)

Reading 8. Analyze how specific word choices shape the meaning and tone of the text.

College Readiness

- *Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices. New York, NY: College Entrance Examination Board* (see pg. 7- skills rated by importance to post-secondary instructors- skill #14: "Understanding words that have multiple definitions," skill #17: "Distinguishing between connotative and denotative meanings of words," skill #20: "Identifying the tone of the the text.")
- ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #7, #10, and #19).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada**: English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.1.2.f; 20.2.1.2.e; 30.2.2.2.b and c)
2. **British Columbia, Canada**: *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B13)
3. **Finland**: *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.1; AI 5.CC.3)
4. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 4.3.1.a; 4.1.1.h)

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5. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) Outcome 4; C-4, 4.1, 4.2, 4.3, HSC; C-4, 4.1, 4.2, Preliminary and C-7.1, Preliminary)
6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.3, Grade 12 Reading and Literature)
7. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 3, Outcome 2, Key Knowledge 1)

- A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.j; 2.2.m)
2. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 6.b)

- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 289, example PISA item "Graffiti") (PISA 2006, Vol. 1 full PDF).

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. (see pg. 17, A6- in 11 of 12 states analyzed)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see I.C.3)
- A counterpart of this standard appears in the English language arts standards from the following states:

1. **California:** *English-Language Arts Content Standards for California Public Schools* (see 2.2 Reading Comprehension Grades 11-12; 3.3 Literary Response and Analysis Grades 11-12, 2.2.d Writing Applications Grades 11-12)
2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see 14.6; and General Standard 15: Style and Language, 15.7, 15.10)

- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see Proficient - Literary bullet 4, see "Critique and Evaluate")

Reading 9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.

College Readiness

- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).
- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional*

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Practices. New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- skill #3 "Understanding organizational strategies such as introduction, supporting examples, summary")

- ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #2, #6, #10, #12).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada**: English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.2.1.a; 30.2.2.1.c)
2. **British Columbia, Canada**: *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B12)
3. **Finland**: *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.1)
4. **Hong Kong**: *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Reading, bullet 10)
5. **Ireland**: *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 4.2.1.b; 4.4.1.c; 4.1.1.h; 5.5.b, Ordinary Level; 5.4.c, Higher Level)
6. **New South Wales, Australia**: *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see C-4, 4.1, 4.2)
7. **Ontario, Canada**: *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.6, Grade 12 Reading and Literature)
8. **Victoria, Australia**: *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 4, Outcome 2, Key Knowledge 1 and Skill 1; Unit 1, Outcome 1, Key Skills 1 and 4; Unit 1, Outcome 2, Key Knowledge 1 and 2; Unit 2, Outcome 1, Key Knowledge 2 and 4 and Skill 1; Unit 3, Outcome 1, Key Knowledge 2 and Skill 1; Unit 2, Outcome 3, Key Knowledge 2)

- A counterpart of this standard also appears in the English language arts standards of the following :

1. **England**: *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.k)
2. **Singapore**: *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 6.b, 7.c)

- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (pg. 116, "Reflecting on and Evaluating the Form of a Text")
- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (See pg. 289, example PISA item "Graffiti") (PISA

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Illustrative Alignment with State and Other Standards

- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see I.C.3)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools* (see Reading 2.2, grades 11-12)
    2. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see General Standard 13: Nonfiction 13.25, 13.27)

- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see "Critique and Evaluate")

Reading 10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample post-secondary assignment #4, pgs. 98-99)
- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- skill #6 "Identifying the purpose of a portion of the text")
- ACT. (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #2, #10, #12, #16).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (see Informational Text 2. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see row 9. Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).

Career Readiness

- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (pgs. 3-5, see Table 2 "Main Ideas and Supporting Details")

Illustrative International Benchmarks

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.2.1.2.b; 10/20/30.2.3.2.f)
    2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.1)
    3. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.6, Grade 12 Reading & Literature Studies)

- A counterpart of this standard also appears in the English language arts standards of the following:

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 1.4.a)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 8.1.c)

- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 293, Reading Proficiency Level 3) (PISA 2006, Vol. 1 full PDF)
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills. Paris, France: Organization for Economic Cooperation and Development.* (see pgs. 112-115, esp. pg.114 "Retrieving Information," and "Forming a Broad General Understanding")

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see pg. 17, F2- in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Reading Competencies, Comprehension and Retention bullet 6; Reading Competencies, Depth of Understanding bullet 4)
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see "Locate and Recall", see "Integrate and Interpret")
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California:** *English-Language Arts Content Standards for California Public Schools.* (see 2.2.a-e, Writing Applications Grades 11-12)
    2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 8: Understanding a Text, 8.33, 8.34, General Standard 15: Style and Language, 15.8)

Reading 11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.

College Readiness

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample post-secondary assignment #2, pgs. 92-93; sample post-secondary assignment #3, pgs. 94-97)
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (see Informational Text 5. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see Row 28. Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (Workplace Tasks #1-4, pgs. 74-81.)
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (See point 2, page 12; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (pgs. 3-5, see Table 3 "Data Representation and Statistical Thinking"- WorkKeys Column, Skill 3)
- *Hawai'i Career Ready Study.* (2007). Commissioned by the Hawai'i P-20 Initiative. (see sample task "Build wall frame and building ramp," Construction/Carpenter; sample task "Draft memo to all employees," Hotel/Guest Services Manager; see also F5 for the occupational tasks for which this skill is important.)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **British Columbia, Canada**: *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B12)
    2. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Numeracy Skills, Senior Secondary, bullet 2 and 1 and 2)
    3. **Ontario, Canada**: *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.1, Grade 12 Reading and Literature)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **Singapore**: *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 7.a)

- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (see pg. 290, example PISA item "Lake Chad," and pg. 288 example PISA item "Labour") (PISA 2006, Vol. 1 full PDF)
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris,

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

France: Organization for Economic Cooperation and Development. (pgs. 110-111, "Non-Continuous Texts")

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see pg. 17, F5- in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Reading Competencies bullet 1)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see I.F.1 and I.F.2)
- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see "Procedural Texts and Documents", see "Integrate and Interpret")
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California:** *English-Language Arts Content Standards for California Public Schools* (see 2.1, Reading Comprehension Grades 9-10)

Reading 12. Extract key information efficiently in print and online using text features and search techniques.

College Readiness

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (see Research 2. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see Row 10. Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 10/20/30.3.2.1.b, 10/20/30.2.1.4.a)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) (see B6)
    3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.4)
- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.a, 8.1.b)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Illustrative Alignment with State and Other Standards

- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California:** *English-Language Arts Content Standards for California Public Schools* (see 2.1, Reading Comprehension Grades 9-10)

Reading 13. Ascertain the origin, credibility, and accuracy of print and online sources.

College Readiness

- ACT. (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skill #5).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (see Research 3. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see row 18. Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample Workplace Task #5, see sample Workplace Task #6, pg. 82-85)
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (see point 4 on pg. 13; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20/30.3.2.2.a, 10/20/30.3.2.2.c, 10/20/30.3.2.2.d)
    2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.4)
    3. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.5, Grade 12 Writing)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.f)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

2. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.f)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see pg. 17, E4- in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Writing Competencies – Style/Expression bullet 4 and Technological Competencies bullet 7)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see III.B.5 and III.B.7*)
- A counterpart of this standard appears in the English language arts standards from the following states:

1. **California:** *English-Language Arts Content Standards for California Public Schools* (see 2.3, Reading Comprehension, Grades 11-12, 2.4, Writing Applications Grades 11-12)

- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see "Multiple Texts")

Reading 14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.

College Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample post-secondary assignment #5, pgs. 100-101)
- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- skill #5 "Distinguish fact from opinion," skill #10 "Identifying logical flaws or discrepancies in an author's argument)
- ACT. (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #5, #8, #9, #12, #17, #18, #20).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (see Logic 4. Survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *AP European and World History Course Descriptions* (2009), New York, NY: College Board (see pgs. 21-24 in AP European History for document-based question expectations). AP World and U.S. History also have these expectations.

Career Readiness

- Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. (see sample workplace task #6, pg. 84-85)
- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (see point 4 on pg. 13 and point 2 on pg. 18; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada**: English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.3.2.2.d, 10/20/30/3.2.2.c)
    2. **British Columbia, Canada**: *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B9)
    3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 4.CC.1 and 3)
    4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Reading bullets 4, 6, 7 and 13; Critical Thinking bullets 1 and 5)
    5. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 4.2.1.a-c)
    6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 2, Outcome 3, Key Knowledge 1 and Skills 1 and 2; Unit 3, Outcome 2, Key Knowledge 2)

- A counterpart of this standard also appears in the English language arts standards of the following
.

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 1.4.c and 2.2.f)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.e, 7.c)

- Organization for Economic Cooperation and Development. (2006). *PISA 2006: Science Competencies for Tomorrow's World, Vol. 1* (See pg. 289, example PISA item "Graffiti") (PISA 2006, Vol. 1 full PDF)
- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (pg. 115, "Reflecting on and Evaluating the Content of a Text")

Illustrative Alignment with State and Other Standards

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. 2008. (see pg. 17, E4– in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Fostering Habits of Mind Essential for Success bullet 5)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see III.B.7*)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California:** *English-Language Arts Content Standards for California Public Schools* (see Reading 2.8, grades 9-10; Reading 2.6, grades 11-12)
    2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see 8.31 and 8.34, and 13.24, 13.26; and General Standard 13: Nonfiction)

- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see Proficient bullet 5 and Advanced bullets 1, 3 and 5 – Informational, see "Critique and Evaluate")

Reading 15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Entrance Examination Board (see pg. 7- skills rated by importance to post-secondary instructors- skill #19 "Comparing and contrasting two texts")
- ACT. (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skill #25).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).
- *AP European and World History Course Descriptions* (2009), New York, NY: College board (see pgs. 21-24 in AP European History for document-based question expectations). AP World and U.S. History also have these expectations.
- *Florida American Diploma Project Survey Results.* (see row 23. Survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 5.5.d, Ordinary; 4.4.1.f and 5.4.d, Higher)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

2. **New South Wales, Australia:** *English Stage 6 Syllabus,* 1999 (Grades 11-12) (see Outcome 2; C-2, 2.1, 2.2, 2.3, Preliminary; C-1.1, C-2, 2.1, 2.2, 2.3, HSC)
3. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.6, Grade 12 Oral Communication)

- A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.m and 2.2.n, 1.4.b)

- Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills.* Paris, France: Organization for Economic Cooperation and Development. (pg. 115, "Developing an Interpretation")

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Making the Reading/Writing Connection bullet 4)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see I.C.5)
- A counterpart of this standard appears in the English language arts standards from the following states:

1. **California:** *English-Language Arts Content Standards for California Public Schools* (see 3.5, Reading Comprehension grades 9-10, 2.4.b Writing Applications Grades 11-12)
2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see 10.5, 11.7, 15.10)

- U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009.* Washington, DC: National Assessment Governing Board. (see Advanced - Literary bullet 4, see "Multiple Texts", see"Integrate and Interpret")

Reading 16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.

College Readiness

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 10/20/30.2.1.3.a , 20.2.1.3.a, 30.2.1.3.b, 30.3.2.3.a, 10/20/30.2.1.1.d)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes,* 2007 (Grade 12) (see B5)
3. **Ontario, Canada:** *The Ontario Curriculum,* English, 2007 (see 1.2 and 1.5 Grade 12 Reading & Literature Studies)

- A counterpart of this standard also appears in the English language arts standards of the following :

1. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 7.e, 8.1.d and 8.2.e)

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Making the Reading/Writing Connection bullet 3)

Reading 17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and to solve problems.

College Readiness

- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pgs. 51-54, and sample exam expectations for literature beginning on 56).
- *AP European and World History Course Descriptions* (2009), New York, NY: College board (see pgs. 21-24 in AP European History for document-based question expectations). AP World and U.S. History also have these expectations.
- ACT. (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 44-45, these data have been re-sorted to clarify which skills are most important to post-secondary instructors, see skill #9, #22, #23, #25).

Career Readiness

- ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City, IA: ACT. (pgs. 3-5, see Table 2, "Sequential, Comparative, and Cause-Effect Relationships," WorkKeys Column, Points 1 and 2)
- ACT (2009) See ACT WorkKeys "Reading for Information" Level 5 requirements (Level 5 is workplace training and college ready).
- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (See point 1, page 12; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.6, Grade 12 Oral Communication)

- A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.e)
2. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.2.f)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* (2008). Washington, DC: Achieve. (see pg. 17, E8– in 10 of 12 states analyzed)
- A counterpart of this standard appears in the English language arts standards from the following states:

1. **California:** *English-Language Arts Content Standards for California Public Schools* (2.3, Reading Comprehension Grades 11-12)

Reading 18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.

Disciplinary Literacy Research

The following are a few seminal works of research on disciplinary literacy, which is at the heart of this standard. The sources below cannot be categorized as college or career readiness materials or evidence from a set of standards. Rather, it is general research that provides insight into the field of disciplinary literacy.

- Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York, NY: Carnegie Corporation of New York.
- Fang, Z., & Schleppegrell, M. J. (2008). *Reading in secondary content areas.* Ann Arbor: University of Michigan Press.
- Lee, C.D., Spratley, A. (2010). *Reading in the disciplines: The challenges of adolescent literacy*. New York, NY: Carnegie Corporation of New York.
- Moje, E. B., Young, J. P., Readence, J. E., & Moore, D. W. (2000). Reinventing adolescent literacy for new times: Perennial and millennial issues. *Journal of Adolescent and Adult Literacy, 43*, 400–410.
- Schleppegrell, M. J. (2004). *The language of schooling: A functional linguistics perspective.* Mahwah, NJ: Lawrence Erlbaum Associates.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review, 78,* 40–59.

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Writing Evidence

Writing 1. Establish and refine a topic or thesis that addresses the specific task and audience.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #12, #37).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- *AP European History Course Description* (2009), New York, NY: College board (see pp. 21-24 for document-based question expectations). AP World and US History also have these expectations.
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #15, #23).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (see Research 1 and Writing 3; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. (see rows 5 and 12; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (see point *b* on pg. 24; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.3.1.1.a and 10/20/30.3.1.1.c)
    2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 5.O.3 and AI 8.CC.3)
    3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.1 and 1.2, Grade 12 Writing)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 4.b)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Illustrative Alignment with State and Other Standards

- *Intersegmental Committee of the Academic Senates (ICAS)*. (2002) Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities. (see Writing Competencies, Invention, bullet 4)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.E.1 & III.A.1)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (1.0, Writing Strategies Grades 11-12)
    2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 19: Writing, 19.26, 19.27, 19.30)

Writing 2. Gather the information needed to build an argument, provide an explanation, or address a research question.

College Readiness

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (See Research 2; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see row 10; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (see pgs. 22-25; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20/30.3.2.1.b)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see C6)
    3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.4 and AI 2.CC.3; AI 5.O.3)
    4. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see C-10.3, HSC)
    5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.3, Grade 12 Writing)

- A counterpart of this standard also appears in the English language arts standards of the following :

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.h)

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Making the Reading/Writing Connection, bullet 6)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see III.A.2, III.B)

Writing 3. Sustain focus on a specific topic or argument.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #3, #12).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- ACT (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skill #1).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20/30.4.1.3.c and 20.4.1.3.e; 20/30.4.2.1.a; 10/20.4.2.2.d)
    2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 8.O.2)
    3. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 4, Outcome 1, Key Skill 1)

- A counterpart of this standard also appears in the English language arts standards of the following:

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.d-e)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 4.b; 4.e; 5.b)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2007). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. (see Holistic Scoring Guides Level 6 "To Persuade"; "To Explain"; "To Convey Experience")
- A counterpart of this standard appears in the English language arts standards from the following states:

1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 1.3, Writing Strategies Grades 11-12)
2. **Massachusetts**, *English Language Arts Curriculum Framework*, June 2001. (see General Standard 19: Writing, 19.26, 19.27, 19.30)

Writing 4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #2, #3, #4).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skill #3).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.4.1.3.e and 20/30.4.1.3.g)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C7; C8)
3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.3)
4. **Hong Kong:** *English Language Curriculum and Assessment Guide, 2007.* (≈Grades 10-11) (see bullet 4, Writing)
5. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.4 & 1.5, Grade 12 Writing)
6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language,* 2007 (≈ Grades 11-12) (see Unit 1, Outcome 2, Key Skill 3; Unit 4, Outcome 1, Key Skill 1)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard also appears in the English language arts standards of the following:

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.h)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 4.b-c and 5.c; 9.1.d)

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. (see Proficient Achievement Level, Grade 12, box 3, Holistic Scoring Guides Level 6 "to Persuade"; "To Explain"; "To Convey Experience")
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Writing Competencies, Arrangement, bullet 1; Fostering Habits of Mind Essential for Success, bullet 16)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. (see II.E.2 and IV.B.2)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: English-Language Arts Content Standards for California Public Schools, 1997. (see 1.3, Writing Strategies Grades 11-12)
    2. **Massachusetts**, English Language Arts Curriculum Framework, June 2001. (see General Standard 19: Writing, 19.26, 19.27, 19.30)

Writing 5. Create a logical progression of ideas or events, and convey the relationships among them.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #3, #7, #9, #21, #26).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #4, #9, #12, #17, #19, #22, #29, #30).

Career Readiness

- ACT (2009) See ACT WorkKeys Writing Level 3 requirements (Level 3 is workplace training and college ready).

Illustrative International Benchmarks

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20/30.3.2.1.d; 20/30.4.2.2.b; 10/20.4.2.2.d-e)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C6; C13)
    3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 5.O.3; AI 8.O.2; AI 8.CC.3)
    4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see bullets 1-3 and 8-9, Writing; bullet 2, Senior Secondary)
    5. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see 9.2 Preliminary)
    6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.4, 2.6, Grade 12 Writing)
    7. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 2, Outcome 2, Key Skill 5)

- A counterpart of this standard also appears in the English language arts standards of the following:

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.c; 2.3.e-f)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (See 4.a-b; 4.e-f; 5.b; 5.g)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. (see C3 - in 12 of 12 states analyzed)
- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. (see Advanced Achievement Level, Grade 12, box three, Holistic Scoring Guides Level 6 "to Persuade"; "To Explain"; "To Convey Experience")
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Writing Competencies, Arrangement, bullets 3 and 4)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. (see II.D.2 and II.D.4, II.F.2)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (See 1.3, Writing Strategies Grades 11-12)
    2. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see General Standard 19: Writing, 19.26, 19.27, 19.30; General Standard 23: Organizing Ideas in Writing, 23.13, 23.14, 23.15)

Writing 6. Choose words and phrases to express ideas precisely and concisely.

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #5, #27).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skill #28).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (see Language 6 and Writing 2; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 20/30.4.2.3.b)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grades 11-12) (see C12)
    3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.1, AI 5.CC.3)
    4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see bullet 9, Writing; point 5, Senior Secondary)
    5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.3, Grade 12 Writing)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. (see C2- in 12 of 12 states analyzed)
- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. (see Advanced Achievement Level, Grade 12, box 5; Holistic Scoring Guides Level 6 "to Persuade"; "To Explain"; "To Convey Experience")
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (Writing Competencies, Style/Expression, bullet 1)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.D.5 & II.E.5)
- A counterpart of this standard appears in the English language arts standards from the following states:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 1.5, Writing Strategies Grades 11-12)
2. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see General Standard 21: Revising, 21.8, 21.9)

Writing 7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.

College Readiness

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 20/30.4.2.3.c; 20/30.4.2.4.f)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see C12)
    3. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 5.3)
    4. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.4, Grade 12 Writing)

- A counterpart of this standard also appears in the English language arts standards of the following:

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.g, 2.3.m)

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2007). *Writing Framework for the 2011 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board. (see Holistic Scoring Guides Level 6, bullet 4 "to Persuade"; "To Explain"; "To Convey Experience"; Advanced Achievement Level, Grade 12, box four)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Writing Competencies, Style/Expression, bullet 1)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. (see II.D.3)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California:** *English-Language Arts Content Standards for California Public Schools*, 1997. (see 1.1, Written and Oral Language Conventions Grades 11-12)
    2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see 19.26, 19.27)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Writing 8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #3, #12, #23, #37).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #15, #20).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (see Writing 2 and 5; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. (see rows 22 and 26; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *Hawai'i Career Ready Study*. (2007). Commissioned by the Hawai'i P-20 Initiative. (see pgs. 36-38 sample task "Draft memo to all employees," Hotel/Guest Services Manager)
- ACT (2009) See ACT WorkKeys Writing Level 3 requirements (Level 3 is workplace training and college ready).

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 20.4.1.1.c; 10/20/30.4.2.3.a and 20.4.2.3.d)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grades 11-12) (see C12)
3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.CC.1; AI 5.O.3; AI 8.CC.3)
4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (See bullets 9 and 12, Writing)
5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.2, Grade 12 Writing)
6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 2, Key Knowledge 4; Unit 3, Outcome 2, Key Knowledge 1)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.b)
    2. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 5.e and 5.g)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. (see C2 - in 12 of 12 states analyzed)
- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board. (see Advanced Achievement Level, Grade 12, box 6; Holistic Scoring Guides Level 6, bullet 4 "to Persuade"; "To Explain"; "To Convey Experience")
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Writing Competencies, Invention, bullet 2)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.E.4-6 and II.D.6*)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 1.2, 1.5, and 1.9, Writing Strategies Grades 11-12)
    2. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see General Standard 21: Revising, 21.8, 21.9)

Writing 9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #6, #8, #11, #13, #16, #18, #19, #20, #25, #26, #28, #31, #32, #34, #39, #40, #41, #43, #44).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- Conley, D. (2003) *Understanding University Success: English Work Samples*. Eugene, OR: Center for Educational Policy Research.
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #2, #5, #6, #7, #8, #10, #11, #14, #16, #18, #20, #21, #24, #25, #26, #28).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (see Language 1; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. (see row 3; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Career Readiness

- *Hawai'i Career Ready Study*. (2007). Commissioned by the Hawai'i P-20 Initiative. (see pgs. 22-24 sample task "Pass entrance exams for apprenticeship," Military/Navy Shipyard Apprenticeship)
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (see top half, pg. 10; pg. 17; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- ACT (2009) See ACT WorkKeys Writing Level 3 requirements (Level 3 is workplace training and college ready).

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 4.2.4.b-g)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grades 11-12) (see C14)
    3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 8.C.4)
    4. **Ireland:** *Leaving Certificate/English Syllabus* for Higher Level and Ordinary Level (≈ Grades 10-11) (see 5.3)
    5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 3.3 and 3.4, Grade 12 Writing)
    6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 1, Key Skill 7)

- A counterpart of this standard also appears in the English language arts standards of the following:

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 1.1.c; 2.3.n-o)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 5.d; 6.c)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. (see A1 - in 12 of 12 states analyzed)
- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. (see Advanced Achievement Level, Grade 12, box 7; Holistic Scoring Guides Level 6, bullet 4 "to Persuade"; "To Explain"; "To Convey Experience")
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Writing Competencies, Style/Expression, bullet 2)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. (see II.A & II.B)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 1.1 and 1.2, Written and Oral English Language Conventions Grades 11-12)
    2. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. see 5.28, 5.30; 21.8; General Standard 22: Standard English Conventions, 22.9, 22.10)

Writing 10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.

College Readiness

- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- *AP European History Course Description* (2009), New York, NY: College board (see pp. 21-24 for document-based question expectations). AP World and US History also have these expectations.
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skill #13).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (see Writing 6; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. (See row 21; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (see point 4 on pg. 25; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 3.2.1.c; 3.2.1.e)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C14)
    3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (1.3, Grade 12 Writing)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

4. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 3, Outcome 3, Key Skill 5)

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Writing Competencies, "Students will be assigned writing tasks…," bullet 14; Technology Competencies, bullet 8)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.D.7; III.B.4; III.B.6)
- A counterpart of this standard appears in the English language arts standards from the following states:

1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (See 1.7, Writing Strategies Grades 9-10)
2. **Massachusetts**, *English Language Arts Curriculum Framework*, June 2001. (see 24.5)

Writing 11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices.* New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #7, #12, #16, #24, #33, #37).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- ACT (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skill #15).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (see Writing 4 and 5; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results.* (see rows 16 and 22; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 20/30.4.2.1.a-d; 30.4.2.2.a, 20/30.4.2.2.b-c, 10/20.4.2.2.d-e)
2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C7)
3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (AI 2.O.2; AI 2.CC.3; AI 5.O.3; AI 8.CC.3)
4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see bullet 7, Writing; see Senior Secondary, bullet 2)
5. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see C-12.1-12.4, Preliminary)
6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.7, Grade 12 Writing)
7. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 1, Key Skill 5; Unit 1, Outcomes 2, Key Knowledge 4; Unit 1, Outcome 3, Key Skill 3)

- A counterpart of this standard also appears in the English language arts standards of the following :

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.l; 4.3.e)
2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 5.f)

Illustrative Alignment with State and Other Standards

- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.F)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Writing Competencies, Arrangement, bullet 6 and Style/Expression, bullet 2)
- A counterpart of this standard appears in the English language arts standards from the following states:

1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (See 1.9, Writing Strategies Grades 9-12)
2. **Massachusetts**, *English Language Arts Curriculum Framework*, June 2001. (see General Standard 21: Revising, 21.8, 21.9)

Writing 12. Use technology as a tool to produce, edit, and distribute writing.

College Readiness

Career Readiness

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis.* (See Writing 8; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Illustrative International Benchmarks

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Information Technology, Senior Secondary, bullet 4)
    2. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see C-9.1, HSC)
    3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 3.5-3.6, Grade 12 Writing)

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Technology Competencies, bullets 1-2)

Writing 13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #2, #5, #15, #29).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- *AP European History Course Description* (2009), New York, NY: College board (see pp. 21-24 for document-based question expectations). AP World and US History also have these expectations.
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #3).
- *Florida American Diploma Project Survey Results*. (see row 24; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *Hawai'i Career Ready Study*. (2007). Commissioned by the Hawai'i P-20 Initiative. (See pgs. 18-19 sample task "Review claim letter," Insurance/Claims Agent)
- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (see pgs. 22-23; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 30.3.2.3.a)
    2. **British Columbia, Canada:** English Language Arts Integrated Resource Package, Prescribed Learning Outcomes, 2007 (Grade 12) (see C8 and C10)
    3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see bullet 2, Writing; Information Technology Skills, Senior Secondary 1;Study Skills, Senior Secondary, bullet 1)
    4. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see 10.1, Preliminary; Outcome 7, HSC)
    5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.3, Grade 12 Writing)

- A counterpart of this standard also appears in the English language arts standards of the following:

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.2.e)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.b)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. (see F7 - in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Fostering Habits of Mind Essential for Success, bullet 4; Writing Competencies, "Students will be assigned writing tasks…," bullet 5)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. (see II.E.8*, and III.B.6)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 1.6 and 1.8, Writing Strategies Grades 11-12; 2.4.b-d, Writing Applications Grades 11-12)

Writing 14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #2, #5, #12, #15, #29, #37).

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- ACT (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #3, #4, #12, #15).

Career Readiness

- ACT (2009) See ACT WorkKeys Writing Level 3 requirements (Level 3 is workplace training and college ready).
- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (see point 2 on pg. 19; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20/30.3.2.1.d)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C4)
    3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see "Work with others", dash 1, Language Development)
    4. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 5.5.e, Ordinary Level; 5.4.e, Higher Level)
    5. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see Outcome 7, HSC; 10.3, Preliminary)
    6. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.4 & 2.1, Grade 12 Writing)

- A counterpart of this standard also appears in the English language arts standards of the following:

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 1.1.a; 2.3.c)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.b)

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. (see Holistic Scoring Guide for "To Explain" Level 6)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Writing Competencies, Invention, bullet 2; Arrangement, bullets 3 & 4)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.E.8*, II.D.2, II.D.4)
- A counterpart of this standard appears in the English language arts standards from the following states:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 2.3 and 2.6.a, Writing Applications Grades 9-10)
2. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see General Standard 19: Writing, 19.26, 19.30)

Writing 15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #2, #5, #12, #15, #29, #37).
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #3, #15).

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see C2; C4)

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Writing Competencies, "Students will be assigned writing tasks…," bullets 6 & 7)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. (see II.E.8*)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 2.3 & 2.6.d, Writing Applications Grades 9-10)

Writing 16. Establish a substantive claim, distinguishing it from alternate or opposing claims.

College Readiness

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #4, #5, #10, #12, #14, #29).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- *AP European History Course Description* (2009), New York, NY: College board (see pp. 21-24 for document-based question expectations). AP World and US History also have these expectations.
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #23).
- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (see Logic 9; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. (see row 7; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (see point *f3* on pg. 21; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **British Columbia, Canada:** English Language Arts Integrated Resource Package, Prescribed Learning Outcomes, 2007 (Grade 12) (see A2, C2, C4)
    2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 4.CC.3-5)
    3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see bullets 3 and 11, Writing, see Communication Skills, Senior Secondary, bullet 2)
    4. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 4.2.2.a-b; 5.4.e, Higher Level)
    5. **New South Wales, Australia:** *English Stage 6 Syllabus,* 1999 (Grades 11-12) (see 6.2, HSC)
    6. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language,* 2007 (≈ Grades 11-12) (see Unit 3, Outcome 3, Key Knowledge 4 & Skill 3)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. (see E9 - in 11 of 12 states analyzed)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. (see Holistic Scoring Guide for "To Persuade" Level 6)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.E.2)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 2.4, Writing Applications Grades 9-10)
    2. **Massachusetts**, *English Language Arts Curriculum Framework*, June 2001. (see 19.30)

Writing 17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #4, #5, #10, #14, #29, #30).
- *AP English Language and Composition and English Literature and Composition Course Description* (2008), New York, NY: College Board (see pg. 11 for course expectations).
- *AP European History Course Description* (2009), New York, NY: College board (see pp. 21-24 for document-based question expectations). AP World and US History also have these expectations.
- Conley, D. (2003) *Understanding University Success: English Work Samples.* Eugene, OR: Center for Educational Policy Research.
- ACT (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #1, #3, #4, #12, #15).

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (see f3, pg. 21; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 20.4.1.3.f; 20/30.4.2.1.c)
    2. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see 6.2, HSC; 10.2 and 10.3, HSC)
    3. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.4 and 1.5, Grade 12 Writing)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

4. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 2, Key Skill 3; Unit 4, Outcome 2, Key Skills 2-3; Unit 3, Outcome 3, Key Knowledge 4 & Skill 3)

- A counterpart of this standard also appears in the English language arts standards of the following:

1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.3.h-i)
2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.1.d)

Illustrative Alignment with State and Other Standards

- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. (see Holistic Scoring Guide for "To Persuade" Level 6)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Fostering Habits of Mind Essential for Success, bullet 16)
- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success*. Eugene, OR: Center for Educational Policy Research. (see II.E.2; II.E.3; IV.B.2)
- A counterpart of this standard appears in the English language arts standards from the following states:

1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (2.2.c and 2.4.a-e, Writing Applications Grades 11-12; 1.3, Writing Strategies Grades 11-12)
2. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see General Standard 19: Writing, 19.26, 19.30)

Writing 18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

College Readiness

- Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Board (see pgs. 10 and 12, these data have been sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #4, #5, #10, #12, #14, #29).
- *AP European History Course Description* (2009), New York, NY: College board (see pp. 21-24 for document-based question expectations). AP World and US History also have these expectations.
- ACT (2006). *ACT National Curriculum Survey 2005-2006*. Iowa City, IA: ACT. (pgs. 39-40, these data have been re-sorted by importance to clarify which skills are most important to post-secondary instructors, see skills #15).

Career Readiness

Illustrative International Benchmarks

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package*, Prescribed Learning Outcomes, 2007 (Grade 12) (see B9)
    2. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see "Plan…", dash five, Language Development)

Illustrative Alignment with State and Other Standards

- Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research. (see II.E.4)
- U.S. Dept. of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board. (see Holistic Scoring Guide for "To Persuade"Level 6)

- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*, 1997. (see 2.4.d, Writing Applications Grades 9-10)
    2. **Massachusetts**, *English Language Arts Curriculum Framework,* June 2001. (see 19.30)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Speaking & Listening Evidence

Speaking 1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.

College Readiness

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (See pg. 19; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- Qualifications and Curriculum Authority. (2007). *Functional Skills and Standards.* (see pg. 12, Speaking and Listening Level 2, bullet 3)
- *Missouri Career Prep Certificate Program Planning Guide,* Missouri Department of Elementary and Secondary Education. (see pg. A5, Communication: Written, Verbal, and Listening, Knowledge skill 2)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 10.4.1.4.b, 10/20/30.4.1.4.c)
    2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) (see A6, A12)
    3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Speaking, bullets 1, 4, and 5)
    4. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.1 - 2.6, Grade 12 Oral Communication)
    5. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 3, Outcome 1, Key Skills 6-7)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.1.a-c)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 3.a-f, 4.a-f)

Illustrative Alignment with State and Other Standards

- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 3: Oral Presentation, 3.17)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

2. **Texas:** *Texas College Readiness Standards*, (2008). (see pg. 4-5, Speaking, A.1-2)

Speaking 2. Present information, findings, and supporting evidence clearly and concisely.

College Readiness

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (See pg. 19; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- Casner-Lotto, J., Rosenblum, E., and Wright, M., *The Ill-Prepared Workforce*. (2009). The Conference Board. (see pg. 22, Oral Communications)
- Qualifications and Curriculum Authority. (2007). *Functional Skills and Standards.* (see pg. 12, Speaking and Listening Level 2, bullet 2)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007 (Grade 12) (see A8, A9)
    2. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 4.O.2)
    3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Speaking, bullets 1-2)
    4. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.3, Grade 12 Oral Communication)
    5. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 2, Outcome 3, Key Knowledge, bullet 5)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (2.1.b)
    2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 4.b and 4.e)

Illustrative Alignment with State and Other Standards

- A counterpart of this standard appears in the English language arts standards from the following states:

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 2, 2.5)
2. **Texas:** *Texas College Readiness Standards*, (2008). (see pg. 4-5, Speaking, B.3)

Speaking 3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.

College Readiness

Career Readiness

- *Missouri Career Prep Certificate Program Planning Guide,* Missouri Department of Elementary and Secondary Education. (see pg. A5, Communication: Written, Verbal, and Listening, Performance skill 4)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

  1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10.4.1.4.b, 20.4.1.4.b and 10/20/30.4.1.4.c)
  2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see A6)
  3. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Information Technology, Senior Secondary, bullets 3-5)
  4. **New South Wales, Australia:** *English Stage 6 Syllabus*, 1999 (Grades 11-12) (see C-5, 5.3, Preliminary)
  5. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 2.7, Grade 12 Oral Communication; 3.4, Grade 12 Media Studies)
  6. **Victoria, Australia***: Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 1, Outcome 2, Key Skills 1 and 4; Unit 2, Outcome 3, Key Knowledge 5 and Key Skill 3)

- A counterpart of this standard also appears in the English language arts standards of the following

  1. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 4.a, 4.c)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. (see G4, in 12 of 12 states analyzed)
- A counterpart of this standard appears in the English language arts standards from the following states:

  1. **California:** *English-Language Arts Content Standards for California Public Schools.* (see 2.6, Grades 11-12; 2.4, Grades 11-12)
  2. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 27: Media Production, 27.6)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

Speaking 4. Demonstrate command of formal Standard English when appropriate to task and audience.

College Readiness

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (see Language 1; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)
- *Florida American Diploma Project Survey Results*. (see row 3; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study.* (2002). Washington, DC: National Alliance of Business. (see pgs. 16-17, 19); data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see A12)
    2. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Speaking, "Present Information…" bullet 4)
    3. **Victoria, Australia***: Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 3, Outcome 1, Key Skill 6)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.1.a)
    2. **Singapore:** *English Language Syllabus 2001,* Learning Outcomes for O-Levels (≈ Grades 10-11) (see 3.e)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. (see A1, in 12 of 12 states analyzed)

Speaking 5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.

College Readiness

- *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (See Communication 2 and 3; survey of multi-disciplinary faculty teams at 30 higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *Florida American Diploma Project Survey Results*. (See rows 11 and 27; survey of faculty members at 18 public higher education institutions; included if average rating is at least 7.5 on a scale of 10)

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (See point 1, pg. 18; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)
- *Missouri Career Prep Certificate Program Planning Guide,* Missouri Department of Elementary and Secondary Education. (see pg. A5, Communication: Written, Verbal, and Listening, Knowledge skill 3 and Performance skill 5)
- Qualifications and Curriculum Authority. (2007). *Functional Skills and Standards.* (see pg. 12, Speaking and Listening Level 2, bullet 1)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Alberta, Canada:** English Language Arts Curriculum Outcomes, 2003 (Grades 10-12) (see 10/20.2.1.2.b)
    2. **British Columbia, Canada:** English Language Arts Integrated Resource Package, Prescribed Learning Outcomes, 2007 (Grade 12) (see A3, A7, A8)
    3. **Finland**: *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 1.CC.3 and 1.CC.5)
    4. **Hong Kong**: *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Listening, bullets 1 and 2)
    5. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 4.1.1.a, 4.1.1.c)
    6. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007 (Grades 11-12) (see 1.4-1.6, Grade 12 Oral Communication)

- A counterpart of this standard also appears in the English language arts standards of the following

    1. **England:** English Programme of Study for Key stage 4, 2005 (≈ Grades 10-11) (see 2.1.f)
    2. **Singapore:** English Language Syllabus 2001, Learning Outcomes for O-Levels (≈ Grades 10-11) (See 2.c, 2.e, 8.3.a-c)

Illustrative Alignment with State and Other Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. (see B4, in 11 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (Listening, bullet 2)
- A counterpart of this standard appears in the English language arts standards from the following states: S

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

1. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see General Standard 2, 2.5)
2. **Texas:** *Texas College Readiness Standards*, (2008). (see pg. 4-5, Listening, A.2-3, B.1-3)

Speaking 6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.

College Readiness

Career Readiness

- *The American Diploma Project Workplace Study*. (2002). Washington, DC: National Alliance of Business. (See point 2, pg. 18; data gathered through employer feedback from 21 organizations in eight states representing over 10 industries)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

  1. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003 (Grades 10-12) (see 30.2.2.2.f, 30.3.2.2.a-d)
  2. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes,* 2007 (Grade 12) (see A9)
  3. **Finland:** *National Core Curriculum for Upper Secondary Schools* for Mother Tongue and Literature, Finnish as the mother tongue, 2003 (≈ Grades 10-12) (see AI 2.O.1, AI 7.O.3)
  4. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Listening, bullets 6-7; Critical Thinking Skills, number 2 and bullets 1-4)
  5. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level* (≈ Grades 10-11) (see 4.1.1.d-f, 4.2.1.a-g, 4.3.1.a)
  6. **Ontario, Canada:** *The Ontario Curriculum, English,* 2007 (Grades 11-12) (see 1.7 & 1.8, Grade 12 Oral Communication)
  7. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2007 (≈ Grades 11-12) (see Unit 2, Outcome 3, Key Skill bullets 1 and 2)

- A counterpart of this standard also appears in the English language arts standards of the following :

  1. **England:** E*nglish Programme of Study* for Key stage 4, 2005 (≈ Grades 10-11) (see 1.4.c-d, 2.1.g)
  2. **Singapore:** *English Language Syllabus 2001*, Learning Outcomes for O-Levels (≈ Grades 10-11) (see 9.2.c, 9.3.b)

Illustrative Alignment with State and Other Standards

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

- *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up*. (2008). Washington, DC: Achieve. 2008. (see E4, in 12 of 12 states analyzed)
- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Fostering Habits of Mind Essential for Success, bullet 5; Listening and Speaking, Listening, bullet 2)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **California**: *English-Language Arts Content Standards for California Public Schools*. (see 1.12, 1.13, Grades 9-10)
    2. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see 3.15)
    3. **Texas:** *Texas College Readiness Standards*, (2008). (see pg. 4-5, Listening, A.1-3)

Speaking 7. Ask relevant questions to clarify points and challenge ideas.

College Readiness

Career Readiness

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **British Columbia, Canada:** *English Language Arts Integrated Resource Package,* Prescribed Learning Outcomes, 2007 (Grade 12) (see A7)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England:** *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.1.e)

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. (see Fostering Habits of Mind Essential for Success, bullet 7; Listening and Speaking, Speaking, bullets 1 and 3)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **Massachusetts:** *English Language Arts Curriculum Framework*, June 2001. (see General Standard 2: Questioning, Listening, and Contributing)

Speaking 8. Respond constructively to advance a discussion and build on the input of others.

Evidence for Individual Reading, Writing, and Speaking and Listening Standards

College Readiness

Career Readiness

- *Missouri Career Prep Certificate Program Planning Guide,* Missouri Department of Elementary and Secondary Education. (see pg. A5, Communication: Written, Verbal, and Listening-Performance skill 2)
- Qualifications and Curriculum Authority. (2007). *Functional Skills and Standards.* (see pg. 12, Speaking and Listening Level 2, bullets 1 and 4)

Illustrative International Benchmarks

- A counterpart of this standard appears in the English language arts standards and learning outcomes from the following high performing countries, as defined by their top 10 ranking on the 2006 Programme of International Student Assessment (PISA) Reading Scale:

    1. **Hong Kong**: *English Language Curriculum and Assessment Guide*, 2007. (≈Grades 10-11) (see Speaking, "Participate Effectively…", bullets 3-4 and 6)

- A counterpart of this standard also appears in the English language arts standards of the following :

    1. **England**: *English Programme of Study for Key stage 4*, 2005 (≈ Grades 10-11) (see 2.1.d-e)

Illustrative Alignment with State and Other Standards

- Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* (see Fostering Habits of Mind Essential for Success, bullet 7; Listening and Speaking, Speaking, bullets 1-4)
- A counterpart of this standard appears in the English language arts standards from the following states:

    1. **Massachusetts**: *English Language Arts Curriculum Framework*, June 2001. (see General Standard 1: Discussion; General Standard 2: Questioning, Listening, and Contributing)
    2. **Texas:** *Texas College Readiness Standards*, (2008). (see pg. 4-5, Listening, B.1)

Introduction

The *College and Career Readiness Standards for Mathematics* consist of three interconnected parts: a Standard for Mathematical Practice, ten Standards for Mathematical Content, and a set of Example Tasks.

The Standard for Mathematical Practice has six Core Practices that describe the way proficient students approach mathematics. Proficient students attend to precision, construct viable arguments, make sense of complex problems and persevere in solving them, look for hidden structure, note regularity in repeated reasoning, and use technology intelligently. This approach to mathematics is an essential part of being ready for college and career.

The Standards for Mathematical Content form the backbone of this document. Each of these ten standards consists of Core Concepts, Core Skills, and a description of the student's Coherent Understanding. Students who encounter the subject with a focus on coherence will be better able to learn more mathematics at a deeper level and be better able to access and apply the mathematics they know. The ten Standards for Mathematical Content pull together topics previously studied and look ahead toward topics in further coursework and training programs.

The Standards for Mathematical Content are designed to draw greater attention to powerful organizing principles in mathematics, such as functional relationships or the laws of arithmetic. They also allow important distinctions to be made more clearly, such as that between Expressions and Equations. And they surface the deep connections that often underlie mathematical coherence, such as the blending of algebra with geometry represented by Coordinates. These ten are not categories or buckets of topics to cover; they are standards. They describe the coherence students need and deserve as they go forward to their mathematical futures.

The third component of the *College and Career Readiness Standards for Mathematics* is a Web-based collection of Example Tasks that exemplifies the variety of performances required. High standards demand that students *use* their knowledge, skills and good practices to solve problems from a variety of contexts, both within mathematics and from the world outside. Example Tasks exemplify the range and variety of use that is expected. Teachers and designers of curriculum and assessment will find in the collection of examples a guide to what these standards mean. Over time, the collection of tasks will grow.

Together, these three components establish an evidence-based standard for college and career readiness. The *College and Career Readiness Standards for Mathematics* have been created with attention to the expectations of the highest achieving countries. They have focus and depth, emphasizing the understanding of and connections among topics that are most important for success regardless of a student's pathway after reaching these standards.

A primary goal of developing these standards is to enable students to achieve *mathematical proficiency* (see sidebar). Students are expected to understand the knowledge described in the Core Concepts and in the Coherent Understandings at a depth that enables them to reason with that knowledge—to analyze, interpret and evaluate mathematical problems, make deductions, and justify results. The Core Skills are meant to be used strategically and adaptively to solve problems. Students' knowledge and skills come to life and take their value when melded with the ways they approach mathematics—as described by the Core Practices.

The specific verbs used to describe concepts and skills in these standards are not meant to limit or indicate levels of any taxonomy. Although using verbs to indicate levels of depth has been a common practice in this country's standards writing, high performing nations do not use verbs in this way. They describe depth and practices first in separate sections of their syllabi. We have adopted the high performing countries' practice of focusing on a clear statement of what mathematics should be learned when writing standards for knowledge and skills.

Instruction, curriculum and assessment designed to achieve these standards should range over all strands of proficiency in *Adding It Up*, all depths of knowledge in Norman L. Webb's Depth of Knowledge taxonomy, all levels of Bloom's Taxonomy, and all levels of cognitive demand. In the Core Skills and Core Practices we have sometimes used terms like "explore" to indicate a lighter treatment with a goal of awareness and experience rather than proficiency. We have used Example Tasks to show the depth of knowledge and deployment of skills expected.

From *Adding it up: Helping children learn mathematics* (National Research Council, 2001, p. 116):

Recognizing that no term captures completely all aspects of expertise, competence, knowledge, and facility in mathematics, we have chosen mathematical proficiency to capture what we believe is necessary for anyone to learn mathematics successfully. Mathematical proficiency, as we see it, has five components, or strands:

conceptual understanding—comprehension of mathematical concepts, operations, and relations

procedural fluency—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately

strategic competence—ability to formulate, represent, and solve mathematical problems

adaptive reasoning—capacity for logical thought, reflection, explanation, and justification

productive disposition—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

These standards are measurable; that is, they are observable and verifiable through the broad spectrum of student performances that may be assessed during classroom observation, school-based examinations and large-scale testing. The *College and Career Readiness Standards for Mathematics* can guide the development of assessment frameworks that distribute the assessment responsibilities across multiple levels of the educational system: state, district, school and teacher.

Students reaching these levels will be prepared for non-remedial college mathematics courses and will be prepared for training programs for career-level jobs; however, the *College and Career Readiness Standards for Mathematics* should not be construed as grade twelve exit standards. Students interested in STEM fields, and those who wish to go beyond for other reasons, will need to reach these standards before their senior year in order to have time to include additional mathematics. A number of pathways for advanced learning are possible and may be integrated throughout the high school experience and beyond.

The Common Core State Standards Initiative

The *College and Career Readiness Standards for Mathematics* will anchor the next phase of the Common Core State Standards Initiative: development of K–12 Mathematics Standards. Those K–12 Standards are in turn expected to guide the development of a next generation of assessments, developed collaboratively by multiple states. The K–12 Mathematics Standards will serve as a guide and tool for aligning instruction, curriculum, assessment, teacher supports, and systems of accountability. To ensure alignment, the Standard for Mathematical Practice, the Standards for Mathematical Content, and the Example Tasks should all be taken into account.

Overview of the Mathematical Practice Standard

Attend to precision.
Construct viable arguments.
Make sense of complex problems and persevere in solving them.
Look for structure.
Look for and express regularity in repeated reasoning.
Make strategic decisions about the use of technological tools.

Overview of the Mathematical Content Standards

Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra.

Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true.

Functions. Functions model situations where one quantity determines another. Because nature and society are full of dependencies, functions are important tools in the construction of mathematical models.

Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships.

Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1.

Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data.

How Evidence Informed Decisions in Drafting the Standards

The Common Core State Standards Initiative builds on a generation of standards efforts led by states and national organizations. On behalf of the states, we have taken a step toward the next generation of standards that are aligned to college- and career-ready expectations and are internationally benchmarked. These standards are grounded in evidence from many sources that shows that the next generation of standards in mathematics must be focused on deeper, more thorough understanding of more fundamental mathematical ideas and higher mastery of these fewer, more useful skills.

The evidence that supports this new direction comes from a variety of sources. International comparisons show that high performing countries focus on fewer topics and that the U.S. curriculum is "a mile wide and an inch deep." Surveys of college faculty show the need to shift away from high school courses that merely survey advanced topics, toward courses that concentrate on developing an understanding and mastery of ideas and skills that are at the core of advanced mathematics. Reviews of data on student performance show the large majority of U.S. students are not mastering the mile wide list of topics that teachers cover.

The evidence tells us that in high performing countries like Singapore, the gap between what is taught and what is learned is relatively smaller than in Malaysia or the U.S. states. Malaysia's standards are higher than Singapore's, but their performance is much lower. One could interpret the narrower gap in Singapore as evidence that they actually use their standards to manage instruction; that is, Singapore's standards were set within the reach of hard work for their system and their population. Singapore's Ministry of Education flags its webpage with the motto, "Teach Less, Learn More." We accepted the challenge of writing standards that could work that way for U.S. teachers and students: By providing focus and coherence, we could enable more learning to take place at all levels.

However, a set of standards cannot be simplistically "derived" from any body of evidence. It is more accurate to say that we used evidence to inform our decisions. A few examples will illustrate how this was done.

For example, systems of linear equations are covered by all states, yet students perform surprisingly poorly on this topic when assessed by ACT. We determined that systems of linear equations have high coherence value, mathematically; that this topic is included by all high performing nations; and that it has moderately high value to college faculty. Result: We included it in our standards.

A different and more complex pattern of evidence appeared with families of functions. Again we found that students performed poorly on problems related to many advanced functions (trigonometric, logarithmic, quadratic, exponential, and so on). Again we found that a number of states cover them, even though college faculty rated them lower in value. High performing countries include this material, but with different degrees of demand. We decided that we had to carve a careful line through these topics so that limited teaching resources could focus where most important. We decided that students should

develop deep understanding and mastery of linear and exponential functions. They should also have familiarity with other families of functions, and apply their algebraic, modeling and problem solving skills to them—but not develop in-depth technical mastery and understanding. Thus we defined two distinct levels of attention and identified which families of functions got which level of attention.

Why were exponential functions selected for intensive focus in the Functions standard instead of, say, quadratic functions? What tipped the balance was the high coherence value of exponential functions in supporting modeling and their wide utility in work and life. Quadratic functions were also judged to be well supported by expectations defined under Expressions and Equations.

These examples indicate the kind of reasoning, informed by evidence, that it takes to design standards aligned to the demands of college and career readiness in a global economy. We considered inclusion in international standards, requirements of college and the workplace, surveys of college faculty and the business community, and other sources of evidence. As we navigated these sometimes conflicting signals, we always remained aware of the finiteness of instructional resources and the need for deep mathematical coherence in the standards.

At the end of this document, there is a listing of a number of sources that played a role in the deliberations described above and more generally throughout the process to inform our decisions. A hyperlinked version of the bibliography can be found online at www.corestandards.org.

College and Career Readiness Standards for Mathematics

Draft for Review and Comment

September 21, 2009

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Introduction

The *College and Career Readiness Standards for Mathematics* consist of three interconnected parts: a Standard for Mathematical Practice, ten Standards for Mathematical Content, and a set of Example Tasks.

The Standard for Mathematical Practice has six Core Practices that describe the way proficient students approach mathematics. Proficient students attend to precision, construct viable arguments, make sense of complex problems and persevere in solving them, look for hidden structure, note regularity in repeated reasoning, and use technology intelligently. This approach to mathematics is an essential part of being ready for college and career.

The Standards for Mathematical Content form the backbone of this document. Each of these ten standards consists of Core Concepts, Core Skills, and a description of the student's Coherent Understanding. Students who encounter the subject with a focus on coherence will be better able to learn more mathematics at a deeper level and be better able to access and apply the mathematics they know. The ten Standards for Mathematical Content pull together topics previously studied and look ahead toward topics in further coursework and training programs.

The Standards for Mathematical Content are designed to draw greater attention to powerful organizing principles in mathematics, such as functional relationships or the laws of arithmetic. They also allow important distinctions to be made more clearly, such as that between Expressions and Equations. And they surface the deep connections that often underlie mathematical coherence, such as the blending of algebra with geometry represented by Coordinates. These ten are not categories or buckets of topics to cover; they are standards. They describe the coherence students need and deserve as they go forward to their mathematical futures.

The third component of the *College and Career Readiness Standards for Mathematics* is a Web-based collection of Example Tasks that exemplifies the variety of performances required. High standards demand that students *use* their knowledge, skills and good practices to solve problems from a variety of contexts, both within mathematics and from the world outside. Example Tasks exemplify the range and variety of use that is expected. Teachers and designers of curriculum and assessment will find in the collection of examples a guide to what these standards mean. Over time, the collection of tasks will grow.

Together, these three components establish an evidence-based standard for college and career readiness. The *College and Career Readiness Standards for Mathematics* have been created with attention to the expectations of the highest achieving countries. They have focus and depth, emphasizing the understanding of and connections among topics that are most important for success regardless of a student's pathway after reaching these standards.

A primary goal of developing these standards is to enable students to achieve *mathematical proficiency* (see sidebar). Students are expected to understand the knowledge described in the Core Concepts and in the Coherent Understandings at a depth that enables them to reason with that knowledge—to analyze, interpret and evaluate mathematical problems, make deductions, and justify results. The Core Skills are meant to be used strategically and adaptively to solve problems. Students' knowledge and skills come to life and take their value when melded with the ways they approach mathematics—as described by the Core Practices.

The specific verbs used to describe concepts and skills in these standards are not meant to limit or indicate levels of any taxonomy. Although using verbs to indicate levels of depth has been a common practice in this country's standards writing, high performing nations do not use verbs in this way. They describe depth and practices first in separate sections of their syllabi. We have adopted the high performing countries' practice of focusing on a clear statement of what mathematics should be learned when writing standards for knowledge and skills.

Instruction, curriculum and assessment designed to achieve these standards should range over all strands of proficiency in *Adding It Up*, all depths of knowledge in Norman L. Webb's Depth of Knowledge taxonomy, all levels of Bloom's Taxonomy, and all levels of cognitive demand. In the Core Skills and Core Practices we have sometimes used terms like "explore" to indicate a lighter treatment with a goal of awareness and experience rather than proficiency. We have used Example Tasks to show the depth of knowledge and deployment of skills expected.

From *Adding it up: Helping children learn mathematics* (National Research Council, 2001, p. 116):

Recognizing that no term captures completely all aspects of expertise, competence, knowledge, and facility in mathematics, we have chosen mathematical proficiency to capture what we believe is necessary for anyone to learn mathematics successfully. Mathematical proficiency, as we see it, has five components, or strands:

conceptual understanding—comprehension of mathematical concepts, operations, and relations

procedural fluency—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately

strategic competence—ability to formulate, represent, and solve mathematical problems

adaptive reasoning—capacity for logical thought, reflection, explanation, and justification

productive disposition—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

These standards are measurable; that is, they are observable and verifiable through the broad spectrum of student performances that may be assessed during classroom observation, school-based examinations and large-scale testing. The *College and Career Readiness Standards for Mathematics* can guide the development of assessment frameworks that distribute the assessment responsibilities across multiple levels of the educational system: state, district, school and teacher.

Students reaching these levels will be prepared for non-remedial college mathematics courses and will be prepared for training programs for career-level jobs; however, the *College and Career Readiness Standards for Mathematics* should not be construed as grade twelve exit standards. Students interested in STEM fields, and those who wish to go beyond for other reasons, will need to reach these standards before their senior year in order to have time to include additional mathematics. A number of pathways for advanced learning are possible and may be integrated throughout the high school experience and beyond.

The Common Core State Standards Initiative

The *College and Career Readiness Standards for Mathematics* will anchor the next phase of the Common Core State Standards Initiative: development of K–12 Mathematics Standards. Those K–12 Standards are in turn expected to guide the development of a next generation of assessments, developed collaboratively by multiple states. The K–12 Mathematics Standards will serve as a guide and tool for aligning instruction, curriculum, assessment, teacher supports, and systems of accountability. To ensure alignment, the Standard for Mathematical Practice, the Standards for Mathematical Content, and the Example Tasks should all be taken into account.

Overview of the Mathematical Practice Standard

Attend to precision.
Construct viable arguments.
Make sense of complex problems and persevere in solving them.
Look for structure.
Look for and express regularity in repeated reasoning.
Make strategic decisions about the use of technological tools.

Overview of the Mathematical Content Standards

Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra.

Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true.

Functions. Functions model situations where one quantity determines another. Because nature and society are full of dependencies, functions are important tools in the construction of mathematical models.

Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships.

Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1.

Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data.

How Evidence Informed Decisions in Drafting the Standards

The Common Core State Standards Initiative builds on a generation of standards efforts led by states and national organizations. On behalf of the states, we have taken a step toward the next generation of standards that are aligned to college- and career-ready expectations and are internationally benchmarked. These standards are grounded in evidence from many sources that shows that the next generation of standards in mathematics must be focused on deeper, more thorough understanding of more fundamental mathematical ideas and higher mastery of these fewer, more useful skills.

The evidence that supports this new direction comes from a variety of sources. International comparisons show that high performing countries focus on fewer topics and that the U.S. curriculum is "a mile wide and an inch deep." Surveys of college faculty show the need to shift away from high school courses that merely survey advanced topics, toward courses that concentrate on developing an understanding and mastery of ideas and skills that are at the core of advanced mathematics. Reviews of data on student performance show the large majority of U.S. students are not mastering the mile wide list of topics that teachers cover.

The evidence tells us that in high performing countries like Singapore, the gap between what is taught and what is learned is relatively smaller than in Malaysia or the U.S. states. Malaysia's standards are higher than Singapore's, but their performance is much lower. One could interpret the narrower gap in Singapore as evidence that they actually use their standards to manage instruction; that is, Singapore's standards were set within the reach of hard work for their system and their population. Singapore's Ministry of Education flags its webpage with the motto, "Teach Less, Learn More." We accepted the challenge of writing standards that could work that way for U.S. teachers and students: By providing focus and coherence, we could enable more learning to take place at all levels.

However, a set of standards cannot be simplistically "derived" from any body of evidence. It is more accurate to say that we used evidence to inform our decisions. A few examples will illustrate how this was done.

For example, systems of linear equations are covered by all states, yet students perform surprisingly poorly on this topic when assessed by ACT. We determined that systems of linear equations have high coherence value, mathematically; that this topic is included by all high performing nations; and that it has moderately high value to college faculty. Result: We included it in our standards.

A different and more complex pattern of evidence appeared with families of functions. Again we found that students performed poorly on problems related to many advanced functions (trigonometric, logarithmic, quadratic, exponential, and so on). Again we found that a number of states cover them, even though college faculty rated them lower in value. High performing countries include this material, but with different degrees of demand. We decided that we had to carve a careful line through these topics so that limited teaching resources could focus where most important. We decided that students should

develop deep understanding and mastery of linear and exponential functions. They should also have familiarity with other families of functions, and apply their algebraic, modeling and problem solving skills to them—but not develop in-depth technical mastery and understanding. Thus we defined two distinct levels of attention and identified which families of functions got which level of attention.

Why were exponential functions selected for intensive focus in the Functions standard instead of, say, quadratic functions? What tipped the balance was the high coherence value of exponential functions in supporting modeling and their wide utility in work and life. Quadratic functions were also judged to be well supported by expectations defined under Expressions and Equations.

These examples indicate the kind of reasoning, informed by evidence, that it takes to design standards aligned to the demands of college and career readiness in a global economy. We considered inclusion in international standards, requirements of college and the workplace, surveys of college faculty and the business community, and other sources of evidence. As we navigated these sometimes conflicting signals, we always remained aware of the finiteness of instructional resources and the need for deep mathematical coherence in the standards.

At the end of this document, there is a listing of a number of sources that played a role in the deliberations described above and more generally throughout the process to inform our decisions. A hyperlinked version of the bibliography can be found online at www.corestandards.org.

College and Career Readiness Standards for Mathematics

APPENDIX: Common Core

Mathematical Practice

Proficient students expect mathematics to make sense. They take an active stance in solving mathematical problems. When faced with a non-routine problem, they have the courage to plunge in and try something, and they have the procedural and conceptual tools to carry through. They are experimenters and inventors, and can adapt known strategies to new problems. They think strategically.

Students who engage in these practices discover ideas and gain insights that spur them to pursue mathematics beyond the classroom walls. They learn that effort counts in mathematical achievement.[a] These are practices that expert mathematical thinkers encourage in apprentices. Encouraging these practices in our students should be as much a goal of the mathematics curriculum as is teaching specific content topics and procedures.[b] Taken together with the Standards for Mathematical Content, they support productive entry into college courses or career pathways.

Core Practices · Students can and do:

1 Attend to precision.

Mathematically proficient students organize their own ideas in a way that can be communicated precisely to others, and they analyze and evaluate others' mathematical thinking and strategies noting the assumptions made. They clarify definitions. They state the meaning of the symbols they choose, are careful about specifying units of measure and labeling axes, and express their answers with an appropriate degree of precision. Rather than saying, "let v be speed and let t be time," they would say "let v be the speed in meters per second and let t be the elapsed time in seconds from a given starting time." They recognize that when someone says the population of the United States in June 2008 was 304,059,724, the last few digits indicate unwarranted precision.

2 Construct viable arguments.

Mathematically proficient students understand and use stated assumptions, definitions and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They break things down into cases and can recognize and use counterexamples. They use logic to justify their conclusions, communicate them to others and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.

3 Make sense of complex problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They consider analogous problems, try special cases and work on simpler forms. They evaluate their progress and change course if necessary. They try putting algebraic expressions into different forms or try changing the viewing window on their calculator to get the information they need. They look for correspondences between equations, verbal descriptions, tables, and graphs. They draw diagrams of relationships, graph data, search for regularity and trends, and construct mathematical models. They check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?"

4 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern. For example, in $x^2 + 5x + 6$ they can see the 5 as 2 + 3 and the 6 as 2 × 3. They recognize the significance of an existing line in a geometric figure and can add an auxiliary line to make the solution of a problem clear. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects. For example, by seeing $5 - 3(x - y)^2$ as 5 minus a positive number times a square, they see that it cannot be more than 5 for any real numbers x and y.[b]

5 Look for and express regularity in repeated reasoning.

Mathematically proficient students pay attention to repeated calculations as they carry them out, and look both for general algorithms and for shortcuts. For example, by paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, they might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel in the expansions of $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ leads to the general formula for the sum of a geometric series. As they work through the solution to a problem, proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.[b]

6 Make strategic decisions about the use of technological tools.

Mathematically proficient students consider the available tools when solving a mathematical problem, whether pencil and paper, ruler, protractor, graphing calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. They are familiar enough with all of these tools to make sound decisions about when each might be helpful. They use mathematical understanding and estimation strategically, attending to levels of precision, to ensure appropriate levels of approximation and to detect possible errors. They are able to use these tools to explore and deepen their understanding of concepts.

(a) For the importance of students' beliefs about effort, see the National Mathematics Advisory Panel's Report of the Task Group on Learning Processes, p. 4-10 (2008). (b) Cuoco, A., Goldenberg, E. P., and Mark, J., *Journal of Mathematical Behavior*, 15 (4), 375-402, 1996; *Focus in High School Mathematics*. Reston, VA: NCTM, in press; Harel, G., What is Mathematics? A Pedagogical Answer to a Philosophical Question. In R. B. Gold & R. Simons (Eds.), *Current Issues in the Philosophy of Mathematics From the Perspective of Mathematicians*, Mathematical Association of America, 2008.

Number

Core Concepts · Students understand that:

A The real numbers include the rational numbers and are in one-to-one correspondence with the points on the number line.

B Quantities can be compared using division, yielding rates and ratios.

C A fraction can represent the result of dividing the numerator by the denominator; equivalent fractions have the same value.

D Place value and the rules of arithmetic form the foundation for efficient algorithms.

A Coherent Understanding of Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra:

- Numbers can be added in any order with any grouping and multiplied in any order with any grouping.
- Adding 0 and multiplying by 1 both leave a number unchanged.
- All numbers have additive inverses, and all numbers except zero have multiplicative inverses.
- Multiplication distributes over addition.

Subtraction and division are defined in terms of addition and multiplication, so are also governed by these rules.

The place value system bundles units into 10s, then 10s into 100s, and so on, providing an efficient way to name large numbers. Subdividing in a similar way extends this to the decimal system, which provides an address system for locating all real numbers on the number line with arbitrarily high accuracy. Place value is the basis for efficient algorithms, reducing much computation to single-digit arithmetic. Mental computation strategies also make opportunistic use of the rules of arithmetic, as when the product $5\times177\times2$ is computed at a glance to obtain 1770, rather than methodically working from left to right.

An estimate may be more appropriate than an exact value, for example, when you want to know the number of calories in a meal. Often a result is reported using fewer digits than were calculated. A mature number sense includes having rules of thumb about how much accuracy is appropriate and understanding that accuracy to more than a few decimal places often takes substantial effort. Estimation and approximation are also useful in checking calculations.

Rational numbers represented as fractions can be located on the number line by seeing them as numbers expressed in different units; for example, 3/5 is 3 units, where each unit is 1/5. However, rational numbers do not fill out the number line. There are also irrational numbers, such as π or $\sqrt{2}$. Each point on the number line then corresponds to a real number that is either rational or irrational.

Connections to Expressions, Functions and Coordinates. The rules of arithmetic govern the manipulations of expressions and functions. Two perpendicular number lines define the coordinate plane.

Core Skills · Students can and do:

1 Compare numbers and make sense of their magnitude.

> Include positive and negative numbers expressed as fractions, decimals, powers, and roots. Limit to square and cube roots. Include very large and very small numbers and the use of scientific notation.

2 Know when and how to use standard algorithms, and perform them flexibly, accurately and efficiently.*

3 Use mental strategies and technology to formulate, represent and solve problems.**

4 Solve multi-step problems involving fractions and percentages.

> Include situations such as simple interest, tax, markups/markdowns, gratuities and commissions, fees, percent increase or decrease, percent error, expressing rent as a percentage of take-home pay, and so on.

5 Use estimation and approximation to solve problems.

> Include evaluating answers for their reasonableness, detecting errors, and giving answers to an appropriate level of precision.

* This aligns with the concept of procedural fluency as in the National Research Council report *Adding it up: Helping children learn mathematics.* Specifically, *"Procedural fluency* refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently" (p. 121).

** This aligns with the concept of strategic competence as described in *Adding it up*. *"Strategic competence* refers to the ability to formulate mathematical problems, represent them, and solve them" (p. 124).

APPENDIX: Common Core

Quantity

Core Concepts · Students understand that:

A The value of a quantity is not specified unless the units are named or understood from the context.

B Quantities can be added and subtracted only when they are of the same type (length, area, speed, etc.).

C Quantities can be multiplied or divided to create new types of quantities, called derived quantities.

A Coherent Understanding of Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

The length of a football field and the speed of light are both quantities. If we choose units of miles per second, then the speed of light has a value of approximately 186,000 miles per second. But the speed of light need not be expressed in miles per second; it may be approximated by 3×10^8 meters per second or in any other unit of speed. Bare numerical values such as 186,000 do not describe quantities unless they are paired with units.

Speed (distance divided by time), rectangular area (length multiplied by length), density (mass divided by volume), and population density (number of people divided by land area) are examples of derived quantities, obtained by multiplying or dividing quantities.

It can make sense to add two quantities, such as when a child 51 inches tall grows 3 inches to become 54 inches tall. To be added or subtracted, quantities must be of the same type (length, area, speed, etc.); to add or subtract their values, the quantities must be expressed in the same units. Converting quantities to have the same units is like converting fractions to have a common denominator before adding or subtracting. But, even when quantities have the same units it does not always make sense to add them. For example, if a wooded park with 300 trees per acre is next to a field with 30 trees per acre, they do not have 330 trees per acre.

Doing algebra with units in a calculation reveals the units of the answer, and can help reveal a mistake if, for example, the answer comes out to be a distance when it should be a speed.

Connections to Number, Expressions, Equations, Functions, Modeling and Statistics. Operations described under Number and Expressions govern the operations one performs on quantities, including the units involved. Quantity is an integral part of any application of mathematics, and has connections to solving problems using data, equations, functions and modeling.

Core Skills · Students can and do:

1 Know when and how to convert units in computations.

Include the addition and subtraction of quantities of the same type expressed in different units; averaging data given in mixed units; converting units for derived quantities such as density and speed.

2 Use and interpret quantities and units correctly in algebraic formulas.

Include specifying units when defining variables and attending to units when writing expressions and equations.

3 Use and interpret quantities and units correctly in graphs and data displays.

Include function graphs, data tables, scatterplots and other visual displays of dimensioned data.

4 Use units as a way to understand problems and to guide the solution of multi-step problems.

Include examples such as acceleration; currency conversions; people-hours; social science measures, such as deaths per 100,000; and general rates, such as points per game.

Expressions

Core Concepts · Students understand that:

A Expressions are constructions built up from numbers, variables, and operations, which have a numerical value when each variable is replaced with a number.

B Complex expressions are made up of simpler expressions.

C The rules of arithmetic can be applied to transform an expression without changing its value.

D Rewriting expressions in equivalent forms serves a purpose in solving problems.

A Coherent Understanding of Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Reading an expression with comprehension involves analysis of its underlying structure, which may suggest a different but equivalent way of writing it that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p. But rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying by a constant factor.

Algebraic manipulations are based on the conventions of algebraic notation and the rules of arithmetic. Heuristic mnemonic devices are not a substitute for procedural fluency. For example, factoring, expanding, collecting like terms, the rules for interpreting minus signs next to parenthetical sums, and adding fractions with a common denominator are all instances of the distributive law; the definitions for negative and rational exponents are based on the extension of the exponent laws for positive integers. The laws of exponents connect multiplication of numbers to addition of exponents and thus express the deep relationship between addition and multiplication captured by the parallel nature of the rules of arithmetic for these operations.

Complex expressions are made up of simpler expressions using arithmetic operations and substitution. When simple expressions within more complex expressions are treated as single quantities, or chunks, the underlying structure of the larger expression may be more evident.

Connections to Equations and Functions. Setting expressions equal to each other leads to equations. Expressions can define functions of the variables that appear in them, with equivalent expressions defining the same function.

Core Skills · Students can and do:

1 See structure in expressions.

For example, recognize: that the expressions $x^4 - y^4$ and $(x + y)^2 - (x - y)^2$ are differences of squares; that there are different ways to rewrite the latter expression, e.g., by expanding and collecting like terms or by factoring as a difference of squares; that p is a common factor in $p + 0.025p$; that an expression in the form $(x - 3)^2 + 14$ reveals its minimum value.

2 Manipulate simple expressions.

Show procedural fluency in the following cases: factoring out common terms; factoring expressions with quadratic structure; writing in standard form sums, differences, and products of polynomials. Include completing the square and rewriting in standard form sums, differences, products, and quotients of simple rational expressions; rewriting expressions with negative exponents and those involving square or cube roots of a single term involving exponents.

3 Define variables and write an expression to represent a quantity in a problem.

Include contextual problems.

4 Interpret an expression that represents a quantity in terms of the context.

Include interpreting parts of an expression, such as terms, factors and coefficients.

Equations

Core Concepts · Students understand that:

A An equation is a statement that two expressions are equal.

B The solutions of an equation are the values of the variables that make the resulting numerical statement true.

C The steps in solving an equation are guided by understanding and justified by logical reasoning.

D Equations not solvable in one number system may have solutions in a larger number system.

A Coherent Understanding of Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true. If the equation is true for all values of the variables, then we call it an identity; identities are often discovered by manipulating one expression into another.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs, which can be graphed in the plane. Equations can be combined into systems to be solved simultaneously.

An equation can be solved by successively transforming it into one or more simpler equations. The process is governed by deductions based on the properties of equality. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, stimulating the formation of expanded number systems (integers, rational numbers, real numbers and complex numbers).

A formula is a type of equation. The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = \left(\frac{b_1+b_2}{2}\right)h$, can be solved for h using the same deductive process.

Inequalities can be solved in much the same way as equations. Many, but not all, of the properties of equality extend to the solution of inequalities.

Connections to Functions, Coordinates, and Modeling. Equations in two variables may define functions. Asking when two functions have the same value leads to an equation; graphing the two functions allows for the approximate solution of the equation. Equations of lines involve coordinates, and converting verbal descriptions to equations is an essential skill in modeling.

Core Skills · Students can and do:

1 Understand a problem and formulate an equation to solve it.

Extend to inequalities and systems.

2 Solve equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality.

Solve linear equations with procedural fluency. For quadratic equations, include solution by inspection, by factoring, or by using the quadratic formula. Understand that the quadratic formula comes from completing the square. Include simple absolute value equations solvable by direct inspection and by understanding the interpretation of absolute value as distance.

3 Rearrange formulas to isolate a quantity of interest.

Exclude cases that require extraction of roots or inverse functions.

4 Solve systems of equations.

Focus on pairs of simultaneous linear equations in two variables. Include algebraic techniques, graphical techniques and solving by inspection.

5 Solve linear inequalities in one variable and graph the solution set on a number line.

Emphasize solving the associated equality and determining on which side of the solution of the associated equation the solutions to the inequality lie.

6 Graph the solution set of a linear inequality in two variables on the coordinate plane.

Emphasize graphing the associated equation, using a dashed or solid line as appropriate and shading to indicate the half-plane on which the solutions to the inequality lie.

Functions

Core Concepts · Students understand that:

A A function is a rule, often defined by an expression, that assigns a unique output for every input.

B The graph of a function f is a set of ordered pairs $(x, f(x))$ in the coordinate plane.

C Functions model situations where one quantity determines another.

D Common functions occur in families where each member describes a similar type of dependence.

A Coherent Understanding of Functions. Functions model situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because nature and society are full of dependencies between quantities, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a plane to fly 1000 miles is a function of the plane's average ground speed in miles per hour, v; the rule $T(v) = 1000/v$ expresses this relationship algebraically and defines a function whose name is T.

The set of possible inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context. The graph of a function is a useful way of visualizing the relationship the function models, and manipulating the expression for a function can throw light on the function's properties.

Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with an initial value of zero describe proportional relationships.

Connections to Expressions, Equations, Modeling and Coordinates. Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. The graph of a function f is the same as the solution set of the equation $y = f(x)$. Questions about when two functions have the same value lead to equations, whose solutions can be visualized from the intersection of the graphs. Since functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be modeled effectively using a spreadsheet or other technology.

Core Skills · Students can and do:

1 Recognize proportional relationships and solve problems involving rates and ratios.

Include being able to express proportional relationships as functions.

2 Describe the qualitative behavior of common types of functions using graphs and tables.

Identify: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. Use technology to explore the effects of parameter changes on the graphs of linear, power, quadratic, polynomial, simple rational, exponential, logarithmic, sine and cosine, absolute value and step functions.

3 Analyze functions using symbolic manipulation.

Include slope-intercept and point-slope form of linear functions; vertex form of quadratic functions to identify symmetry and find maximums and minimums; factored form to find zeros. Use manipulations as described under Expressions.

4 Use the families of linear and exponential functions to solve problems.

For linear functions $f(x) = mx + b$, understand b as the intercept or initial value and m as the slope or rate of change. For exponential functions $f(x) = a \cdot b^x$, understand a as the intercept or initial value and b as the growth factor.

5 Find and interpret rates of change.

Compute the rate of change of linear functions and make qualitative observations about how the rate of change varies for nonlinear functions.

Modeling

Core Concepts · Students understand that:

A Mathematical models involve choices and assumptions that abstract key features from situations to help us solve problems.

B Even very simple models can be useful.

A Coherent Understanding of Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

A model can be very simple, such as a geometric shape to describe a physical object like a coin. Even so simple a model involves making choices. It is up to us whether to model the solid nature of the coin with a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. For some purposes, we might even choose to adjust the right circular cylinder to model more closely the way the coin deviates from the cylinder.

In any given situation, the model we devise depends on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models we can create and analyze is constrained as well by the limitations of our mathematical and technical skills. For example, modeling a physical object, a delivery route, a production schedule, or a comparison of loan amortizations each requires different sets of tools. Networks, spreadsheets and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations. One of the insights provided by mathematical modeling is that essentially the same mathematical structure might model seemingly different situations.

The basic modeling cycle is one of (1) identifying the key features of a situation, (2) creating geometric, algebraic or statistical objects that describe key features of the situation, (3) analyzing and performing operations on these objects to draw conclusions and (4) interpreting the results of the mathematics in terms of the original situation. Choices and assumptions are present throughout this cycle.

Connections to Quantity, Equations, Functions, Shape, Coordinates and Statistics. Modeling makes use of shape, data, graphs, equations and functions to represent real-world quantities and situations.

Core Skills · Students can and do:

1 Model numerical situations.

Include readily applying the four basic operations in combination to solve multi-step quantitative problems with dimensioned quantities; making estimates to introduce numbers into a situation and get problems started; recognizing proportional or near-proportional relationships and analyzing them using characteristic rates and ratios.

2 Model physical objects with geometric shapes.

Include common objects that can reasonably be idealized as two- and three-dimensional geometric shapes. Identify the ways in which the actual shape varies from the idealized geometric model.

3 Model situations with equations and inequalities.

Include situations well described by a linear inequality in two variables or a system of linear inequalities defining a region in the plane.

4 Model situations with common functions.

Include situations well described by linear, quadratic or exponential functions; and situations that can be well described by inverse variation ($f(x) = k/x$). Include identifying a family of functions that models features of a problem, and identifying a particular function of that family and adjusting it to fit by changing parameters. Understand the recursive nature of situations modeled by linear and exponential functions.

5 Model situations using probability and statistics.

Include using simulations to model probabilistic situations; describing the shape of a distribution of values and summarizing a distribution with measures of center and variability; modeling a bivariate relationship using a trend line or a regression line.

6 Interpret the results of applying a model and compare models for a particular situation.

Include realizing that models seldom fit exactly and so there can be error; identifying simple sources of error and being careful not to over-interpret models. Include recognizing that there can be many models that relate to a situation, that they can capture different aspects of the situation, that they can be simpler or more complex, and that they can have a better or worse fit to the situation and the questions being asked.

Shape

Core Concepts · Students understand that:

A Shapes and their parts, attributes, and measurements can be analyzed deductively.*

B Congruence, similarity, and symmetry can be analyzed using transformations.

C Mathematical shapes model the physical world, resulting in practical applications of geometry.

D Right triangles and the Pythagorean theorem are central to geometry and its applications, including trigonometry.

A Coherent Understanding of Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships. Once understood, those attributes and relationships can be applied in diverse practical situations—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Understanding the attributes of geometric objects often relies on measurement: a circle is a set of points in a plane at a fixed distance from a point; a cube is bounded by six squares of equal area; when two parallel lines are crossed by a transversal, pairs of corresponding angles are congruent.

The concepts of congruence, similarity and symmetry can be united under the concept of geometric transformation. Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent. Applying a scale transformation to a geometric figure yields a similar figure. The transformation preserves angle measure, and lengths are related by a constant of proportionality. If the constant of proportionality is one, distances are also preserved (so the transformation is a rigid transformation) and the figures are congruent.

The definitions of sine, cosine and tangent for acute angles are founded on right triangle similarity, and, with the Pythagorean theorem, are fundamental in many practical and theoretical situations.

Connections to Coordinates, Functions and Modeling. The Pythagorean theorem is a key link between geometry, measurement and distance in the coordinate plane. Parameter changes in families of functions can be interpreted as transformations applied to their graphs and those functions, as well as geometric objects in their own right, can be used to model contextual situations.

*In this document, deductive analysis aligns with the notion of adaptive reasoning as defined in *Adding it Up*, and includes empirical exploration, informal justification, and formal proof.

Core Skills · Students can and do:

1 Use multiple geometric properties to solve problems involving geometric figures.

Properties include: measures of interior angles of a triangle sum to 180°; vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; measures of supplementary angles sum to 180°; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are exactly those equidistant from the segment's endpoints; and a line tangent to a circle is perpendicular to the radius meeting it.

2 Prove theorems, test conjectures and identify logical errors.

Include theorems establishing the properties in Core Skill 1 and other theorems about angles, parallel and perpendicular lines, similarity and congruence of triangles.

3 Construct and interpret representations of geometric objects.

Include classical construction techniques and construction techniques supported by modern technologies. Include moving between two-dimensional representations and the three-dimensional objects they represent, such as in schematics, assembly instructions, perspective drawings and multiple views.

4 Solve problems involving measurements.

Include measurement (length, angle measure, area, surface area, and volume) of a variety of figures and shapes in two- and three-dimensions. Compute measurements using formulas and by decomposing complex shapes into simpler ones.

5 Solve problems involving similar triangles and scale drawings.

Include computing actual lengths, areas and volumes from a scale drawing and reproducing a scale drawing at a different scale.

6 Apply properties of right triangles and right triangle trigonometry to solve problems.

Include using the Pythagorean theorem and properties of special right triangles, and applying sine, cosine and tangent to determine lengths and angle measures of right triangles. Use right triangles and their properties to solve real-world problems. Limit angle measures to degrees.

Coordinates

Core Concepts · Students understand that:

A Locations in the plane or in space can be specified by pairs or triples of numbers called coordinates.

B Coordinates link algebra with geometry and allow methods in one domain to solve problems in the other.

C The set of solutions to an equation in two variables forms a curve in the coordinate plane—such as a line, parabola, circle—and the solutions to systems of equations correspond to intersections of these curves.

A Coherent Understanding of Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling and proof.

Coordinate geometry is a rich field for exploration. How does a geometric transformation such as a translation or reflection affect the coordinates of points? How is the geometric definition of a circle reflected in its equation?

Adding a third perpendicular axis associates three numbers with locations in three dimensions and extends the use of algebraic techniques to problems involving the three-dimensional world we live in.

Connections to Shape, Quantity, Equations and Functions. Coordinates can be used to reason about shapes. In applications, coordinate values often have units (such as meters and bushels). A one-variable equation of the form $f(x) = g(x)$ may be solved in the coordinate plane by finding intersections of the curves $y = f(x)$ and $y = g(x)$.

Core Skills · Students can and do:

1 Translate fluently between lines in the coordinate plane and their equations.

Include predicting visual features of lines by inspection of their equations, determining the equation of the line through two given points, and determining the equation of the line with a given slope passing through a given point.

2 Identify the correspondence between parameters in common families of equations and the location and appearance of their graphs.

Include common families of equations—the graphs of $Ax + By = C$, $y = mx + b$ and $x = a$ are straight lines; the graphs of $y = a(x - h)^2 + k$ and $y = Ax^2 + Bx + C$ are parabolas; and the graph of $(x - h)^2 + (y - k)^2 = r^2$ is a circle.

3 Use coordinates to solve geometric problems.

Include proving simple theorems algebraically, using coordinates to compute perimeters and areas for triangles and rectangles, finding midpoints of line segments, finding distances between pairs of points and determining when two lines are parallel or perpendicular.

APPENDIX: Common Core

Probability

Core Concepts · Students understand that:

A Probability models outcomes for situations in which there is inherent randomness, quantifying the degree of uncertainty in terms of relative frequency of occurrence.

B The law of large numbers provides the basis for estimating certain probabilities by use of empirical relative frequencies.

C The laws of probability govern the calculation of probabilities of combined events.

D Interpreting probabilities contextually is essential to rational decision-making in situations involving randomness.

A Coherent Understanding of Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1. This number is generally interpreted as the relative frequency of occurrence of the event over the long run.

The structure of a probability model begins by listing or describing the possible outcomes for a random situation (the sample space) and assigning probabilities based on an assumption about long-run relative frequency. In situations such as flipping a coin, rolling a number cube, or drawing a card, it is reasonable to assume various outcomes are equally likely.

Compound events constructed from these simple ones can be represented by tree diagrams and by frequency or relative frequency tables. The probabilities of compound events can be computed using these representations and by applying the additive and multiplicative laws of probability. Interpreting these probabilities relies on an understanding of independence and conditional probability, approachable through the analysis of two-way tables.

Converting a verbally-stated problem into the symbols and relations of probability requires careful attention to words such as *and*, *or*, *if*, and *all*, and to grammatical constructions that reflect logical connections. This is especially true when applying probability models to real-world problems, where simplifying assumptions are also usually necessary in order to gain at least an approximate solution.

Connections to Statistics and Expressions. Probability is the foundation for drawing valid conclusions from sampling or experimental data. Counting has an advanced connection with Expressions through Pascal's triangle and binomial expansions.

Core Skills · Students can and do:

1 Compute theoretical probabilities by systematically counting points in the sample space.

Make use of symmetry and equally likely outcomes. Include permutation and combination problems as long as small numbers are involved or technology is used, so that formulas are not required.

2 Interpret probabilities of compound events using concepts of independence and conditional probability.

Include reading conditional probabilities from two-way tables.

3 Compute probabilities of compound events.

Make use of the additive and multiplicative laws of probability, tree diagrams and frequency or relative frequency tables in real contexts. Do not emphasize fluency with the related formulas

4 Estimate probabilities empirically.

Include using data from simulations carried out with technology to estimate probabilities.

5 Identify and explain common misconceptions regarding probability.

Include misconceptions about long-run versus short-run behavior of relative frequencies (the law of large numbers). Include attention to the use and misuse of probability in the media, especially in terms of interpreting charts and tables and in the contextual meaning of terms connected to probability, such as 'odds' or 'risk.'

6 Adapt probability models to solve real-world problems.

Include the use of conditional probability to assess subsets of data (e.g., what does the data say about males and females separately). Include the use of independence as a simplifying assumption (e.g., find the probability that two students both contract the disease this year).

Statistics

Core Concepts · Students understand that:

A Statistical methods take variability into account to support making informed decisions based on quantitative studies designed to answer specific questions.

B Visual displays and summary statistics condense the information in data sets into usable knowledge.

C Randomness is the foundation for using statistics to draw conclusions when testing a claim or estimating plausible values for a population characteristic.

D The design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions.

A Coherent Understanding of Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data. Statistics provides tools for describing variability in data and for making informed decisions that take variability into account.

Data are gathered, displayed, summarized, examined and interpreted to discover patterns. Data can be summarized by a statistic measuring center, such as mean or median, and a statistic measuring spread, such as interquartile range or standard deviation. Different distributions can be compared numerically using these statistics or visually using plots. Which statistics to compare, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance and this can be evaluated only under the condition of randomness.

In critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were collected, and the analyses employed as well as the data summaries and the conclusions drawn.

Connections to Probability, Functions and Modeling. Valid conclusions about a population depend on designed simulations or other statistical studies using random sampling or assignment and rely on probability for their interpretation. Functional models may be used to approximate data. If the data are approximately linear, the relationship may be modeled with a trend line and the strength and direction of such a relationship may be expressed through a correlation coefficient. Technology facilitates the study of statistics by making it possible to simulate many possible outcomes in a short amount of time, and by generating plots, function models, trend lines and correlation coefficients.

Core Skills · Students can and do:

1 Formulate questions that can be addressed with data. Identify the relevant data, collect and organize it to respond to the question.

> Include determining whether a question can best be addressed through a sample survey, randomized experiment or observational study. Include unbiased selection for a sample and randomization of assignment to treatment for an experiment.

2 Use appropriate displays and summary statistics for data.

> Include univariate, bivariate, categorical and quantitative data. Include the thoughtful selection of displays and measures of center and spread to summarize data.

3 Interpret data displays and summaries critically; draw conclusions and develop recommendations.

> Include paying attention to the context of the data, interpolating or extrapolating judiciously, and examining the effects of extreme values of the data on summary statistics of center and spread. Include data sets that follow a normal distribution. Include observing and interpreting linear trends in bivariate quantitative data.

4 Draw statistical conclusions involving population means or proportions using sample data.

> Conclusions should be based on simulations or other informal techniques, rather than formulas.

5 Evaluate reports based on data.

> Include looking for bias or flaws in the way the data were gathered or presented, as well as unwarranted conclusions, such as claims that confuse correlation with causation.

Sample of Works Consulted

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B. *Crossroads in Mathematics*, 1995 and *Beyond Crossroads, 2006*. American Mathematical Association of Two-Year Colleges (AMATYC).

C. *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence*. National Council of Teachers of Mathematics, 2006.

D. *Foundations for Success: Final Report of the National Mathematics Advisory Panel* (NMAP), 2008.

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N. *What is Mathematics? A Pedagogical Answer to a Philosophical Question.* Harel, G.. In R. B. Gold & R. Simons (Eds.), *Current Issues in the Philosophy of Mathematics from the Perspective of Mathematicians*, Mathematical Association of America, 2008.

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II. College Readiness

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III. Career Readiness

A. ACT Job Skill Comparison Charts

B. Achieve's Mathematics at Work, 2008. http://www.achieve.org/mathatwork

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IV. International Documents

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G. Hong Kong

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B. Trends in International Mathematics and Science Study (TIMSS), 2007.

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B. Florida State Standards

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D. Massachusetts State Standards

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Evidence for Individual Math Standards

What follows is a sample of sources consulted in the drafting of the core math standards. Citations are organized by the standard to which they pertain. For example, all sources with specific relevance to standard #2 (Number) are listed below that standard. Each citation contains a link to the section of the source document that is relevant to the core math standard to which it corresponds. For more information on sources and how they were used in the drafting of the math standards, please refer to the "College and Career Readiness Standards for Mathematics."

1. Mathematical Practice

2. Number

National Reports

- *NAEP Math Framework 2009* – Number Properties and Operations Strand (p. 7-8 description, standards follow)
- AMATYC, *Crossroads* - Standard C-1 Number Sense
- NCTM, *Focal Points* - Number and Operations Focal Points
- NCTM *Principles and Standards* - Number and Operations Standard

College Readiness

- ACT *College Readiness Standards* - Basic Operations and Applications; Numbers: Concepts & Properties
- *Advanced Placement Computer Science*, Statistics and Computer Science Course Descriptions - Computer Science Prerequisite (p.7)
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Computation Strand (p.31-32), Mathematical Reasoning (p. 35-37)
- *College Board Standards for College Success*: Mathematics and Statistics. College Board, (2006) - Middle School Math Standards p.iii
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Number sense and Numerical Operations Strand

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Number Strand p. 3
- **Belgium** - 2 Number theory and algebra strand
- **China** - Numbers and Algebra strand
- **Chinese Taipei** - 1. Numbers and Coordinate system, pgs. 31-32
- **England** - Number and Algebra
- **Hong Kong** - Number and Algebra Dimension
- **India** - Number Systems Unit, Grade 9
- **Ireland** – Leaving Certificate - Arithmetic
- **Japan** - Math I course
- **Korea** - Strand A Numbers and Operations
- **Singapore** - Topic 1 Numbers and Algebra
- Program for International Student Assessment (PISA), (2006) - Quantity Overarching Idea (p. 89-92)
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Number
- International Baccalaureate, Mathematics Standard Level, (2006) - Prior Knowledge (Number and Algebra)

Evidence for Individual Math Standards

- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Algebra I
- **Florida** - State Standards – Algebra
- **Georgia** - State Standards - Number and Operations (throughout)
- **Massachusetts** - State Standards - Number Sense and Operations
- **Minnesota** - State Standards - Algebra Strand

3. Quantity

National Reports

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College Readiness

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- Conley, D.T. (2008). *Knowledge and Skills for University Success* - General Foundation Skills (Natural Science Standards) (p.44)
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Number sense and Numerical Operations

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Number Strand
- **China** - Numbers and Algebra ; Space and Figures Strands
- **England** - Geometry and Measures Strand
- **Hong Kong** - Measures, Shape and Space Dimension
- **Singapore** - Topic 1 Numbers and Algebra; Topic 2 Geometry and Measurement
- Program for International Student Assessment (PISA), (2006) - Quantity Overarching Idea
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Number
- International Baccalaureate, Mathematics Standard Level, (2006) - Prior Knowledge (Number and Algebra), pgs. 2-3
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Shape, space and measures

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Throughout Measurement and Geometry strand in K-7 (e.g. p. 32)
- **Florida** - State Standards – Algebra; Financial Literacy
- **Massachusetts** - State Standards - Measurement
- **Minnesota** - State Standards - Geometry and Measurement Strand

4. Expressions

Evidence for Individual Math Standards

National Reports

- *NAEP Math Framework 2009* – Number Properties and Operations Strand (p. 7-8 description, standards follow); Algebra Strand (p. 30-31 description, standards follow)
- AMATYC, *Crossroads* - Standard C-2: Symbolism and Algebra
- NCTM, *Focal Points* - Number and Operations and Algebra Focal Points
- NCTM *Principles and Standards* - Number and Operations Standard; Algebra Standard

College Readiness

- ACT *College Readiness Standards* - Expressions, Equations & Inequalities
- *Advanced Placement Calculus*, Statistics and Computer Science Course Descriptions - Calculus Prerequisite (p.6); Statistics Prerequisite (p.6); Computer Science Prerequisite (p.7)
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Computation Strand (p.31-32); Algebra Strand (p32-34)
- *College Board Standards for College Success*: Mathematics and Statistics. College Board, (2006) - Algebra I Standards (p.v); Algebra II Standards (p.vii)
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Algebra Strand

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Patterns and Relations Strand
- **Belgium** - 2 Number theory and algebra Strand
- **China** - Numbers and Algebra strand
- **Chinese Taipei** - 3. Polynomials, pgs. 32-33
- **England** - Number and Algebra
- **Finland** - MAB1 Expressions and equations
- **Hong Kong** - Number and Algebra Dimension
- **India** - Algebra Unit, Grade 10
- **Ireland** – Leaving Certificate - Algebra
- **Japan** - Math I course p. 59
- **Korea** - Strand B Variables and Expressions
- **Singapore** - Topic 1 Numbers and Algebra
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Algebra
- International Baccalaureate, Mathematics Standard Level, (2006) - Prior Knowledge (Number and Algebra)
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Algebra I; Algebra II
- **Florida** - State Standards – Algebra
- **Georgia** - State Standards –Mathematics 3, Algebra
- **Massachusetts** - State Standards - Patterns, Relations and Algebra
- **Minnesota** - State Standards - Algebra Strand

5. Equations

National Reports

Evidence for Individual Math Standards

- *NAEP Math Framework 2009* – Number Properties and Operations Strand (p. 7-8 description, standards follow); Algebra Strand (p. 30-31 description, standards follow)
- AMATYC, *Crossroads* - Standard C-2: Symbolism and Algebra
- NCTM, *Focal Points* - Number and Operations and Algebra Focal Points
- NCTM *Principles and Standards* - Number and Operations Standard; Algebra Standard

College Readiness

- ACT *College Readiness Standards* - Expressions, Equations & Inequalities
- *Advanced Placement Calculus*, Statistics and Computer Science Course Descriptions - Calculus Prerequisite (p.6); Statistics Prerequisite (p.6); Computer Science Prerequisite (p.7)
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Computation Strand (p.31-32); Algebra Strand (p32-34)
- *College Board Standards for College Success*: Mathematics and Statistics. College Board, (2006) - Algebra I Standards (p.v); Algebra II Standards (p.vii)
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Algebra Strand

Illustrative International Benchmarks

- **Alberta** - General Outcomes – Patterns and Relations Strand
- **Belgium** - 2 Number theory and algebra Strand
- **China** - Numbers and Algebra strand
- **Chinese Taipei** - 3. Polynomials, pgs. 32-33
- **England** - Number and Algebra
- **Finland** - MAB1 Expressions and equations
- **Hong Kong** - Number and Algebra Dimension
- **India** - Algebra Unit
- **Ireland** – Leaving Certificate - Algebra
- **Japan** – Math I course; Math II course
- **Korea** - Strand B Variables and Expressions
- **Singapore** - Topic 1 Numbers and Algebra
- Program for International Student Assessment (PISA), (2006) - Change and Relationships Overarching Idea (p. 86-89)
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Algebra
- International Baccalaureate, Mathematics Standard Level, (2006) - Functions and Equations, pgs. 4-5; Prior Knowledge (Number and Algebra), pgs. 2-3
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Algebra I; Algebra II
- **Florida** - State Standards – Algebra
- **Georgia** - State Standards – Mathematics 3, Algebra
- **Massachusetts** - State Standards - Patterns, Relations and Algebra
- **Minnesota** - State Standards - Algebra Strand

6. Functions

National Reports

Evidence for Individual Math Standards

- NAEP *Math Framework 2009* – Number Properties and Operations Strand (p. 7-8 description, standards follow); Algebra Strand (p. 30-31 description, standards follow)
- AMATYC, *Crossroads* - Standard C-4: Function
- NCTM, *Focal Points* - Algebra Focal Points
- NCTM *Principles and Standards* - Algebra Standard

College Readiness

- ACT *College Readiness Standards* – Functions
- *Advanced Placement Calculus*, Statistics and Computer Science Course Descriptions - Calculus Prerequisite (p.6); Statistics Prerequisite (p.6); Computer Science Prerequisite (p.7)
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Algebra Strand (p32-34)
- *College Board Standards for College Success*: Mathematics and Statistics. College Board, (2006) - Algebra II Standards (p.vii)
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Algebra Strand

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Patterns and Relations Strand
- **Belgium** - 3 Real functions
- **China** - Numbers and Algebra strand
- **Chinese Taipei** - 4. Exponent and logarithm; 5. The basic concept of trigonometric functions, pgs. 33-34
- **England** - Number and Algebra
- **Finland** - MAB3 Mathematical Models 1; MAB4 Mathematical analysis; MAB6 Mathematical Models II
- **Hong Kong** - Number and Algebra Dimension
- **India** - Sets and Function, Grade 11
- **Ireland** – Leaving Certficate, Functions and Calculus
- **Japan** - Math I course; Math II course
- **Korea** - Strand D Functions
- **Singapore** - Topic 1 Numbers and Algebra
- Program for International Student Assessment (PISA), (2006) - Change and Relationships Overarching Idea
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Algebra
- International Baccalaureate, Mathematics Standard Level, (2006) - Functions and Equations, pgs. 4-5
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Algebra II
- **Florida** - State Standards – Algebra
- **Georgia** - State Standards – Mathematics 3, Algebra
- **Massachusetts** - State Standards - Patterns, Relations and Algebra
- **Minnesota** - State Standards - Algebra Strand

7. Modeling

National Reports

Evidence for Individual Math Standards

- NAEP *Math Framework 2009* - Algebra Strand (p. 30-31 description, standards follow)
- AMATYC, *Crossroads* - Standard C-4: Function
- NCTM, *Focal Points* - Algebra Focal Points
- NCTM Principles and Standards - Algebra Standard

College Readiness

- ACT *College Readiness Standards* - Expressions, Equations & Inequalities
- *Advanced Placement Calculus,* Calculus Course Descriptions - Calculus Prerequisite (p.6)
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Algebra Strand (p32-34)
- *College Board Standards for College Success*: Mathematics and Statistics. College Board, (2006) - Algebra II (p.vii)
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Algebra Strand

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Patterns and Relations Strand
- **China** - Numbers and Algebra Strand
- **England** - Number and Algebra
- **Finland** - MAB3 Mathematical Models 1; MAB6 Mathematical Models II
- **India** - Mathematical Modeling
- **Singapore** - Topic 1 Numbers and Algebra
- Program for International Student Assessment (PISA), (2006) - Change and Relationships Overarching Idea (p. 86-89)
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Algebra
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Algebra I
- **Florida** - State Standards - Algebra
- **Georgia** - State Standards - Mathematics 3, Algebra
- **Massachusetts** - State Standards - Patterns, Relations and Algebra
- **Minnesota** - State Standards - Algebra Strand

8. Shape

National Reports

- *NAEP Math Framework 2009* – Geometry Strand (p. 17-19 description, standards follow. Strand called "Geometry and Measurement" in grade 12)
- AMATYC, *Crossroads* - Standard C-3: Geometry
- NCTM, *Focal Points* - Geometry and Measurement Focal Points
- NCTM *Principles and Standards* - Geometry Standard

College Readiness

- ACT *College Readiness Standards* - Properties of Plane Figures; Measurement
- *Advanced Placement Calculus,* Calculus Course Descriptions - Calculus Prerequisite (p.6)
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Geometry (p.34-35)

Evidence for Individual Math Standards

- *College Board Standards for College Success:* Mathematics and Statistics. College Board, (2006) - Geometry Standards (p. vi)
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Geometry Strand

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Shape and Space Strand
- **Belgium** - 4 Geometry
- **China** - Mathematics 2; Space and Figures Strand
- **Chinese Taipei** – 6. Characters and application of trigonometric (sic), pg. 34; 2. Straight line and plane of space; 4. Conic section, pgs. 35-36
- **England** - Geometry and Measures Strand
- **Finland** - MAB2 Geometry
- **Hong Kong** - Measures, Shape and Space Dimension
- **India** - Geometry Unit
- **Ireland** - Geometry
- **Japan** - Math II Course; Math A Course
- **Korea** - Strand C Geometry
- **Singapore** - Topic 2 Geometry and Measurement (starting on page 7)
- Program for International Student Assessment (PISA), (2006) - Space and Shape Overarching Idea (p.83-86)
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Geometry
- International Baccalaureate, Mathematics Standard Level, (2006) - Prior Knowledge (Geometry), pgs. 3
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Shape, space and measures

Illustrative Alignment with State and Other Standards

- **California** - State Standards – Geometry
- **Florida** - State Standards – Geometry
- **Georgia** - State Standards -Mathematics 2, Geometry
- **Massachusetts** - State Standards - Geometry
- **Minnesota** - State Standards - Geometry and Measurement Strand

9. Coordinates

National Reports

- *NAEP Math Framework 2009* – Geometry Strand (p. 17-19 description, standards follow. Strand called "Geometry and Measurement" in grade 12)
- AMATYC, *Crossroads* - Standard C-3: Geometry
- NCTM, *Focal Points* - Geometry and Measurement Focal Points
- NCTM *Principles and Standards* - Geometry Standard

College Readiness

- ACT *College Readiness Standards* - Graphical Representations
- *Advanced Placement Calculus,* Calculus Course Descriptions - Calculus Prerequisite (p.6)
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Geometry (p.34-35)

Evidence for Individual Math Standards

- College Board Standards for College Success: Mathematics and Statistics. College Board, (2006) - Algebra I Standards (p.v); Algebra II Standards (p.vii)
- Ready or Not: Creating a High School Diploma That Counts. American Diploma Project, (2004) - Geometry Strand

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Shape and Space Strand
- **Belgium** - 4 Geometry
- **China** - Mathematics 2; Space and Figures Strand
- **Chinese Taipei** – First Year, 1. Numbers and Coordinate system, pgs. 31-32; Second Year, 1. Vector, pg. 35
- **England** - Geometry and Measures Strand ; Number and Algebra
- **Finland** - MAB2 Geometry
- **Hong Kong** - Measures, Shape and Space Dimension
- **India** - Geometry and Mensuration Units
- **Ireland** - Coordinate Geometry
- **Japan** – Math II Course; Math B Course
- **Korea** - Strand C Geometry
- **Singapore** - Topic 2 Geometry and Measurement
- Program for International Student Assessment (PISA), (2006) - Space and Shape Overarching Idea; Change and Relationships Overarching Idea
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Algebra; Geometry
- International Baccalaureate, Mathematics Standard Level, (2006) - Prior Knowledge (Number and Algebra, and Geometry), pgs. 2-3
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Number and Algebra; Geometry

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Algebra I; Geometry
- **Florida** - State Standards – Algebra
- **Georgia** - State Standards - Geometry
- **Massachusetts** - State Standards - Geometry
- **Minnesota** - State Standards - Geometry and Measurement Strand

10. Probability

National Reports

- *NAEP Math Framework 2009* – Data Analysis, Statistics and Probability Strand (p. 24-25 description, standards follow)
- AMATYC, *Crossroads* - Standard C-5: Discrete Mathematics, Standard C-6: Probability and Statistics
- NCTM *Principles and Standards* - Data Analysis & Probability Standard

College Readiness

- ACT College Readiness Standards - Probability, Statistics & Data Analysis [link to ACT_CollegeReadinessStandards_p10-17.pdf]
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Research & Analysis (Social Science Standards), section B (p.64)

Evidence for Individual Math Standards

- *College Board Standards for College Success*: Mathematics and Statistics. College Board, (2006) - Geometry Standards (p. vi); Algebra II Standards (p. vii)
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Data Interpretation, Statistics and Probability Strand

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Statistics and Probability Strand
- **Belgium** - 5 Statistics
- **China** - Mathematics 3; Statistics and Probability Strand
- **Chinese Taipei** – Second Year, 5 Permutation and Combination, p. 37
- **England** - Statistics Strand
- **Finland** - MAB5 Statistics and Probability
- **Hong Kong** - Data Handling Dimension
- **India** - Statistics and Probability Unit, Grade 11
- **Ireland** Discrete Mathematics and Counting
- **Japan** - Math A Course; Math C Course
- **Korea** - Strand E Probability and Statistics
- **Singapore** - Topic 3 Statistics and Probability
- Program for International Student Assessment (PISA), (2006) - Uncertainty Overarching Idea
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Data and Chance
- International Baccalaureate, Mathematics Standard Level, (2006) - Statistics and Probability, pgs. 6-8
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Handling Data

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Algebra II; Probability and Statistics
- **Florida** - State Standards – Probability
- **Georgia** - State Standards – Mathematics 3, Data Analysis and Probability
- **Massachusetts** - State Standards - Data Analysis, Statistics, and Probability
- **Minnesota** - State Standards - Data Analysis & Probability

11.Statistics

National Reports

- NAEP *Math Framework 2009* – Data Analysis, Statistics and Probability Strand (p. 24-25 description, standards follow)
- AMATYC, *Crossroads* - Standard C-6: Probability and Statistics
- NCTM, *Focal Points* - Data Analysis Focal Points
- NCTM Principles and Standards - Data Analysis & Probability Standard

College Readiness

- ACT *College Readiness Standards* - Probability, Statistics & Data Analysis
- Conley, D.T. (2008). *Knowledge and Skills for University Success* - Statistics (p.37)
- *College Board Standards for College Success*: Mathematics and Statistics. College Board, (2006) - Middle School Math Standards (p.iii); Algebra I Standards (p.v); Precalculus Standards (p.viii)
- *Ready or Not: Creating a High School Diploma That Counts.* American Diploma Project, (2004) - Data Interpretation, Statistics and Probability Strand

Evidence for Individual Math Standards

Illustrative International Benchmarks

- **Alberta** - General Outcomes - Statistics and Probability Strand
- **Belgium** - 5 Statistics
- **China** - Mathematics 3; Statistics and Probability Strand
- **Chinese Taipei** – Second Year, 6 Probability and Statistic, pg. 37-38
- **England** - Statistics Strand
- **Finland** - MAB5 Statistics and Probability
- **Hong Kong** - Data Handling Dimension
- **India** - Statistics and Probability Unit, Grade 11
- **Ireland** - Discrete Mathematics and Counting (p.27 and 28)
- **Japan** - Math B Course; Math C Course
- **Korea** - Strand E Probability and Statistics
- **Singapore** - Topic 3 Statistics and Probability
- Program for International Student Assessment (PISA), (2006) - Uncertainty Overarching Idea
- Trends in International Mathematics and Science Study (TIMSS), (2007) - Data and Chance
- International Baccalaureate, Mathematics Standard Level, (2006) - Statistics and Probability, pgs. 6-8
- EdExcel, General Certificate of Secondary Education, Mathematics, (2009) - Handling Data

Illustrative Alignment with State and Other Standards

- **California** - State Standards - Probability and Statistics
- **Florida** - State Standards – Statistics
- **Georgia** - State Standards - Mathematics 3, Data Analysis and Probability
- **Massachusetts** - State Standards - Data Analysis, Statistics, and Probability
- **Minnesota** - State Standards - Data Analysis & Probability

ET1 - Engineering and technology impacts the world and the growth of humankind (ITEA – STL 1-7)

ET1.1 (K-4) *Demonstrate and identify reasons for the development of technology and its effects on humankind.*		**ET1.1 (5-8)** *Compare, contrast, and provide evidence of how technology influences history and impacts society.*		**ET1.1 (9-12)** *Identify the factors affecting technological advances (e.g. social, economic, political, cultural, environmental) throughout history.*	
Grade Span Expectations (K-4)		Grade Span Expectations (5-8)		Grade Span Expectations (9-12)	
ET1.1 (K-2) **Students demonstrate an understanding of the nature of technology by:**	**ET1.1 (3-4)** **Students demonstrate an understanding of the nature of technology by:**	**ET1.1 (5-6)** **Students demonstrate an understanding of the impact of technology by:**	**ET1.1 (7-8)** **Students demonstrate an understanding of the impact of technology by:**	**ET1.1 (9-12)** **Students demonstrate an understanding of the influences of technology by:**	***Example Extensions*** **Students demonstrate an understanding of the influences of technology by:**
1a. investigating life without current technology (e.g. role-play use of the bucket brigade instead of a fire truck).	1a. comparing and contrasting life with and without current technology and how technology impacts everyday life.	1a. researching and displaying how historical events have inspired technological advancements (e.g. Cold War/Sputnik, slavery/cotton gin).	1a. describing how technological advances affect society (e.g. horse drawn carriages to automobiles).	1a. analyzing factors related to the development of technology and its effects on the rate of change.	1a. forecasting technological advancements based on potential needs and wants.
1b. describing how technology affects daily human routines (e.g. How does milk get from the cow to the home refrigerator?).	1b. recognizing that technology has positive and negative outcomes utilizing specific examples.	1b. listing and describing the importance of technology in daily life.	1b. comparing and contrasting the social and economic concerns that arise for the individual, the family, and/or the community as a result of technological advancements.	1b. assessing the relationship between available resources and the development of technology.	1b. developing technology to meet a need and identify potential tradeoffs.
1c. differentiating between needs/wants, helpful/ harmful, disposable/ reusable and natural/human-made products.	1c. identifying natural vs. human-made objects (e.g. classifying and categorizing objects in words, a table, chart and/or diagram).	1c. evaluating the many and varying uses of technology within different geographic regions (e.g. geothermal, tidal, and wind power).	1c. analyzing the use of technology within various cultures (e.g. Amish, Japanese).	1c. analyzing the evolution of factors affecting technological advances in a global environment (e.g. satellites, transportation, media).	

ET1 - Engineering and technology impacts the world and the growth of humankind. (ITEA – STL 1-7)

ET1.2 (K-4) *Discuss and define technology and its relationship to the natural and designed (human-made) world in the local community.*		**ET1.2 (5-8)** *Describe and demonstrate the effects of technological systems to humankind on a national scale.*		**ET1.2 (9-12)** *Analyze and explain advancements in technological systems and their impact on the world.*	
Grade Span Expectations (K-4)		Grade Span Expectations (5-8)		Grade Span Expectations (9-12)	
ET1.2 (K-2) **Students demonstrate an understanding of the need for technology by:**	**ET1.2 (3-4)** **Students demonstrate an understanding of the need for technology by:**	**ET1.2 (5-6)** **Students demonstrate an understanding of the outcomes of technology by:**	**ET1.2 (7-8)** **Students demonstrate an understanding of the outcomes of technology by:**	**Students demonstrate an understanding of the impacts of technology by:**	***Example Extensions*** **Students demonstrate an understanding of the impacts of technology by:**
2a. defining technology as something that makes life easier (e.g. clothes, telephone, automobile, microwave).	2a. defining technology as any process or invention that affects society (e.g. impact of the tractor on farming, indoor plumbing).	2a. making connections between technological inventions and their impacts on a nation. (e.g. automobiles and highway systems; computerized machines and manufacturing).	2a. designing or improving a technological product and explaining how it may impact society. (e.g. vaccinations, television , cell phones, jumbo jets,)	2a. revising a current technological system and analyzing the global effects of the innovation (e.g. transition from fossil fuels to use of renewable resources).	2a. designing a technological system to meet a specified need and analyzing its potential impact on the world (e.g. genetic engineering of crops).
2b. discussing the purpose of technology and its relationship to the natural and designed world (e.g. how cutting down trees to manufacture lumber affects the forest habitat).	2b. discussing the purpose of technology and how it has affected human development (e.g. interview people from different generations to compare changes in lifestyles due to technological advancements).	2b. researching and analyzing the effects on humankind and the environment that a particular technology has had over a period of time (e.g. landfill, dam on a river, desalinization plant).	2b. associating and illustrating the effects of particular technological systems over a period of time (e.g. waste disposal systems, potable water systems).	2b. modeling and evaluating the design of a technological system and its impact on humankind.	

ET2 - Effective design through engineering and technology is the outcome of a problem solving process involving the application of content knowledge, acquired skills, and creativity. (ITEA STL 8-13)					
ET2.1 (K-4) *Explore and recognize the attributes of the design process.*		**ET2.1 (5-8)** *Utilize the attributes of the design process to solve a real world problem.*		**ET2.1 (9-12)** *Evaluate the design and refine the design process used to solve a real world problem.*	
Grade Span Expectations (K-4)		Grade Span Expectations (5-8)		Grade Span Expectations (9-12)	
ET2.1 (K-2) **Students demonstrate an understanding of the attributes of the design process by:**	**ET2.1 (3-4)** **Students demonstrate an understanding of the attributes of the design process by:**	**ET2.1 (5-6)** **Students demonstrate an understanding of the attributes of the design process by:**	**ET2.1 (7-8)** **Students demonstrate an understanding of the attributes of the design process by:**	**ET2.1 (9-12)** **Students demonstrate an understanding of the attributes of the design process by**:	**Example Extensions** **Students demonstrate an understanding of the attributes of the design process by:**
1a. asking questions, making observations, and brainstorming various ideas.	1a. defining a problem and expressing design ideas for that problem to others.	1a. defining a problem that addresses a scenario with given criteria and constraints.	1a. defining a problem that addresses a scenario by identifying its criteria and constraints.	1a. identifying in depth criteria and constraints by developing a concise problem statement	
1b. exploring solutions to a problem based on observations and brainstorming ideas.	1b. solving problems through the creation of design solutions.	1b. selecting an appropriate design solution for a given scenario or task.	1b. selecting and justifying an appropriate design solution for a given scenario or task.	1b. evaluating and finalizing the most appropriate design solution for a given scenario or task.	1b. reevaluating the process utilized in the development of the design solution with the goal of enhanced efficiency.
1c. completing tasks cooperatively in a group setting.	1c. identifying the characteristics of being an effective team member and working together to complete a task.	1c. explaining what makes an effective design team and working together to achieve a desired result.	1c. fulfilling a specific function as a team member to achieve a desired result.	1c. creating a team and assigning roles to team members for the purpose of achieving an overall desired result.	1c. identifying the personnel positions required to complete a task and the essential qualities required of each position.

ET2 - Effective design through engineering and technology is the outcome of a problem solving process involving the application of content knowledge, acquired skills, and creativity. (ITEA STL 8-13)

ET2.2 (K-4) *Explore and recognize basic technological products and systems, as well as their tools.*		**ET2.2 (5-8)** *Use and maintain technological products and systems, as well as their tools.*		**ET2.2 (9-12)** *Incorporate technological products, systems and their tools to achieve design solutions.*	
Grade Span Expectations (K-4)		Grade Span Expectations (5-8)		Grade Span Expectations (9-12)	
ET2.2 (K-2) **Students demonstrate an understanding of technological products and systems by:**	**ET2.2 (3-4)** **Students demonstrate an understanding of technological products and systems by:**	**ET2.2 (5-6)** **Students demonstrate an understanding of technological products and systems by:**	**ET2.2 (7-8)** **Students demonstrate an understanding of technological products and systems by:**	**ET2.2 (9-12)** **Students demonstrate an understanding of technological products and systems by**:	**Example Extensions** **Students demonstrate an understanding of technological products and systems by:**
2a. identifying and safely using the required tools for a specific task.	2a. identifying and safely using lythe required tools and information resources for a specific task.	2a. safely using the required tools and organizing information resources for a specific task.	2a. explaining and safely using the required tools and organizing information resources for a specific task.	2a. selecting independently the proper tools or informa-tion resources used in completing a task.	2a. designing specific jigs and fixtures to expedite the task.
2b. collecting and using information about everyday products and symbols.	2b. using information to identify patterns within those systems.	2b. incorporating assigned materials and assigned measurement instrumentation throughout the design process.	2b. incorporating information, proper material selection and assigned measurement instrumentation throughout the design process.	2b. incorporating proper information, material selection and sophisticated measure-ment instrumentation throughout the design process.	
2c. exploring how things work.	2c. following step by step procedures and identifying sequential actions.	2c. using information to discover, diagnose and troubleshoot problems that arise in the course of building.	2c. using tools to diagnose, adjust, and repair problems that arise in the course of building.	2c. documenting, communicating, and evaluating processes and procedures used to build, operate, and maintain systems.	2c. creating technically written documentation to support a designed product.
2d. exploring the properties of a product (e.g. size, type of material, shape).	2d. identifying the effects of technology and comparing and contrasting tradeoffs (e.g. advantage of using scissors vs. paper cutter or tearing paper).	2d. interpreting and evaluating the accuracy of information for the purpose of developing possible solutions.	2d. interpreting and evaluating the accuracy of information for the purpose of developing possible solutions.	2d. synthesizing information to develop possible solutions and evaluate the designs .	2d. designing forecasting techniques.

ET2 - Effective design through engineering and technology is the outcome of a problem solving process involving the application of content knowledge, acquired skills, and creativity. (ITEA STL 8-13)

ET2.3 (K-4) *Explore the processes of research and development, invention and innovation, experimentation, and troubleshooting in planning practical solutions to problems.*		**ET2.3 (5-8)** *Utilize processes (i.e. research and development, invention and innovation, experimentation, and troubleshooting) in designs that use criteria and constraints leading to useful products and systems.*		**ET2.3 (9-12)** *Refine the processes of research and development, invention and innovation, experimentation, and troubleshooting for the purpose of achieving an optimal design solution.*	
Grade Span Expectations (K-4)		Grade Span Expectations (5-8)		Grade Span Expectations (9-12)	
ET2.3 (K-2) **Students demonstrate an understanding of effective design by:**	**ET2.3 (3-4)** **Students demonstrate an understanding of effective design by:**	**ET2.3 (5-6)** **Students demonstrate an understanding of effective designs of products and systems by:**	**ET2.3 (7-8)** **Students demonstrate an understanding of effective designs of products and systems:**	**ET2.3 (9-12)** **Students demonstrate an understanding of what is an optimal design solution by:**	**Example Extensions** **Students demonstrate an understanding of what is an optimal design solution by:**
3a. recognizing there are steps to solving a problem. 3b. experimenting / exploring with various materials (wheels, axles, gears, pulleys) to demonstrate their uses and discuss their differences. 3c. asking questions and making observations of design solutions (e.g. comparing toothbrush designs). 3d. comparing and contrasting various design solutions (e.g. bus vs. race car).	3a. exploring the process of solving a real world problem. 3b. using age-appropriate construction materials to build a model to solve a specific problem. 3c. testing, troubleshooting, and evaluating a basic design solution. 3d. documenting the advantages and disadvantages of multiple designs (e.g. various designs of can openers).	3a. formulating a process to solve a real world problem. 3b. utilizing materials provided to construct a working model for a given task (e.g. construct a contraption that utilizes all the simple machines – chain reaction machine). 3c. testing, troubleshooting, and evaluating an intermediate design solution. 3d. presenting their final working model for peer review and revision.	3a. formulating a process to solve a real world problem. 3b. utilizing materials provided to construct a working model for a given task. 3c. testing, troubleshooting, and evaluating a complex design solution. 3d. presenting their documentation, revisions, and final working model to their peers using a variety of technological tools.	3a. formulating a process to solve a real world problem and justifying the selection. 3b. choosing appropriate materials to construct a working prototype. 3c. evaluating and refining a complex design solution for a working prototype. 3d. presenting comparative simulations/ prototypes and defending the selected solution.	3a. revising a process to solve a real world problem given unexpected constraints. 3b.developing an alternative solution to a design problem. 3c. researching the patent application process. 3d. presenting solutions to a community problem in a public forum (e.g. senior exhibitions).

ET3 - The designed world community selects and uses the appropriate technology. (ITEA – STL 14-20)

* See Introduction for Areas - *medical, agricultural and biotechnologies, energy and power, information and communication, transportation, manufacturing, and construction*

ET3.1 (K-4) *Recognize that there are various areas in engineering and technology.*		**ET3.1 (5-8)** *Explore the various areas in engineering and technology and their interconnections.*		**ET3.1 (9-12)** *Experience and implement the various areas in engineering and technology.*	
Grade Span Expectations (K-4)		Grade Span Expectations (5-8)		Grade Span Expectations (9-12)	
ET3.1 (K-2) **Students demonstrate an understanding of the areas of engineering and technology by:**	**ET3.1 (3-4)** **Students demonstrate an understanding of the areas of engineering and technology by:**	**ET3.1 (5-6)** **Students demonstrate an understanding of the areas of engineering and technology by:**	**ET3.1 (7-8)** **Students demonstrate an understanding of the areas of engineering and technology by:**	**ET3.1 (9-12)** **Students demonstrate an understanding of the areas of engineering and technology by:**	***Example Extensions*** **Students demonstrate an understanding of the areas of engineering and technology by:**
1a. identifying community workers in these areas.	1a. identifying responsibilities of community workers in these areas.	1a. differentiating among the various engineering and technological careers (e.g. medical technologist vs. biotechnologist).	1a. researching and defining the requirements of a particular engineering / technological discipline.	1a. preparing a career portfolio of a particular engineering / technological discipline.	1a. participating in an internship or job shadowing opportunity in a particular engineering / technological discipline.
1b. making connections between these different areas (e.g. recognize that transportation tech-nologies are involved in construction).	1b. specifying and explaining the connections within these areas.	1b. researching the connections within these areas as they apply to an assigned product.	1b. evaluating the connections within these areas as they apply to an assigned product.	1b. evaluating the connections within these areas as they apply to a student designed product.	1b. manufacturing a product incorporating multiple areas.

DRAFT

ET3 - The designed world community selects and uses the appropriate technology. (ITEA – STL 14-20)

* See Introduction for Areas - *medical, agricultural and biotechnologies, energy and power, information and communication, transportation, manufacturing, and construction*

ET3.2 (K-4) *Select and utilize appropriate tools to measure, design, and implement specific technologies.*	**ET3.2 (5-8)** *Compare and contrast tools to measure, design, and implement specific technologies.*	**ET3.2 (9-12)** *Evaluate the effectiveness of tools to measure, design, and implement specific technologies.*

Grade Span Expectations (K-4)		Grade Span Expectations (5-8)		Grade Span Expectations (9-12)	
ET3.2 (K-2) **Students demonstrate an understanding of selecting appropriate tools by:**	**ET3.2 (3-4)** **Students demonstrate an understanding of selecting appropriate tools by:**	**ET3.2 (5-6)** **Students demonstrate an understanding of selecting appropriate tools by:**	**ET3.2 (7-8)** **Students demonstrate an understanding of selecting appropriate tools by:**	**ET3.2 (9-12)** **Students demonstrate an understanding of selecting appropriate tools by:**	***Example Extensions*** **Students demonstrate an understanding of selecting appropriate tools by:**
2a. recognizing that there are specialized tools for different areas of technology.	2a. identifying characteristics of appropriate tools within different technologies.	2a. comparing and contrasting tools used for the same purpose across different technologies (e.g. linear measurement tools in construction vs. biotechnology).	2a. researching and explaining the evolution of key tool(s) used in specific technologies (e.g. the evolution of the microscope in the medical area).	2a. evaluating the effectiveness of various tool(s) used in specific technologies.	
2b. experimenting with different tools for tasks (e.g. measuring with various tools – ruler, tape measure, string, etc.).	2b. experimenting and selecting the optimal tool for a given task in a specific area of technology.	2b. researching and selecting the optimal tool for a given task in a specific area of technology.	2b. researching and selecting the optimal tool for a student- selected task in a specific area of technology.	2b. developing or improving a tool for a specific technology.	

DRAFT

RESPONSIBILITIES OF ALL SEAs PARTICIPATING IN THE CONSORTIUM

1) Each participating SEA in the Consortium will appoint a key contact person.

2) These key contacts from each State will maintain frequent communication with the parties administering the Balanced Assessment Consortium to facilitate cooperation under this MOU.

3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

SEA Superintendent/- Participating State Chief/Commissioner (or equivalent authorized signatory)

Signature _____ Date 1/8/10

Deborah A. Gist — Commissioner, RI Dept. of Education

Print Name — Title

Please email this signed page to

Tammy Morrill
Tammy.Morrill@maine.gov

****PLEASE email this signed page only by January 7, 2010****

STATE - Signed Balanced Assessment MOU

Alabama
Arizona
Arkansas
California
Connecticut
Delaware
Illinois
Indiana
Georgia
Iowa
Kansas
Kentucky
Maine
Maryland
Massachusetts
Michigan
Mississippi
Missouri
Montana
Nebraska
New Hampshire
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January 15, 2010

The Hon. Donald Carcieri
Governor
State of Rhode Island
State House, Room 115
Providence, RI 02903

Ms. Deborah Gist
Commissioner of Education
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Governor Carcieri and Commissioner Gist:

Achieve is pleased to confirm Rhode Island's participation in an assessment partnership committed to pursuing the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across a maximum number of states.

We have received your formal request to join the other states in this partnership and acknowledge your acceptance of the attached Statement of Principles which will guide our collective work.

Rhode Island's participation in this partnership is critical to its success. We look forward to continuing our important work together in the coming months.

Sincerely,

(b)(6)

Michael Cohen
President

States Committed to Assessment Partnership
(As of 10:00 am EST on January 15, 2010)

1. Alabama
2. Arizona
3. Arkansas
4. California
5. Delaware
6. District of Columbia
7. Florida
8. Georgia
9. Hawaii
10. Illinois
11. Indiana
12. Kentucky
13. Louisiana
14. Maryland
15. Massachusetts
16. Michigan
17. Minnesota
18. New Hampshire
19. New Mexico
20. North Carolina
21. Ohio
22. Oklahoma
23. Pennsylvania
24. Rhode Island
25. Tennessee
26. Utah
27. Wisconsin

Comparing Student Performance on Common College- and Career-Ready Standards
Statement of Principles

Our state is committed to an education system that prepares all of our students for success in college, careers, and life in the 21st century. We believe in setting *high* expectations for our students and schools that are firmly grounded in what it takes to be successful. We believe in setting *common* expectations across states, and are committed to working with like-minded states to adopt common standards and assessment systems anchored in college and career readiness.

Our state supports common assessments that meet the following principles:

- Aligned to the common core standards
- Anchored in college and career readiness
- Allow for comparison of student results across a maximum number of states
- Enable to the maximum extent possible benchmarking performance against NAEP and international standards
- Cover grades 3 through 8 and high school, including college/career ready measures at the end of high school
- Address three overarching goals: measuring student proficiency, ensuring accountability, and improving teaching and learning
- Enable measurement of student achievement and growth
- Are summative in nature but designed in a manner consistent with more comprehensive assessment systems that also include interim and formative assessments
- Provide valid and reliable measures of student knowledge, understanding of, and ability to apply crucial concepts through the use of a variety of item types and formats
- Leverage technology and economies of scale in order to minimize costs and create assessments that accurately measure student performance
- Provide for timely release of results to better inform practice and support decision-making
- Include the assessment of students identified with disabilities and English language learners and to the extent feasible, use universal design principles

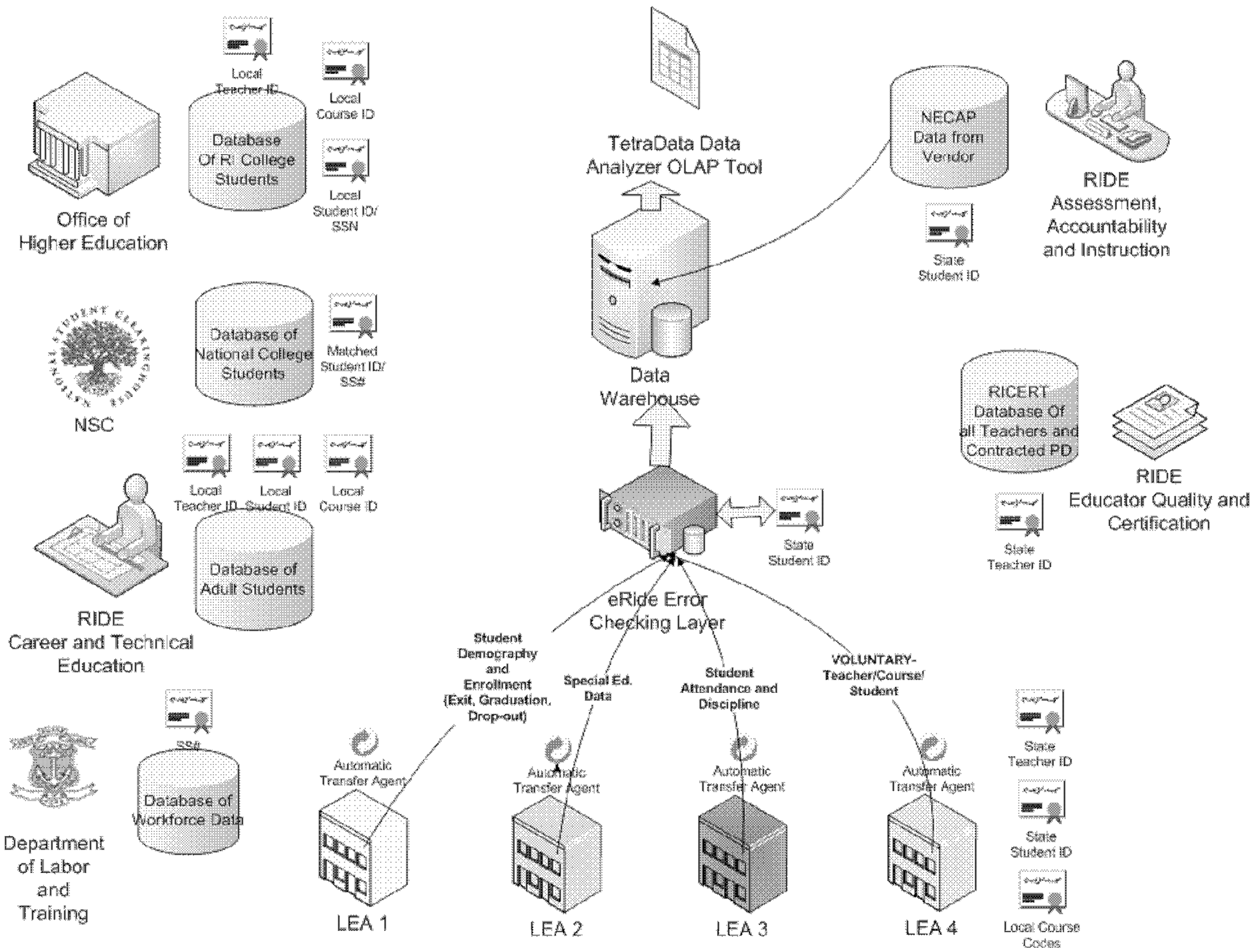
We understand that Achieve will work with other national partners to build on the work of the common core standards and convene states to pursue a common assessment strategy that meets these principles. We are prepared to work with Achieve and its partners in as large a consortium of states as possible to explore the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across states. We understand that in pursuing this effort, Achieve and its partners will work closely with other consortia that have been formed to explore areas of common ground and determine whether and how efforts could be combined to achieve comparability of results.

APPENDIX: National Data Quality Campaign (DQC) Report on RI Completion of 7 of 10 Indicators

State	Rhode Island
Total Elements	7
Element 1 - Unique Student ID	**YES**
1. State uses SSN	
2. State uses Unique ID	Yes
5. ID Spans Across Databass	Yes
Element 2 - Student-Level Enrollment Information	**YES**
9a. Student-Level Enrollment Data Collected: Real-Time/ Daily	Yes
9b. Student-Level Enrollment Data Collected: Weekly	
9c. Student-Level Enrollment Data Collected: Fall	Yes
9*. Student-Level Enrollment Data Collected: Monthly	
12a. Information re: Campus Enrollment collected at the student level	Yes
12a1. Information re: Campus Enrollment can be tracked longitudinally	Yes
Element 3 - Student-Level Results on Statewide Tests	**YES**
19. Student-level Results on Statewide Tests Collected	Yes
20. Historical Performance Data. SEA is able to connect student performance data year-to-year	Yes
Element 4 - Information on Untested Students	**YES**
26. Information on untested students. Student-level record for each student by subject area who was not tested	Yes
28. Reasons for not testing. State collects and maintains reasons why each student was not tested	Yes
Element 5 - Teacher Identifier	**YES**
35. Teacher Identifier. SEA maintains unique teacher ID	Yes
42a. Teacher / Student connection can be made by course / subject: Elementary School	Yes
42b. Teacher / Student connection can be made by course / subject: Middle School	Yes
42c. Teacher / Student connection can be made by course / subject: High School	Yes
Element 6 - Student Course Completion Information	**NO**
49a1. Student Course Information by enrollment by a specific course: Middle School	Yes
49a2. Student Course Information by completion status: Middle School	
49a3. Student Course Information by Grade Received: Middle School	
49b1. Student Course Information by enrollment by a specific course: High School	Yes
49b2. Student Course Information by completion status: High School	
49b3. Student Course Information by Grade Received: High School	
Element 7 - SAT, ACT, and AP Test Results	**NO**
58a. SAT results collected at student-level from applicable organization or district	
58b. ACT results collected at student-level from applicable organization or district	
58c. AP results collected at student-level from applicable organization or district	
Element 8 - Graduation and Dropout Data	**YES**
64. SEA collects student-level graduation data	Yes
66. SEA collects student-level dropout data	Yes
Element 9 - Ability to Match P-12 to Higher Education Data	**NO**
75. State connects student P-12 records with each student's records in it's public higher education system	
Element 10 - State Data Audit System	**YES**

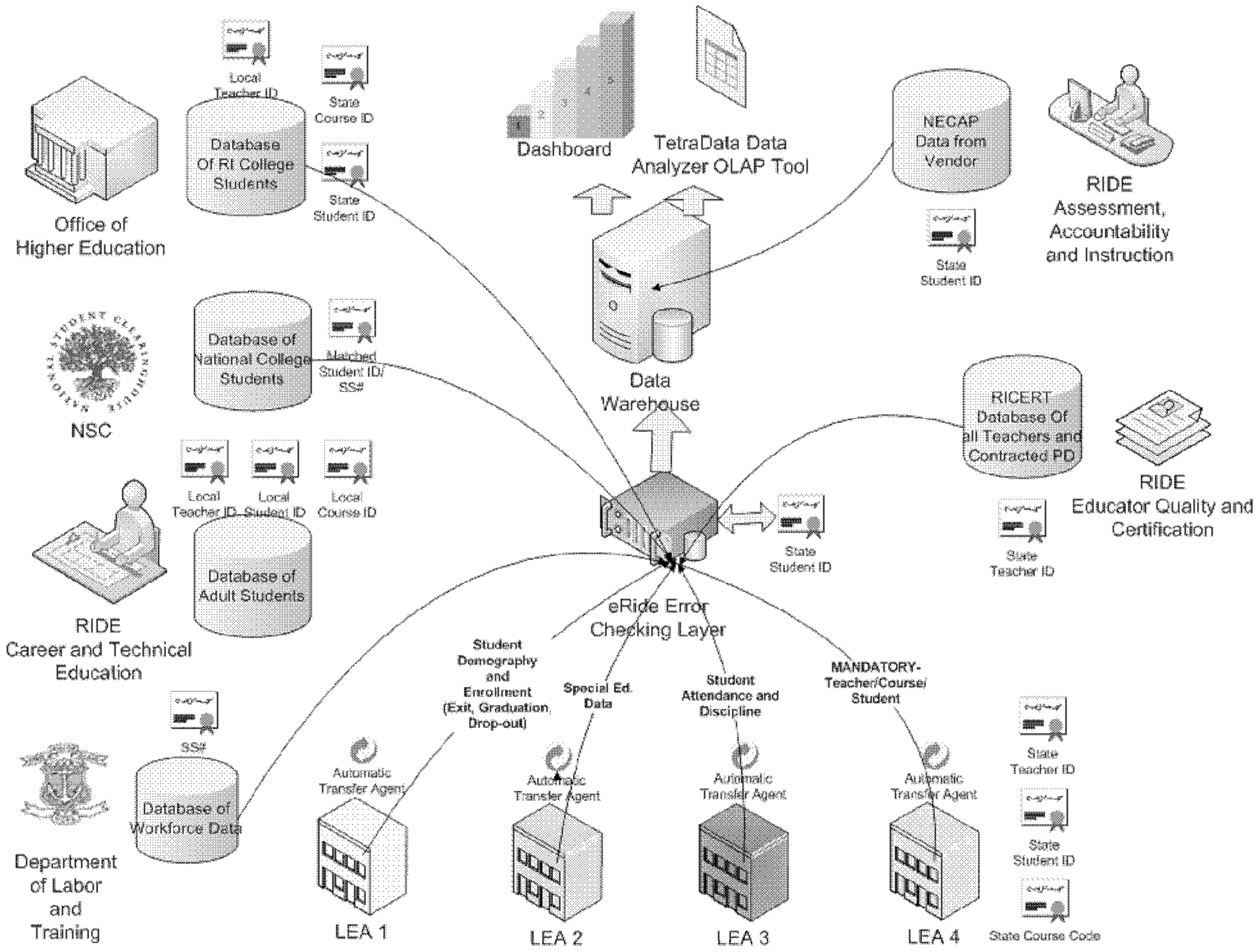
80a. SEA has valudation rules	Yes
80b. Statistical checks are performed on submitted data	Yes

CURRENT STATE



Rhode Island Department of Education

FUTURE STATE



APPENDIX: Data Elements and Reports to be developed by RIDE by Project
(Educator Preparation Portal, PD Data Collection Portal, Data Dashboards, Educator Evaluation System, Higher Ed/Workforce Integration)

Educator Preparation Program Data

(new system of data collection to be integrated into the data warehouse so it can be tied to teacher ID in state certification database)

Data Elements	Source	Comments/Status
Program Information: • Institution Name • Program Type (traditional, non-traditional) • Admission Requirements • Enrollment Summary Data • Completion Requirements • Completion Summary Data	Educator Preparation Programs	New data collection
Program Completers Information • Enrollment data ○ Enrollment date ○ Demographic data ○ High School enrollment and academic data ○ HS Graduation data ○ SAT, ACT, GRE data • Academic data ○ GPA ○ Proficiency Scores (PRAXIS) ○ Degree Type ○ Subject Area/Concentration ○ Graduation Date • Student teacher permit data ○ Date permit issued ○ Student teacher Placement ○ Date of Placement ○ Length of Placement	Educator Preparation Programs	New data collection

Key Reporting/Analysis needs to be met:

1. Ability to report on # individuals certified by year and by program to meet new federal reporting requirements
2. Ability to expedite the process of initial certification (by receiving program completion data directly out of data system)
3. Ability to link information on program completers to student achievement data via the unique Teacher ID that currently gets assigned upon initial certification
    a. Analyze impact of educator preparation programs on student learning
    b. Understand trends around program completers who seek certification and obtain employment in Rhode Island
    c. Use program completion data tied to student achievement to evaluate effectiveness and ultimately improve program effectiveness.

APPENDIX: Data Elements and Reports to be developed by RIDE by Project
(Educator Preparation Portal, PD Data Collection Portal, Data Dashboards, Educator Evaluation System, Higher Ed/Workforce Integration)

Professional Development Program Data
(new system of data collection from the professional development programs and from schools, to be integrated into the data warehouse so it can be tied to teacher ID in state certification database)

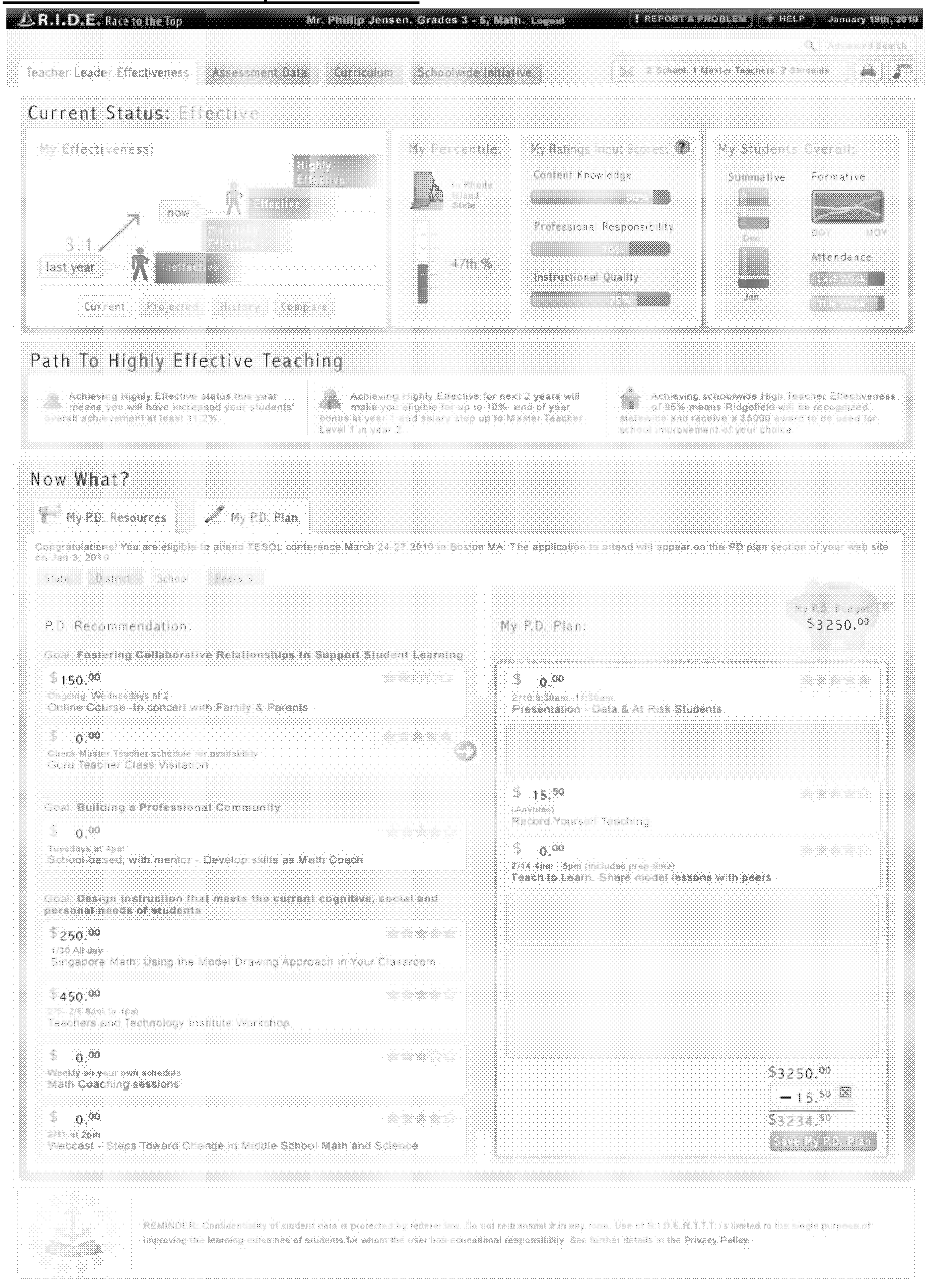
Data Elements	Source	Comments/Status
Program Information: • Institution Name • Professional Development Program Type • Summary of proficiencies/skills to be attained • Enrollment Summary Data • Completion Summary Data	PD Program	New data collection
Teacher Level Data • Teacher ID, school • Date of PD completion • Name of PD program, type • Credits/hours completed • Cost of PD	School	New data collection

Key Reporting/Analysis needs to be met:

1. Ability to report out on the # and types of PD each teacher attends, by program type, school, grade level, district.
2. Ability to track on individual teacher and principal dashboards the amount of dollars spent on PD per teacher, and the amount remaining in each teacher's budgeted allowance of PD.
3. Ability to link information on program completers to student achievement data via the unique Teacher ID
    a. Analyze impact of professional development programs on student learning
    b. Understand trends around teachers who attend specific PD programs
    c. Use PD completion data tied to student achievement to evaluate program effectiveness and ultimately improve program effectiveness.

APPENDIX: Data Elements and Reports to be developed by RIDE by Project
(Educator Preparation Portal, PD Data Collection Portal, Data Dashboards, Educator Evaluation System, Higher Ed/Workforce Integration)

Data Dashboards Mock-Up for Educators



APPENDIX: Data Elements and Reports to be developed by RIDE by Project
(Educator Preparation Portal, PD Data Collection Portal, Data Dashboards, Educator Evaluation System, Higher Ed/Workforce Integration)

Dashboard Data Overview:

User Group	Key Metrics and Comparative Analytics	Level
Teachers	Student Achievement data (NECAP, additional measures)	Individual student, classroom, grade, subgroup, school
	Student growth index	Individual student, classroom, grade, school
	Teacher effectiveness index based on student achievement, and 3 required factors (quality of instruction, demonstrated professional responsibilities, and content knowledge)	Individual student, classroom, all students tied to teacher
	Student Progress towards meeting standards as measured by interim assessment/end-of-course exams	Individual student, classroom, all students tied to teacher
	Professional Development Summary	Teacher, subject area
Principals	Student Achievement data (NECAP, additional measures)	Individual student, classroom, grade, school, district
	Student growth index	Individual student, classroom, grade, school, district
	School effectiveness index	School
	Teacher effectiveness index based on student achievement, and 3 required factors (quality of instruction, demonstrated professional responsibilities, and content knowledge)	Individual student, teacher, school
	Teacher Attendance	Individual teacher, school
	Teacher Certification milestones (upcoming expirations)	Subject, 30 and 60 days out
	Student Progress towards meeting standards as measured by interim assessment/end-of-course exam	Individual student, classroom, all students tied to teacher, district
	Professional Development Summary	Subject Area, School
	Hiring/Vacancy Data	School, content area (cert type?)
District Administrators	Student Achievement data (NECAP, additional measures)	Individual student, classroom, grade, school, district
	Student growth index	Individual student, classroom, grade, school, district
	School effectiveness index	School
	Teacher effectiveness index based on student achievement, and 3 required factors (quality of instruction, demonstrated professional responsibilities, and content knowledge)	Individual student, teacher, school
	Teacher Attendance	Individual teacher, school
	Teacher Certification milestones (upcoming expirations)	Subject, 30 and 60 days out
	Student Progress towards meeting standards as measured by interim assessment/end-of-course exams	Individual student, classroom, all students tied to teacher, district
	Hiring/Vacancy Data	School, content area, certification type

APPENDIX: Data Elements and Reports to be developed by RIDE by Project
(Educator Preparation Portal, PD Data Collection Portal, Data Dashboards, Educator Evaluation System, Higher Ed/Workforce Integration)

Parents	Student achievement data (NECAP, additional measures), grade level, school and district comparison	Individual student level School/district/state level
	Student Progress towards meeting standards as measured by interim assessment/end-of-course exams	Individual student level School/district/state level
	Student attendance and discipline data	Individual student level School/district/state level
	Overall teacher effectiveness data (summary of all teachers at school)	School level

APPENDIX: Data Elements and Reports to be developed by RIDE by Project
(Educator Preparation Portal, PD Data Collection Portal, Data Dashboards, Educator Evaluation System, Higher Ed/Workforce Integration)

Educator Evaluation Data Collection

(new system of data to be collected by LEAs/State data on teacher effectiveness)

Data Elements	Source	Comments/Status

For each Teacher and Principal, annual data on:
• Name of evaluator(s)
• Overall effectiveness rating
  ○ Highly Effective
  ○ Effective
  ○ Minimally Effective
  ○ Ineffective
• Effectiveness rating based on student achievement data 51% (by 2013/14)
• Effectiveness rating based on evaluation of the 3 required factors to comprise 49% (by 2013/14)
  ○ Quality of Instruction (for principals, quality of instructional leadership and management)
  ○ Demonstrated professional responsibilities
  ○ Content Knowledge
	LEA
	
	State
	
	LEA
		New data collection

Key Reporting/Analysis needs to be met:

1. Teacher effectiveness
   a. Where does everyone fall?
   b. Improvement over time
   c. Early teacher metrics, growth over time
2. Linking educator preparation completion data to teacher effectiveness data
3. Tracking teacher effectiveness to completion of professional development programs
4. Differential retention (which teachers stays, leaves, and why?)
5. Equity from student distribution (effective teachers to students in poverty)
6. How well does state system make fair and valid judgments about performance (stability over time, patterns across data, evaluator trends)
   a. System fairness – compare student achievement/growth to principal's own evaluation
   b. 3rd party evaluator to ensure fairness (often more stringent)
7. District actions tied to teacher effectiveness ratings – what are the results of evaluation? Positive incentives and negative consequences tied to evaluation results. Tied to specific aligned PD as a type of action.
8. Matching teacher effectiveness data to upcoming/past tenure dates

APPENDIX: Data Elements and Reports to be developed by RIDE by Project
(Educator Preparation Portal, PD Data Collection Portal, Data Dashboards, Educator Evaluation System, Higher Ed/Workforce Integration)

Post-Secondary Data Collection

(integration of K-12 data to Office of Higher Education, National Student Clearinghouse, and Workfoce data)

Data Elements	Source	Comments/Status
College Enrollment • Count/% enrollment into 2 yr, 4 yr college/university in fall following graduation from RI high school • Count/% enrollment into 2 yr, 4 yr college/university after 1 year following graduation from RI high school • Count students graduating from RI high school and enrolled in a 2 yr/4 yr college/university enrolling in remedial courses Retention • Count/% of RI high school graduates enrolled in college who completed 1-4 full years of coursework • Count/% of RI high school graduates enrolled in college who graduated from college/university Workforce • Workforce/earning information annually following HS graduation	Office of Higher Education, National Student Clearinghouse	

1. Ability to tie college enrollment, retention, and workforce earnings information to specific intervention/indicator data throughout a student's K-12 experience.
2. Ability to tie post-HS success back to individual teacher effectiveness

APPENDIX: Data Elements and Reports to be developed by RIDE by Project
(Educator Preparation Portal, PD Data Collection Portal, Data Dashboards, Educator Evaluation System, Higher Ed/Workforce Integration)

Board of Regents Standards for Alternative Route to Certification Programs

a. **Purpose –** In order to insure that every child is served by well prepared educators in both professional expertise and content area knowledge, the Rhode Island Department of Education may approve alternative educator preparation programs. Programs may be designed to serve any of the following purposes:

1. Meet the demand for qualified teachers in high need certification areas
2. Recruit teachers to staff schools in high need local education agencies (LEAs)
3. Increase the number of qualified candidates from groups that are underrepresented in the Rhode Island teaching force
4. Provide rigorous, high quality preparation through an expedited track to certification
5. Attract highly motivated individuals who bring subject matter expertise to the profession

b. **Definitions –**

1. **Alternative educator preparation program –** a program that provides preparation to educator candidates who serve as teachers of record while completing the approved program. These programs may be offered by an institution of higher education, a professional organization or a private service provider.
2. **Teacher of record –**
    - **i.** Teachers that are responsible for content instruction and determining student grades, or
    - **ii.** Administrators or other education service providers that perform the functions allowed by their program certificate area.

c. **Approval of program –** To be approved by the Rhode Island Department of Education an alternative educator preparation program must:

1. Meet the RI Program Approval (RIPA) Standards and participate in regular program review as defined in the Rhode Island Department of Education Teacher Preparation Approval Guidelines. Notwithstanding language to the contrary within RIPA, any reference to institutions of higher education or colleges and universities shall be interpreted to include private service providers and other professional organizations for the purposes of this section.
2. Develop a partnership with one LEA or consortium of LEAs that demonstrates a commitment by the LEA(s) to hire and supervise candidates as teachers of record while enrolled in an approved alternative route to certification program.

3. Be designed and delivered in a way that is responsive to needs of candidates and LEAs through a measurable system of assessment as defined in RIPA.
4. Private service providers and other professional organizations do not require accreditation by NEASC.

d. **Program Components –** The RIPA approval process and the standards contained therein apply to both traditional and alternative educator preparation programs. Alternative certification programs must design program components that align to RIPA standards and must:

1. Ensure that candidates meet eligibility requirements for their certificate area prior to entering an approved program
2. Include rigorous admission criteria that include:
   - **i.** a minimum of a bachelor's degree from an accredited institution; and for secondary areas a major in, or closely related to, the intended teaching field or demonstration of content knowledge by meeting other Regents approved content knowledge measures as they are developed and contained in RI certification regulations;
   - **ii.** a minimum cumulative grade point average of "B" (3.00 on a 4.00 scale) in undergraduate studies; or in at least 24 semester hours of graduate study;
   - **iii.** other admission criteria identified by the program to meet Rhode Island Program Approval standards
3. Include the successful completion of an intensive pre-service experience, of a minimum of 5 weeks, that addresses the unique needs of the certificate areas and prepares individuals to begin serving as the educator of record, including, but not limited to, instruction in grade-level appropriate pedagogy, classroom management, and the statutes and regulations governing public education and students' rights . The pre-service experience must also include opportunities for candidates to apply knowledge and skills.
4. Include an on-going curriculum during the school year through seminars or courses.
5. Require individuals working on an alternative program certificate to serve as the teacher of record for a minimum of one school year.
6. Ensure on-going professional support and supervision of candidates by educators who model effective practice and assume responsibility for supporting prospective colleagues. Program and district personnel, including but not limited to a district-assigned mentor, consistent with Board of Regents' standards for induction and mentoring, must provide field-based support and supervision in such a way that supports the development of prospective educators. Ongoing feedback provided to candidates must focus on improving candidate performance.

e. **Certification –**

1. Individuals in alternative route to certification programs will hold an alternative route program certificate that allows them to serve as the teacher of record for at least one school year.
2. Upon successful completion of all program requirements, state testing requirements and recommendation for licensure, individuals will be eligible for a Rhode Island professional certificate.

f. **Highly qualified –** Program participants will be considered "highly qualified" in NCLB core content areas under NCLB-Highly Qualified Teacher while working on the alternative route program certificate if the program meets NCLB requirements for alternative certification programs.

The New Teacher Project

Overview of Teaching Fellows Programs & Practitioner Teacher Program

January 14, 2010

Introduction

Great teachers can change lives. Teacher quality matters more than any other school factor in student success or failure. As one study suggested, "having a top-quartile teacher rather than a bottom-quartile teacher four years in a row would be enough to close the black-white test score gap" (Gordon, Kane and Staiger, 2006). But the students who need great teachers the most are the least likely to get them. Classes in high-poverty schools are 77 percent more likely to be assigned a teacher who lacks certification in the subject being taught than classes in low-poverty schools. Nationwide, almost half (49 percent) of all math classes in high-poverty schools are taught by unqualified teachers (Jerald and Ingersoll, 2002).

To end educational inequality and close the achievement gap, districts and states must take action to ensure the highest-need students have great teachers. Without a strategic plan to address teacher effectiveness, any effort to improve student achievement cannot fully succeed.

The New Teacher Project (TNTP), a national non-profit organization, helps states and districts strengthen the effectiveness of its new teacher hires and ensure that districts' highest-need subject areas and schools are staffed with excellent teachers.

About The New Teacher Project

The New Teacher Project's mission is to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom. A national nonprofit organization founded by teachers, TNTP is driven by the knowledge that although great teachers are the best solution to educational inequality, the nation's education systems do not sufficiently prioritize the goal of effective teachers for all. In response, TNTP develops customized programs and policy interventions that enable education leaders to find, develop and keep great teachers and achieve reforms that promote effective teaching in every classroom. Since its inception in 1997, TNTP has recruited or trained approximately 37,000 teachers—mainly through its highly selective Teaching Fellows™ programs—benefiting an estimated 5.9 million students. TNTP has also released a series of acclaimed studies of the policies and practices that affect the quality of the nation's teacher workforce, most recently including *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness* (2009). Today TNTP is active in more than 40 cities, including Baltimore, Chicago, Denver, New Orleans, New York, and Oakland, among others. For more information, please visit www.tntp.org.

Organizational Commitment to Diversity

TNTP prioritizes diversity both within the ranks of our own staff and in the pool of teachers we hire and train each year. In 2009, more than half (53 percent) of external hires for TNTP staff positions were people of color (one third were African American or Latino). Of external new hires at the partner/vice president level, a full three quarters were people of color (half were African American or Latino). Importantly, TNTP operates a Diversity Committee to inform organizational goals around diversity and support the implementation of diversity projects and resources, such as recruitment events and affinity events at our semiannual organization conferences.

The pools of teachers hired and trained by TNTP for school districts nationwide are, on average, significantly more diverse than the general teacher workforce. In 2009, 35 percent of TNTP's new Teaching Fellows were people of color. In comparison, nationwide, 12 percent of all teachers are African American or Latino, according to 2004-05 data from the U.S. Census Bureau. Details about how TNTP works to increase the recruitment of people of color into teaching are included in the "Teaching Fellows Program" section of this proposal.

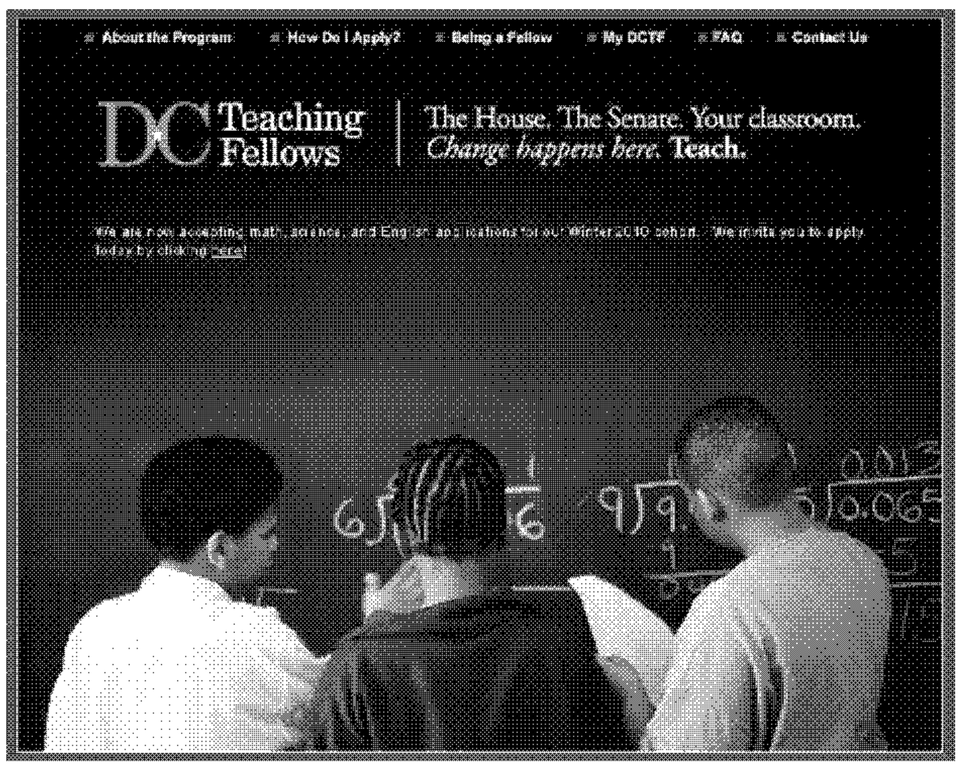
Teaching Fellows Program

In order for districts to ensure that disadvantaged poor and minority students are taught by effective teachers, they must build a supply of excellent teachers available for hire by schools. The New Teacher Project's Teaching Fellows programs are highly selective and rigorous teacher recruitment initiatives that expand the pool of qualified teachers available for high-need vacancies. TNTP currently operates 18 Teaching Fellows programs in partnership with school districts and states nationwide. Today, TNTP's Teaching Fellows programs serve many of America's largest cities and metropolitan areas, including:

- Austin, TX
- Baltimore, MD
- Chicago, IL
- Dallas, TX
- Denver, CO
- Indianapolis, IN
- Memphis, TN
- Milwaukee, WI
- New Orleans, LA
- New York, NY
- Oakland, CA
- Philadelphia, PA
- Phoenix, AZ
- Prince George's County, MD
- Rhode Island
- San Antonio, TX
- Twin Cities, MN
- Washington, DC

Teaching Fellows programs share several common components that span the new teacher hiring continuum. Components include: aggressive recruitment, rigorous selection, intensive pre-service training for alternate route candidates, cultivation and placement, and certification and program administration. Each of these is described in full below.

Aggressive recruitment: The New Teacher Project is nationally recognized for its expertise in teacher recruitment. Teaching Fellows programs employ high-impact marketing strategies and compelling messages to pique the interest of talented, high-achieving individuals and build a diverse applicant pool. The programs seek individuals who want to make a difference and make teaching a long-term career change. In 2009, these strategies enabled TNTP's Teaching Fellows programs to attract a total of more than 40,000 applicants and maintain extremely high standards, accepting just 9.5 percent of applicants. Of the 2,099 candidates hired through Teaching Fellows programs in 2009, two in three (66 percent) were in math, science and special education, and about one in three (35 percent) were of color.



Program applicants will interface with a website similar to this one for the DC Teaching Fellows program.

Our approach to new teacher recruitment is characterized by the use of data-driven goals and targets; distinctive program branding; multiple marketing strategies and trained recruiters; high-impact messaging; advanced technology; meticulous cost-effectiveness tracking; and targeted outreach and cultivation.

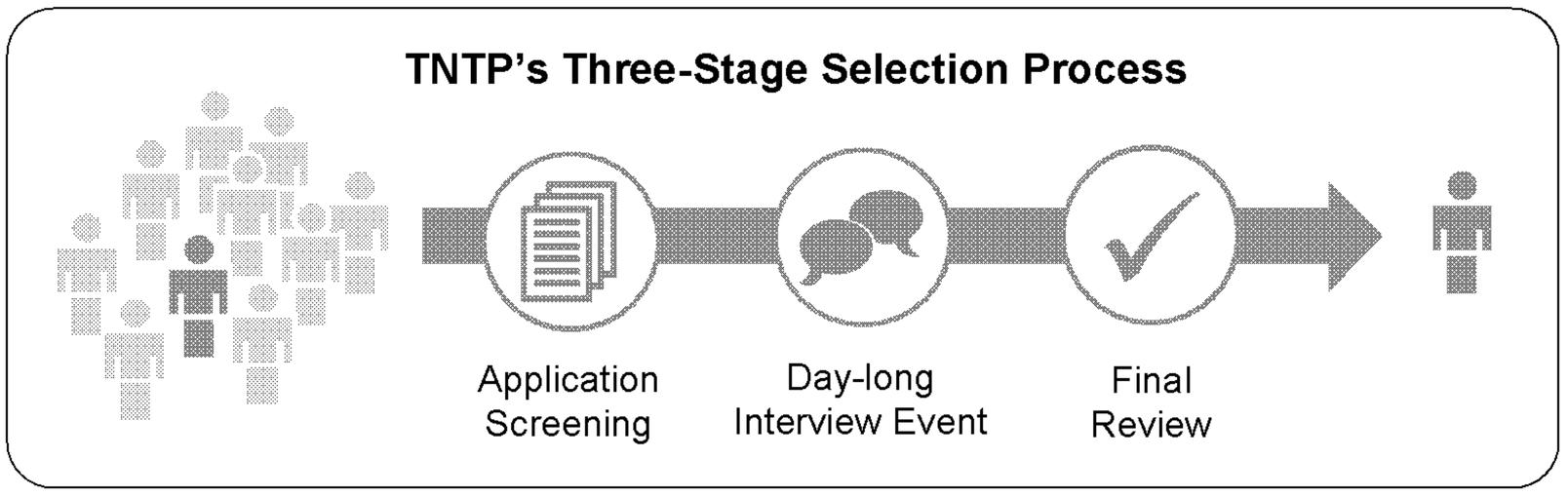
TNTP utilizes targeted messages and applicant cultivation to ensure that the Teaching Fellows we bring to partner school districts meet district needs, including around diversity. We have found that effective recruitment messages for people of color:

- Appeal to a sense of wanting to give back to a community that may reflect one that applicants grew up in; and
- Are driven by the opportunity to address inequalities in education and to work with children.

Cultivating applicants represents an important piece of our recruitment of candidates of color. Our program staff may compile an extensive list of potential sources for high-need teacher candidates (e.g., a Latino Society), and reach out to these organizations to cultivate applicants.

These strategies have been extremely effective to date, allowing TNTP to attract significant numbers of applicants of color. In 2009, for example, 28 percent of new Fellows hired through the Philadelphia Teaching Fellows program were people of color, and in New York City, 44 percent of new Teaching Fellows were of color.

Rigorous selection: A standardized three-phase selection process enables TNTP's Teaching Fellows programs to assess each candidate comprehensively against pre-defined criteria and ensures that only the best are accepted. In addition to completing a written application, prospective teachers must demonstrate their skills during a day-long interview event that requires them to engage in group discussion, teach a sample lesson and respond to a written prompt.



The New Teacher Project believes that the most important determinant of teachers' success is the nature of their fundamental personality and character traits. We have developed a specific, manageable list of selection criteria that, during the three-phase selection process, identify and define as comprehensively as possible the character and personality traits that, regardless of the individuals' experience or training in education, we have found our most successful teachers to have. These criteria include the following:

- Achievement in past endeavors
- Analyzes situations thoroughly and generates effective strategies
- Demonstrates effective written and oral skills
- Evidence of constant learning
- Respectful of and sensitive to norms of interaction in different situations
- Committed to raising academic achievement in high-needs schools
- Assumes accountability for reaching outcomes despite obstacles

TNTP relies on carefully trained selectors to evaluate each candidate's abilities against this proven set of selection criteria. This rigorous process enables the program to be highly selective: On average, Teaching Fellows programs are comparable in selectivity to the nation's top tier universities.

Intensive pre-service training: The New Teacher Project believes that intensive pre-service training is essential to cultivate among new teachers high expectations for students and a commitment and ability to ensure that all students demonstrate significant gains in academic achievement in the course of each school year. Through the pre-service training, new teachers are trained to internalize an approach to effective teaching that involves:

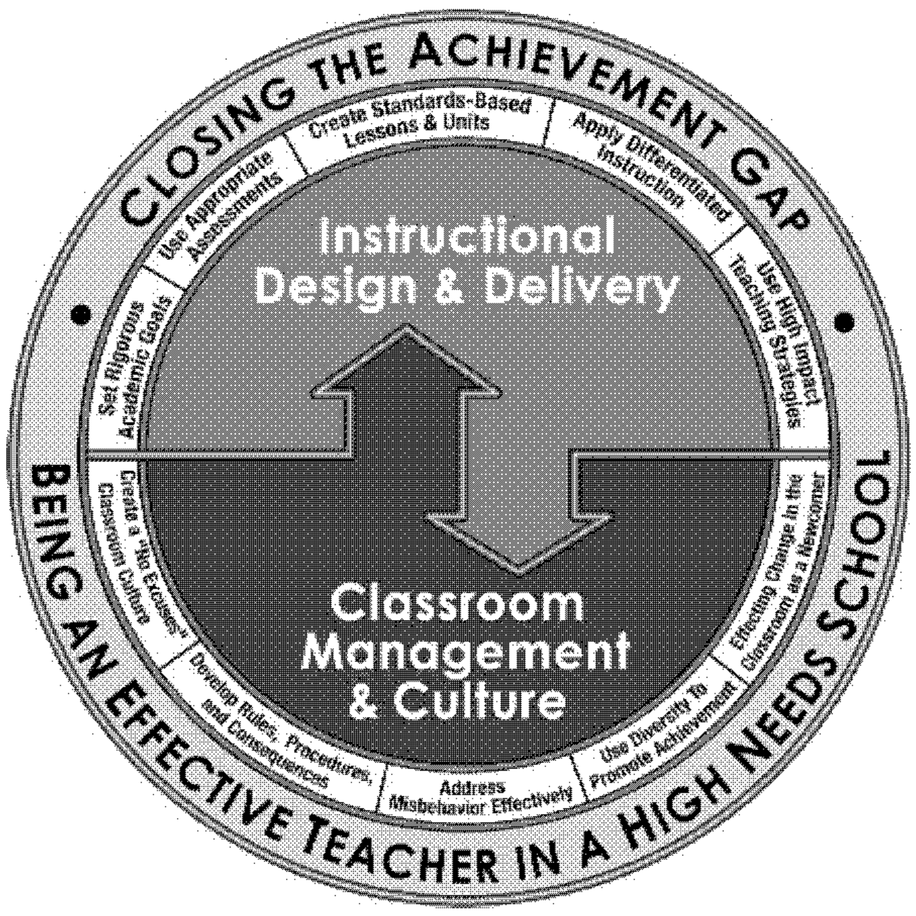
- Establishing clear, measurable goals based on state and national standards and high expectations for students, and planning instruction and delivery around these goals

- Investing students and students' parents in high academic achievement
- Establishing a classroom environment that enables the students to achieve
- Employing effective strategies for achieving the students' goals and making adjustments when necessary to increase student learning
- Being effective within the cultural and political realities of their school and community
- Assuming responsibility for their own development as teachers who attain significant gains in student learning and development

Teaching Fellows programs include a mandatory five- to six-week training component during which candidates internalize proven strategies for effective teaching. Candidates complete multiple training components, including teaching in a summer school, observing experienced teachers and engaging in intensive professional development sessions with their colleagues. Candidates proceed through the training in distinct cohorts and typically complete it in the schools where they will eventually teach.

The Teaching for Student Achievement Framework

The training revolves around TNTP's research-based curriculum framework, *Teaching for Student Achievement (TfSA)*, which contains two interrelated parts: Instructional Design and Delivery, and Classroom Management and Culture. These parts divide into components that are woven through the training coursework and provide teachers a common professional language for discussing teaching and learning in high-need schools. The following illustration lays out the framework:



The New Teacher Project has created a central text for the training, a teacher toolkit, course syllabi, and trainer's materials for staff. We have found that teachers who internalize the framework can immediately begin to make a profound difference in the academic achievement of students in high-need schools.

TNTP's pre-service training directly links to standards and aligns with district curricular resources. We explicitly train our instructors to make connections between the *Teaching for Student Achievement* course curriculum and local curricular resources, whether that may be a prescribed curriculum or a district-wide curricular approach. We work closely with districts to ensure that the appropriate resources and curricular materials are incorporated into the pre-service training.

Cultivation and district hiring: Throughout the application, enrollment and training processes, Teaching Fellows program staff identify high-priority candidates (e.g., people of color) and use special events and outreach to engage these individuals. For all Fellows, program staff implement a hiring process that efficiently matches candidates with schools through the use of technology, individualized assistance to Fellows and principals, and large-scale interview opportunities (e.g., job fairs).

Certification and program administration: In programs such as Rhode Island Teaching Fellows, alternate route Teaching Fellows enroll in TNTP's innovative Practitioner Teacher Program, which is designed to prepare new teachers to raise student achievement in high-need schools. All Fellows enter the classroom "highly qualified" and, upon successful completion of the Practitioner Teacher Program, become fully certified. Additional information about the Practitioner Teacher Program is included below.

Fellow Profile

Teaching Fellows are people like Dan Gordon, a 2006 DC Teaching Fellow and Harvard Law School graduate. An English teacher at Columbia Heights Education Campus in the Northwest quadrant of D.C., Gordon teaches AP English as part of the school's "AP for All" initiative. The initiative, which includes such demanding assignments as writing research papers, helps students feel prepared for higher education. "If they can do this, then when they get to college, they'll be ready to succeed," Gordon told the *Washington Post.*

Evaluation

The New Teacher Project recognizes the importance of rigorous data collection and the potential for reliable data not only to be instrumental in decision-making within and during a project, but also to shape policies and drive change far beyond the project's limits. TNTP utilizes the data it collects in its evaluation efforts to constantly refine and develop program services and knowledge. Accordingly, TNTP will implement a comprehensive evaluation program that determines:

- The quality of the Teaching Fellow program participants based on their credentials prior to joining the program;
- The quality of the new alternate route teachers based on their performance in the classroom (evidence of such performance is part of the certification program, described in the next section);
- The level of satisfaction among participants in the program and their experience teaching in PPS;
- The effectiveness of program strategies for recruitment, selection and training.

Impact

As Teaching Fellows programs recruit and hire a growing number of excellent teachers, the ability to improve educational quality for students grows too. In New York City, TNTP's NYC Teaching Fellows program, which has been in place since 2001, has dramatically narrowed the gap in teacher qualifications between high- and low-poverty schools. More than 9,100 active teachers—or about 11 percent of the city's total teaching faculty—were recruited by the Teaching Fellows program. According to a 2007 study published by the Urban Institute:

> "In 2000, before Fellows and TFA teachers were significant in numbers, 63 percent of newly hired teachers in the highest poverty quartile were temporarily licensed teachers. The hiring of Fellows and TFA teachers into high poverty schools, instead of temporarily licensed teachers, has been responsible for much of the narrowing of the gap in teacher qualifications between high-poverty and low-poverty schools" (Boyd et al., 2007).

By launching a Teaching Fellows program, states/districts establish a significant stream of talented new teachers available to high-need schools. These teachers will have a clear impact on the city's classrooms and will help close the achievement gap, one student at a time.

Practitioner Teacher Program

TNTP's Practitioner Teacher Program (PTP) is a standards-based certification program that is tailored to the needs of career changers and recent graduates; it specifically maximizes the new teachers' impact on student achievement. TNTP created the PTP in 2001 as an innovative alternative to traditional university-based certification options, which too often are disconnected from the needs of career changers and from the realities of raising student achievement in high-need schools.

To date, more than 1,500 new teachers have obtained full certification through the PTP. The program is approved to operate in five states (California, Louisiana, Maryland, Rhode Island and Texas) as well as in the District of Columbia. Importantly, value-add research has shown that the PTP **consistently produces highly effective teachers in foundational subject areas**[1]. Teachers certified through TNTP's Louisiana Practitioner Teacher Program have been found by a state-sponsored study in Louisiana to **outperform beginning and experienced teachers** from other preparation programs when it comes to raising student outcomes on state standardized tests. In math, LPTP-trained teachers exhibited a positive effect on student achievement that even outweighs the negative effect estimates of a student's high-poverty background.

New teachers participating in the Teaching Fellows program complete the PTP, as opposed to university coursework, in order to become fully certified. TNTP ensures that new Teaching Fellows are rigorously prepared and able to raise student achievement in high-need schools.

As explained below, the curriculum for the program maps to national content standards and incorporates district curricular materials and resources; instructors are outstanding current teachers with strong track records of affecting student achievement who are tasked with making connections between the PTP curriculum and the classroom.

Teaching for Results Seminars
We believe that high-quality teachers can and must close the achievement gap. The New Teacher Project's *Teaching for Results* (TfR) seminar series is designed specifically for new teachers in high-need schools and focuses on engaging participants in educational practices that promote a high-quality education for all students. Participants in the *TfR* seminars are responsible for ensuring that all of their students meet or exceed grade-level standards.

Each experience in the *TfR* seminars aims to help teachers become more effective at understanding and delivering the ***content*** for which their students must master, as well as administering and utilizing ***assessment*** tools and data to inform ***instruction*** to move students toward standards mastery. Combined, these broad components equip teachers with the skills and habits of mind to help them close the achievement gap:

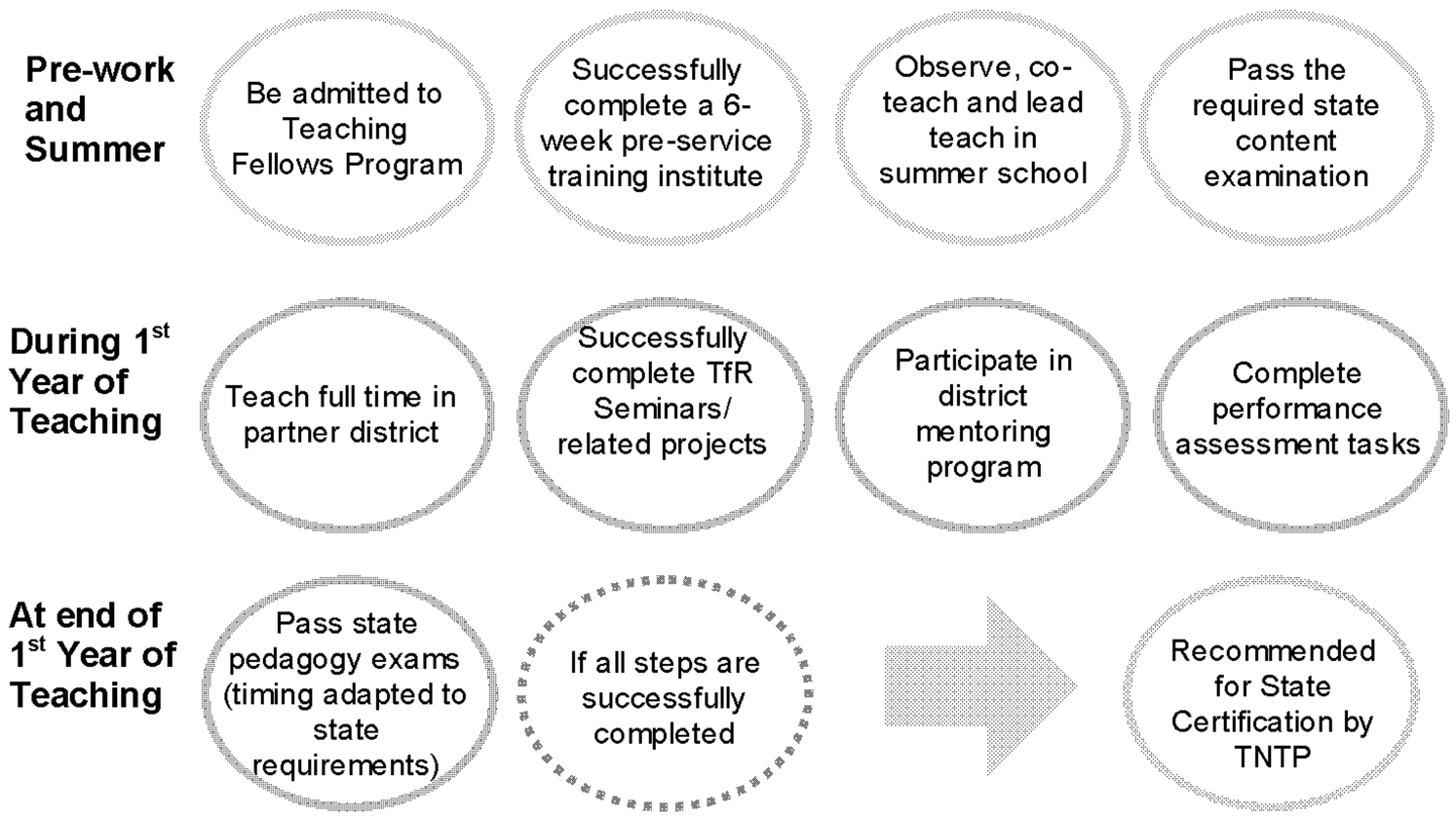
- **Content**: Each course is set up so that participants are exposed to an extensive bank of content-specific instructional strategies.
- **Assessment**: Teachers are also asked to assess student performance constantly in relation to standards and expectations of content mastery through a course routine called the inquiry process.

[1] Noell, George H.; Gansle, Kristin A.; Patt, R. Maria; and Schafer, Michael J. (2009) "Value Added Assessment of Teacher Preparation in Louisiana: 2005-2006 to 2007-2008" (Year 4 - 2009). Louisiana State University.

- **Instruction**: With a clear picture of where students are and where they need to be to achieve at high levels, teachers are best equipped to effectively and efficiently plan, teach, re-teach when warranted, and make changes to their instructional practice to ensure measurable results in their efforts to close the achievement gap.

The *TfR* seminars are held in small, content-specific sessions led by carefully selected and trained Seminar Leaders (SLs). Groups will typically meet for three hours twice a month, for a total of approximately 48 hours contact hours during the school year. Participants are required to complete a series of performance related projects throughout the year. The *TfR* seminars provide continuous, ongoing peer support and professional development for participants.

The following illustration shows how candidates proceed through the continuum:



Average Time to Certification: 12-18 months

Throughout the *TfR* content seminars, instructors align activities with district curricular resources. Importantly, TNTP has implemented a specific course routine in which participants regularly examine state standards and local curricular resources to ensure the new teachers are able to make connections between the material in the course and their own classrooms.

Ultimately, assessments that are incorporated into certification decisions may include principal observations of participants, principal recommendations, parent and student surveys, seminar assessments, and documented evidence of student academic achievement.

Conclusion

Our schools are only as strong as our teachers. Yet in many cities, the schools serving the most disadvantaged students are often the least likely to be staffed with teachers who can deliver on the promise of a quality education. Without highly effective teachers, these schools inadvertently perpetuate a history of educational inequality. By establishing a Teaching Fellows program that brings an influx of teacher talent into the district and certifying the new professionals through the proven Practitioner Teacher Program, districts, states and TNTP can generate systemic improvement in the quality and effectiveness of the teacher workforce. Together, we can build a critical mass of exceptional teachers in high-need schools so that all students—regardless of skin color or socioeconomic class—receive an excellent education, year after year.

Letter of Commitment

This letter of commitment dated January 11, 2010, is intended to set forth a commitment between Teach For America and the Rhode Island Department of Education (RIDE) regarding the hiring of Teach For America corps members in Rhode Island during the academic years 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015 and 2015-2016.

Teach For America is a national leader in recruiting, selecting, training and providing ongoing professional development to individuals committed to closing the achievement gap by serving as effective classroom teachers specifically equipped to enhance student achievement in under-resourced school systems. In Rhode Island, Teach For America has Professional Services Agreements with Providence Public Schools and Democracy Prep Blackstone Valley to hire corps members.

Accordingly, and contingent upon the availability of sufficient funding, recruitment, and organizational capacity to enable Teach For America to expand its operations to Rhode Island and provide the described services, Teach For America intends to place in Rhode Island:

30 incoming corps members for the academic year 2010-11
30 incoming corps members for the academic year 2011-12
30 incoming corps members for the academic year 2012-13
35 incoming corps members for the academic year 2013-14
40 incoming corps members for the academic year 2014-15
50 incoming corps members for the academic year 2015-16

Should there be an opportunity for Teach For America to place teachers in high poverty districts across the state, outside of Providence Public Schools and Democracy Prep Blackstone Valley, we commit to partnering with RIDE to help facilitate the interview and hiring process.

Chris Kaleel
Vice President, New Site Development
Teach For America

Program Activities
In order to affect immediate and long-term benefits for the students we serve, Teach For America executes the following key program activities:

Recruitment
Teach For America corps members are a diverse group of talented recent college graduates who possess the leadership skills needed to make an immediate and long-term impact on the issue of educational inequity. On more than 450 college campuses around the country, Teach For America seeks out individuals from all backgrounds with varied career interests who have what it takes to excel as teachers and to ultimately exert broader societal influence in our country. Our recruitment team identifies top prospects and cultivates them individually to apply, while raising campus awareness and building knowledge about Teach For America and the educational achievement gap in our country.

Teach For America continues to rank among the country's top 10 recruiters of recent college graduates. This September, Teach For America was ranked #7 in *Business Week's* "Best Places to Launch a Career."[1] In addition, more than 35,000 of our nation's best and brightest applied to Teach For America's 2009 corps, including 11 percent of all Ivy League graduating seniors, 1,000 from the state of Texas, and 8 percent of graduating seniors at Rice University.

Selection
To make selection decisions, Teach For America conducts ongoing research to understand key motivations and strategies that allow corps members to succeed with their students. This research has resulted in a selection model that enables us to accept applicants who have the greatest likelihood of success. We look for individuals with a proven record of achievement in school, work, or extracurricular activities. The average combined verbal and math SAT score for the 2009 Teach For America corps is 1344. Corps members earned an average G.P.A. of 3.6 in college, and nearly 90 percent held a leadership position. Additionally, 30 percent of the corps identify as people of color.

Training
Each year, Teach For America trains more teachers for low-income communities than any other institution. The central component of our training program is a rigorous five-week summer institute held in one of eight sites: Atlanta, Chicago, Houston, the Mississippi Delta, Philadelphia, New York, Phoenix, and Los Angeles. The institute involves teaching in summer school programs that Teach For America runs in partnership with school districts, receiving feedback from Teach For America alumni and veteran teachers, and participating in a regimen of seminars and practice sessions designed to build the requisite mindsets, skills, and knowledge to advance student achievement. In addition to the summer institute, corps members engage in hours of assigned reading and observation of experienced teachers as well as one- to two-week local orientations to the schools and communities in which they will be teaching.

Placement
In addition to placing our corps members in the highest need classrooms – nationally, 80 percent of the students we teach receive free or reduced-price lunch – we seek out openings where our corps members can achieve maximum success, balancing district needs and state requirements as well as their own preferences for grade levels and subject areas. Our goal is to cluster corps members within schools, which means placing at least two corps members per year in each school and developing ongoing relationships with schools. Clustering helps corps members to feel that they are part of a larger movement and enables second-year corps members and alumni in the school to mentor first-year corps members. It also helps all corps members develop necessary relationships and access the best resources.

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[1] The Best Places to Launch a Career. (2009, September 3). *Business Week*.

At the same time, we ensure that our corps members reach the region's neediest students in order to affect the greatest change in the community. A rigorous study released in 2004 by Mathematica Policy Research, Inc., a leading research firm, found that Teach For America corps members are working in the highest-need classrooms in the country, where students begin the year on average at the 14th percentile against the national norm.

Ongoing Support and Professional Development

Building on the foundation corps members receive at the summer training institutes, Teach For America's regional support network provides professional development throughout the two-year commitment, giving our corps members the resources they need to lead their students to make significant academic gains. By achieving more than one year's academic growth each year, we seek to elevate the academic performance of students in low-income schools to a level that will allow them to be competitive with their counterparts in higher-income areas. Teach For America's regional program staff – all of whom were high-performing corps members themselves – support corps members' professional development by helping them prioritize areas for improvement and build the knowledge, skills and mindsets necessary for classroom success.

Teach For America also works with universities and credentialing agencies in each of our placement regions to ensure that our teachers are certified and credentialed for their respective states and districts. Several states now grant corps members credit toward their credentials because of their five weeks at our intensive training institute, a validation of our rigorous preparation program and support model.

Alumni Network

As our alumni base grows from 17,000 to nearly 24,000 alumni over the next three years, Teach For America is doing more to promote their leadership in education and social reform efforts. We are working to accelerate their leadership through three key initiatives:

- The School Leadership Initiative, designed to enable alumni to assume principalships and attain excellence in teaching;
- The Political Leadership Initiative, designed to help alumni run for elected office; and
- The Social Entrepreneurship Initiative, designed to support alumni in developing social enterprises.

Moreover, we are fostering a strong alumni community through:

- Publishing regular e-newsletters and a quarterly alumni journal;
- Organizing alumni summits that bring together hundreds of alumni to advance their thinking and inspire their ongoing commitment to educational excellence and equity; and
- Developing an online community that provides easy access to resources, networks, and opportunities.

"I believe firmly that the kind of vibrant, respectful learning community I envision cannot be achieved without a similar culture among the adults in the school. We must respect and challenge one another. We must love what we do. How else can we expect this of our students?"
- PRN Graduate

Principal Residency Network

principalresidencynetwork@google.com

Principal Residency Network

A residency-based administrator certification program dedicated to the development of principals who champion educational change through leadership of innovative schools for the purpose of improving student achievement.

***Coming Soon**:*

The PRN hopes to gain approval from RIDE to offer an extended-time residency program for classroom teachers who are unable to obtain release time to participate in the PRN. These aspiring principals would spend two years, as opposed to one, in the program

The PRN also hopes to gain approval from JWU to offer the PRN experience as an alternative route into the Educational Leadership Doctoral Program.

The Principal Residency Network is an approved Rhode Island Department of Education administrator certification program run in partnership between the Rhode Island Instructional Leadership Academy and Johnson & Wales University.

Over 90% of PRN graduates have served as school and/or district leaders in over 20 Rhode Island School Districts.

"The first year that I was principal, I never had anything happen that I hadn't dealt with the year before with somebody right by my side."
- PRN Graduate

The PRN's research-based best practices

- **standards-based curriculum**
- **individualized curriculum**
- **performance-based assessments**
- **focus on reflection**
- **focus on reform through instructional leadership**
- **intensive residency**
- **high quality mentoring**
- **problem-based learning**
- **cohort structure**
- **rigorous entrance requirements**

For more information on the PRN
go to http://www.riasp.org/principal-residency-network
or contact PRN Director, Donna Braun, at
principalresidencynetwork@google.com or 401-316-8380.

principalresidencynetwork@google.com

PRN Aspiring Principals:

- ✳ Take responsibility for the success of every student.
- ✳ Use their strong instructional backgrounds to build professional school learning communities.
- ✳ Support one another to grow as courageous, resilient, and effective leaders.
- ✳ Are prepared to thrive in one of the most challenging *and* rewarding roles in education, school leadership.

Aspiring Principals and Mentor Principals apply to the PRN as a pair. The PRN application describes the commitments required of the Aspiring Principal, Mentor Principal and the district.

For an application, go to: http://www.riasp.org/principal-residency-network

Who Can Apply:

Aspiring principals work in the same school with a mentor principal for a one-year residency. Aspiring principals must:

- ✳ Have a masters degree, at least 3 years of professional educator experience and a valid RI professional educator certificate.
- ✳ Work with the PRN director and their district to construct an arrangement that will allow participation in the program. If the aspiring principal does not have full-time release from their current job duties, the following two criteria need to be met:
  - **the current job responsibilities of the aspiring principals involve a large degree of instructional leadership**
  - **the arrangement allows for aspiring principals to spend time outside typical responsibilities and involve her/him in experiencing every aspect of the principalship.**

Examples of Residency Arrangements

- ✳ Aspiring principal is currently an **instructional coach, curriculum coordinator, or dean of students**. The aspiring and mentor principal, in collaboration with the superintendent, decide which of the duties of the current position could be distributed, could be reduced in scope, and/or completed outside of school hours. *This arrangement requires a large time commitment on the part of the aspiring principal, but the district does not incur additional costs.*
- ✳ Aspiring principal is currently a **grade level, team or department teacher leader, reading/math specialist, or guidance counselor**.The aspiring and mentor principal, in collaboration with the superintendent, decide which of the direct services/classes the aspiring leader could be released from teaching, which job duties could be distributed to another staff member or reduced in scope, and which duties could be completed outside of school hours. The aspiring principal can only be in direct service to students for 25% or less of work day to participate in the PRN. *This arrangement requires a large time commitment on the part of the aspiring principal, and the district may not incur additional costs.*
- ✳ Aspiring principal is a **classroom teacher leader**. The aspiring principal is replaced by a substitute for at least 75% to 100% of their teaching time. *This arrangement requires the district to replace the aspiring principal with a substitute.*

These are a few common PRN arrangements. If these do not fit your current situation or contexts, please contact the program director to discuss other possibilities.

Row Labels	Count of CERTAREA
010PK02-TEACHER OF EARLY CHILDHOOD (GRADES PK-02)	2
0120106-TEACHER OF ELEMENTARY GRADES (01-06)	1
0200508-ENDORSEMENT: MIDDLE SCHOOL ENGLISH (GRADES 5-8)	7
0200712-TEACHER OF SECONDARY ENGLISH	2
029PK12-READING SPECIALIST/CONSULTANT (GRADES PK-12)	3
0420712-TEACHER OF SECONDARY LATIN	1
0430106-ENDORSEMENT: ENGLISH AS A SECOND LANGUAGE - ELEMENTARY	3
0430508-ENDORSEMENT: ENGLISH AS A SECOND LANGUAGE - MIDDLE GRADES	1
0430712-ENDORSEMENT: ENGLISH AS A SECOND LANGUAGE - SECONDARY	5
043PK02-ENDORSEMENT: ENGLISH AS A SECOND LANG- EARLY CHILDHOOD	5
0470712-TEACHER OF SECONDARY ITALIAN	1
0480712-TEACHER OF SECONDARY PORTUGUESE	2
0500712-TEACHER OF SECONDARY SPANISH	1
0600508-ENDORSEMENT: MIDDLE SCHOOL SOCIAL STUDIES (GRADES 5-8)	1
0620712-TEACHER OF SECONDARY HISTORY	3
063PK12-TEACHER OF THEATRE (PK-12)	1
1000508-ENDORSEMENT: MIDDLE SCHOOL MATHEMATICS (GRADES 5-8)	3
1000712-TEACHER OF SECONDARY MATHEMATICS	5
1100508-ENDORSEMENT: MIDDLE SCHOOL SCIENCE (GRADES 05-08)	3
1100712-TEACHER OF SECONDARY GENERAL SCIENCE	5
1300712-TEACHER OF SECONDARY CHEMISTRY	6
1400712-TEACHER OF SECONDARY PHYSICS	2
1430508-ENDORSEMENT: CONTENT ESL TEACHER	1
1430712-ENDORSEMENT: CONTENT ESL TEACHER	2
2000712-TEACHER OF SECONDARY SOCIAL BUSINESS EDUCATION	2
3030712-TEACHER OF VOCATIONAL AUTO MECHANICS	1
3060712-TEACHER OF VOCATIONAL AIR CONDITIONING VOC AIR CONDITIONING AND REFER REFRIGERATION	1
3140712-TEACHER OF AUDIO-VISUAL COMMUNICATIONS TECHNOLOGY	1
3220712-TEACHER OF VOCATIONAL COSMETOLOGY	1
3530712-TEACHER OF VOCATIONAL ELECTRONICS TECHNOLOGY	1
3550712-TEACHER OF VOCATIONAL QUANTITY FOOD PREPARATION	3
3610712-TEACHER OF VOCATIONAL HEALTH OCCUPATIONS	3
3900712-TEACHER OF VOCATIONAL	2
400PK12-TEACHER OF THE BLIND AND/OR VISUALLY IMPAIRED (PK-12)	2
405PK12-TEACHER OF HEARING DISORDERED (GRADES PK-12)	2
4670712-SPECIAL EDUCATOR - MILD MODERATE MID/SEC LEVEL	12
467BRKG-EARLY CHILDHOOD SPECIAL EDUCATOR	5
467KG08-SPECIAL EDUCATOR - MILD MODERATE ELEM/MID LEVEL	2
468PK12-SPECIAL EDUCATOR - SEVERE/PROFOUND DISABILITIES	12
520PK12-TEACHER OF HOME ECONOMICS (GRADES PK-12)	3
530PK12-TEACHER OF TECHNOLOGY EDUCATION (GRADES PK-12)	4

560PK12-TEACHER OF LIBRARY/MEDIA (GRADES PK-12)	2
860PK12-SCHOOL NURSE - TEACHER (GRADES PK-12)	6
9500106-ENDORSEMENT: ELEMENTARY BILINGUAL SPANISH	1
9500712-ENDORSEMENT: SECONDARY BILINGUAL SPANISH	1
950PK02-ENDORSEMENT: EARLY CHILDHOOD BILINGUAL SPANISH	3
(blank)	
Grand Total	**136**

136 permits have been issued to 121 people (some people have 2 permits). Of the 121 people, 75 are fully certified in another area but have the emergency in a new area.

Count of CERTAREA	**Column Labels**			
Row Labels	**25**	**33**	**(blank)**	**Grand Total**
Blackstone Academy		1		1
Bradley School		1		1
Bristol Warren	4			4
Bristol/Warren		1		1
Central Falls	2	4		6
Chariho		3		3
Coventry		2		2
Cranston	1	4		5
Cumberland		2		2
DCYF	1			1
East Greenwich		1		1
East Providence	1	1		2
Foster Glocester	1			1
Foster-Glocester	1			1
Johnston		1		1
Learning Community Center		1		1
Newport	2			2
North Providence	1			1
North Smithfield		2		2
Paul Cuffee School		1		1
Pawtucket	5	3		8
Portsmouth	1	1		2
Providence	5	19		24
Providence Career & Technical Center		1		1
RI School for the Deaf		2		2

ROTC-Providence		1	1
Smithfield	1		1
South Kingstown		2	2
The Groden Center	4	7	11
Tides Family Services	1		1
Tides School		1	1
Valley Community	1	1	2
Valley Community School		1	1
Viola M. Berard	2		2
W. Warwick	1		1
Warwick	2		2
Wm. M. Davies		1	1
Woonsocket	11	10	21
(blank)	7	6	13
Grand Total	**55**	**81**	**136**

81 of the permits issued are new permits, 51 are renewals of emergency permits.

Overall, numbers have decreased. While some districts have a higher number of permits issued to them, it is important to factor the size of the teaching force in the district. For example, Providence may seem to have many emergencies but the number of teachers is much higher so the % does not reflect great variation from other places.

Educator Evaluation System Standards

Introduction

"Improving achievement requires recruitment of talented teachers and principals and stronger instructional practices, which in turn are driven by strategic talent management. Strategic talent management involves the practices of recruiting, developing, rewarding and retaining talented and demonstrably successful staff in school districts." (Strategic Management of Human Capital, 2008)

The Rhode Island Department of Education has reviewed recommendations from the Consortium for Policy Research in Education, which was launched with a focus on identifying strategies, policies, and practices to "attract, deploy, develop, incentivize, and retain top teaching, leadership and management talent," and from the Rhode Island Urban Education Task Force, which has recommended the development and implementation of a statewide educator performance management system to improve educator quality. Anticipating the development of a performance management system that addresses the human capital cycle of acquisition through development, deployment, and advancement to accountability and exit, RIDE recognizes the need to provide leadership to its districts to assure the high quality educator evaluation that is at the core of the performance management system.

Establishing parameters for evaluation systems that are at the basis for the development, deployment, and advancement stage of the model begins with the development of standards for district-based educator evaluation systems. This document presents a set of six standards that describe a high quality system. The standards identify expectations for all districts. RIDE will develop recommendations for how to support districts as they begin to implement these standards and processes that will lead to how local systems will be reviewed for compliance with the standards. It is important to remember that educator evaluation is only one element of an educator performance management system, but it represents a critical starting point.

The six standards that comprise the ***Educator Evaluation System Standards*** were crafted to support the work of school districts to assure educator quality through a comprehensive district educator[1] evaluation system that:

- establishes a common understanding of expectations for educator quality within the district;
- emphasizes the professional growth and continuous improvement of individual educators;
- creates an organizational approach to the collective professional growth and continuous improvement of groups of educators to support district goals;
- provides quality assurance for the performance of all district educators;
- assures fair, accurate, and consistent evaluations; and
- provides district educators a role in guiding the ongoing system development in response to systematic feedback and changing district needs.

[1] The term educator is used to designate all district positions that require certification by the Rhode Island Department of Education. The terms of administrator, teacher, and support professional are used to designate three distinct roles that correspond to certification categories. For a full listing of certificates included in each category see http://www.ride.ri.gov/EducatorQuality/DOCS/Certification/list%20of%20certs%20issued.pdf

Standard 1: District evaluation systems establish a ***common vision of educator quality*** within a district through clearly communicated evaluation processes that build upon professional standards, emphasize professional practice, impact on student learning, demonstration of professional responsibilities, and content knowledge, and support district initiatives.

1. District administrators, teachers, and support professionals develop and sustain a common understanding of expectations for educator quality through a detailed system for educator evaluation that clearly communicates the *purposes*, procedures and policies for evaluation, acceptable *levels of performance* for individual educators and groups of educators, and the *ways in which evaluation information will be collected and used*.
    - The system addresses at least the following four core personnel evaluation *purposes*: provide feedback on performance to all educators to support continuous professional development; create incentives for highly effective educators; improve the performance of or remove ineffective educators; and organize personnel resources to support organizational efforts to meet district goals.
    - The system communicates a vision of effective educators and supports this description with clear, measurable expectations for performance that distinguish among highly effective, effective, minimally effective, and ineffective educators.
    - The system clearly identifies the ways in which evaluation data are used to demonstrate each of the four levels of effectiveness and the actions (e.g., professional development, retention, incentives, removal) that result from each rating.
2. Educator evaluation builds upon the professional standards appropriate to the educator's role within the district.
    - Teacher evaluation builds upon the Rhode Island Professional Teaching Standards.
    - Administrator evaluation builds upon the Rhode Island Standards for Educational Leadership.
    - Support Professional evaluation builds upon the professional standards for these positions[2].

      When an educator's specific responsibilities are more appropriately measured by the standards for a different role category a district may elect to evaluate that educator using the more appropriate standards and evaluation instruments[3].

[2] The Board of Regents has not adopted specific standards for Support Professionals. Districts should build on the appropriate professional standards for educators working in these roles.

[3] For example a library media specialist (a teacher certificate) whose responsibilities in one district may be more comparable to running a program, similar to a support professional. In that situation support professional standards and evaluation instruments may be more applicable than teacher standards and evaluation instruments.

3. Educator evaluation emphasizes the professional practice, impact on student learning, demonstration of professional responsibilities, and requisite content knowledge for all Rhode Island Educators. An educator's overall evaluation of effectiveness is primarily determined by evidence of impact on student growth and academic achievement.
    - Teacher evaluation includes evidence of quality of instruction, of student learning, of professional responsibilities, and of subject matter knowledge.
    - Administrator evaluation includes evidence of quality of instructional leadership and management, of student learning, of professional responsibilities, and of the content knowledge of the field.
    - Support Professional evaluation includes evidence of quality of program planning and delivery of service, of consultation and collaboration, of student learning, of professional responsibilities, and of the content knowledge of the area of professional specialization.
4. Educator evaluation is integrated with and supportive of district initiatives and the district's strategic plan. The district and its schools integrate objectives that support the achievement of district initiatives, school improvement plans, and district plans into the evaluation system in ways that assure that the evaluation of district educators supports the attainment of these objectives.

Standard 2: District evaluation systems **emphasize the professional growth and continuous improvement of *individual educators'*** professional practice to enhance student performance.

1. Educator evaluation systems establish a cyclical process that includes the collection and analysis of information about an educator's performance, the establishment of individual goals for professional development based on the analysis, and the improvement of performance as a result of that professional development.
2. Educator evaluation systems assure that all educators receive detailed feedback on their performance and recommendations for professional growth.
3. Educator evaluation systems create expectations that educators analyze their own professional practice by considering feedback from supervisors, colleagues, students, and parents/guardians, confer with supervisors about their performance and use recommendations for professional growth in developing professional development goals.
4. Educator evaluation systems collect and analyze data about individual professional development needs and identify patterns within schools and across the district to inform the development of a coherent district staff development plan.

Standard 3: District evaluation systems create ***an organizational approach to the collective professional growth and continuous improvement of groups of*** **educators'** (e.g., departments, teams, programs, schools) professional practice to enhance student performance.

1. Evaluation systems establish a cyclical process to collect and analyze data on the collective effectiveness of groups of educators (e.g., departments, teams, programs, schools, district) and use the data to establish common goals for professional development based on the analysis and to improve performance as a result of that professional development.
2. Educator evaluation systems collect and analyze data about collective professional development needs of groups of educators and identify patterns across departments, teams, programs, schools and the district to inform the development of a coherent district staff development plan.
3. Evaluation systems include a process to identify individual and groups of district educators who demonstrate exemplary professional practice, impact on student learning, and/or professional responsibilities and who contribute in measurable ways to district improvement. The district identifies ways to recognize and capitalize on their talents through differentiated roles and responsibilities, formal recognition, and/or other incentives.

Standard 4: District evaluation systems provide ***quality assurance of all district educators*** and differentiate evaluation processes based upon level of experience, job assignment, and information from prior evaluations.

1. All district educators are evaluated at least annually; however due to the cyclical nature of the evaluation the specific procedures may vary based on educator experience, assignment, and the outcome of prior evaluations.
2. Evaluation systems differentiate procedures based on the level of an educator's experience.
    - Educators who are new to the profession, new to the district, or who are new to a role category are provided with intensive support and evaluation in ways that assure that they meet expectations for educator quality within the district.
    - Educators who change assignments within a role category are supported and evaluated based upon a district-developed transition plan that is designed to address the new knowledge and skills required by the change in position, professional development needs identified from prior evaluations, and contextual reasons (e.g., district need, involuntary transfer) for the move.
    - Educators who remain in the same assignment and consistently demonstrate that they meet expectations for educator quality within the district are evaluated in ways that monitor continued quality of performance and emphasize professional growth.

3. Evaluation systems identify all educators who do not meet expectations for educator quality within the district and provide them with intensive support and evaluation specifically designed to improve their performance.
    - The district identifies a team to work with each educator to develop an improvement plan with targeted support and intervention designed to help the educator meet the district's expectations for educator quality.
    - The improvement plan includes clearly articulated objectives, benchmarks, and timelines to improve performance to an acceptable level.
    - The district identifies personnel actions that will result when the educator meets or fails to meet the expectations.
4. The district dismisses educators who do not meet expectations for educator quality and who are unwilling or unable to improve as a result of feedback and outcomes identified in an improvement plan in a timely manner.
5. Evaluation systems are designed to provide objective information to support meaningful renewal and tenure decisions.

Standard 5: District evaluation systems assure ***fair, accurate, and consistent assessment*** of educator performance.

1. The evaluation system is transparent to all educators. The purpose, criteria, instruments, procedures, and expectations for acceptable levels of performance are clearly communicated to educators through handbooks. Districts support educators in developing a thorough understanding of the evaluation system.
2. The evaluation system demonstrates the validity of evaluation decisions by assuring a strong connection between the evaluation instruments and professional standards and educator roles and responsibilities.
3. Evaluation systems incorporate appropriate evaluation instruments, including at a minimum, observations of the educator's practice, evidence of student learning outcomes, and demonstrations of professional responsibilities.
4. Evaluation systems seek information from students, parents and guardians, colleagues, and supervisors, to inform an educator's evaluation and professional development. Evaluation systems use a variety of methodologies that incorporate different types of evidence to address the range of expectations identified in the appropriate professional standards and use multiple measures, to provide a thorough assessment of the educator's performance.
5. Evaluators are selected, trained, and retained based on their ability to make valid and accurate judgments. Evaluators are selected based upon their depth of knowledge and their demonstrated expertise and are assigned based upon the subject matter knowledge, grade-level experience, and other requisite experience required to accurately use specific evaluation instruments. Evaluators are trained in the implementation of the district's evaluation instruments, demonstrate their ability to make consistent judgments, and are reviewed on a regular basis to verify they continue to make accurate judgments.

6. The evaluation system provides safeguards against possible sources of bias to ensure valid assessments. Districts review evaluation instruments for possible sources of bias in the design process and monitor implementation results for possible inappropriate adverse impact. Evaluators raise existing or potential conflicts of interest so they can be addressed. The evaluation system provides procedural safeguards (e.g., appeals) to ensure the integrity of the system.

Standard 6: District evaluation systems are an integral part of the district human capital management system and ***are supported by district educators who regularly review and revise the system in response to systematic feedback and changing district needs***.

1. Districts establish and support a District Evaluation Committee that includes teachers, support professionals, administrators, and union representatives. The committee solicits feedback from others (e.g., students, parents, assessment experts) who bring added perspective or expertise when appropriate. The Committee reviews the effectiveness of the evaluation system, the validity and utility of the data produced by the system, the fairness, accuracy, and consistency of decisions made, and the currency of the system. The Committee uses the information from the analysis to make recommendations for revisions to the system.
2. The District Evaluation Committee communicates data from the evaluation system to district personnel responsible for strategic planning and professional development to work collaboratively towards a coherent approach to educator quality, professional development and continuous organizational improvement.
3. The District Evaluation Committee works with district leadership to assure the resources of time, financial support, and evaluation expertise necessary to maintain the quality of the evaluation system.
4. The district is responsible for meeting the Rhode Island Department of Education's reporting requirements for assuring the quality of educator evaluation.

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Deborah A. Gist
Commissioner

October 20, 2009

Re: Basic Education Program Regulations and Seniority-Based Teacher Assignments

Dear Colleagues:

As you may know, my highest priority for transforming Rhode Island education is ensuring that every student has highly effective teachers. To meet this priority, we must be sure that:

- districts select and retain only the most highly effective staff; and
- districts base teacher and administrator assignments on student need.

These two essential principles are part of the new Basic Education Program (BEP) regulations that the Board of Regents approved in June and that go into effect next July 1st. As superintendent, you must ensure that your school district complies with all provisions of federal and state law, including the full implementation of the BEP. In order to be in compliance with the new BEP, you may need to take some immediate actions.

The overarching goal of the BEP is clear: continuous improvement of student learning must be the primary reference point for *all* decision-making, including personnel assignment and evaluation.

To that end, the BEP requires an effective human-capital management system, specifically stating that "each LEA shall maintain control of its ability to recruit, hire, manage, evaluate, and assign its personnel." [1]

There are four required components for a legally compliant human-capital management system:

1. Policies and Procedures to Recruit, Support, and Retain Highly Effective Staff
2. Ongoing Supports to Staff
3. Cohesive System of Professional Development
4. Evaluation of Personnel Performance

Implementation of component 1: Policies and Procedures to Recruit, Support, and Retain Highly Effective Staff, requires the following:

> The LEA shall establish a set of policies and an array of strategies to recruit, hire, and retain highly effective district and school personnel; said policies and strategies shall align to district needs, focus on screening methods for determining candidate knowledge and skills to match the needs of the LEA, promote early identification of openings, use research-based protocols and incentives to address LEA related factors affecting retention and its impact on mobility trends, and address staffing low performing schools with highly effective and experienced staff.

[1] BEP, G-15-2.2(a), Board of Regents Regulations.

In sum, the new BEP requires that the system of management, professional training, evaluation, and assignment of instructional staff ensures that highly effective educators work with classrooms of students who have significant achievement gaps. *In my view, no system that bases teacher assignments solely on seniority can comply with this regulation.*

The Board of Regents has explicitly found that management of your human-capital system according to the requirements of the BEP is "essential to the mission of implementing a statewide system of public education." BEP, G-15-1.2(c), Board of Regents Regulations. As the chief administrative officer of your local education agency, you must establish a human-capital management system that meets the standards set forth in the BEP.

On July 1, 2010, the BEP will become law in the state of Rhode Island. As such, the requirements of the BEP will effectively be read into every collective-bargaining agreement entered into after that date. Contract language cannot conflict with existing state law, including regulations, and contract language that conflicts with existing law may be unenforceable.[2] Therefore, *as your collective-bargaining agreements come up for renewal, you must address any language in the contract that prevents you from meeting the BEP regulations on highly effective staff.*

I am writing to you today to provide you with sufficient time to work with your respective bargaining units to ensure that you have a system in place for ensuring faculty stability and for assigning highly effective teachers and teaching assistants according to student needs. Many of you have collective-bargaining agreements that either have expired or will expire during the next year. Now is the time to ensure that nothing in any collective-bargaining agreement prevents your district from assigning staff based on a set of performance criteria and on student need rather than by strict seniority. I understand that this may well have implications for personnel decisions you make prior to March 1 deadline for layoff notices.

At a later date, I will ask you to submit a status report explaining how you revised your human-capital system to meet the requirements of the BEP. Over the next several months, RIDE staff members will be available to provide whatever technical assistance you may need to implement these changes.

Thank you for your help and understanding, as we work to transform our education system and make decisions that are in the best interest of our students.

Very truly yours,

Deborah A. Gist
Commissioner

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[2] *See,e.g.*, State v. Rhode Island Alliance of Social Service Employees, Local 580, SEIU, 747 A.2d 465, 469 (R.I. 2000).

Protocol for Interventions:

Persistently Lowest-Achieving Schools

I. Overview

Rhode Island has long been committed to closing inequitable gaps in performance and achievement, especially those gaps correlated with poverty, gender, and language background among different groups of students. This commitment was articulated in the Comprehensive Education Strategy (CES) and codified at RIGL Ch. 16-7.1. Chapter 16-7.1 also codified the state's system for School Accountability for Learning and Teaching (SALT), rigorous testing standards, and fiscal and program oversight by the State Education Agency (SEA). In addition, Section 16-7.1-5 created the system of Progressive Support and Intervention (PSI), which authorizes "progressive levels of control by the department of elementary and secondary education over the school and/or district budget, program, and/or personnel" in those schools and districts where SALT and assessment results have demonstrated limited or non-existent increases in rates of student success.

The recently promulgated Basic Education Program regulations incorporate state standards for grade level and grade span proficiency, regulatory requirements for proficiency-based graduation, the Rhode Island Professional Teaching Standards, the Rhode Island Leadership Standards, and the process for continuous improvement and Progressive Support and Intervention, as well as regulations governing delivery of literacy support services, instruction for students with disabilities, and services for English language learners.

The Basic Education Program places a heavy responsibility upon the local education agency (LEA) to hold its schools accountable for continuous improvement of instructional and support systems that advance equity and access to opportunities for students' high achievement. Despite years of well-intentioned effort, however, there remain schools that continue to have unacceptably low levels of student achievement.

When implementation of a strong school improvement plan has failed to such a degree that a school is considered to be one of the persistently lowest-achieving schools in the state, it is incumbent on the LEA to take even stronger action. Based upon established principles of practice and an emerging body of research on the effectiveness of certain educational strategies, the LEA must take action that leads to increased choices, opportunities and outcomes for students. In order to be successful in generating sustainable improvement, LEA action must: set clear expectations for measures of performance; enhance school-level capacity to accelerate improvement; and engage families and the community in an honest dialogue about the urgency for change. Under no circumstances will persistently lowest-achieving schools be allowed to continue to operate under status quo conditions.

II. Definitions

Charter Management Organization (CMO) – A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.

Education Management Organization (EMO) – An EMO is a for-profit or non-profit organization that provides whole-school operation services to an LEA. An EMO may also become the employer of staff as part of the restart model.

Expanded Learning Time – The use of a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects as defined in the Basic Education Program; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) educators to collaborate, plan, and engage in professional development within and across grades and subjects.

Local Education Agency – A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

Persistently lowest-achieving school – (i) Any Title I school in need of improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in need of improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate that is less than 60 percent over the preceding three years; and (ii) Any secondary school that is eligible for, but does not receive, Title I funds that (a) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate that is less than 60 percent over the preceding three years.

Progressive Support and Intervention – A series of strategies consistent with the Comprehensive Education Strategy and the principles of the "School Accountability for Learning and Teaching" (SALT) of the Board of Regents for those schools and school districts that continue to fall short of performance goals as determined by objective criteria developed by the Board of Regents of regents, culminating in progressive levels of control by the department of elementary and secondary education over the school and/or district budget, program, and/or personnel if three years of supports by the state have been insufficient for the school and/or district to meet prescribed performance goals.

Reconstitution – Reconstitution responsibility is delegated to the Board of Regents and may range from restructuring the school's governance, budget, program, personnel, and/or may include decisions regarding the continued operation of the school.

Regional Collaborative – A legal entity created by two or more school committees, in accordance with RIGL Ch. 16-3.1, to conduct jointly instructional education programs and/or administrative functions, provided that the agreement has been reviewed and is recommended by the Commissioner of Elementary and Secondary Education and has the approval of each participating school committee.

III. School Intervention

1. Required Conditions. Schools identified as persistently lowest-achieving require intervention by the responsible LEA beginning in the school year following identification by the state. There are four allowable school intervention models: turnaround model, restart model, school closure, or transformation model. If a school identified as a persistently lowest-achieving school has implemented, in whole or in part within the last two years, an intervention that meets the requirements of the turnaround, restart, or transformation models, the school may continue or complete the intervention being implemented.

The parties to any applicable collective bargaining agreement will use their best good-faith efforts to negotiate any terms and conditions in the agreement necessary for the full implementation of the identified school reform model for an identified persistently lowest-achieving school. The parties shall further understand that the failure to negotiate any term or condition in a collective bargaining agreement necessary to meet the criteria for full implementation of the identified school reform model will result in the termination of applicable grants relevant to implementation of said reform model.

2. Allowable School Reform Models. Each School Reform Plan must be built around one of the following four models for intervention.[1] Regardless of which model is chosen (with the exception of closure), the School Reform Plan must meet the required conditions set forth in section (VI) of this Protocol in addition to individual requirements for the specific school intervention model.

(i) <u>Turnaround model</u>.

1. A turnaround model is one in which an LEA must--

(i) Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully

[1] The four school reform models set forth herein are adapted directly from the following documents published by the U.S. Department of Education: GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, December 18, 2009; and OVERVIEW INFORMATION: RACE TO THE TOP FUND: NOTICE INVITING APPLCIATIONS FOR NEW AWARDS FOR FISCAL YEAR (FY) 2010 (Fed. Register, 11/18/09).

a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
(ii) Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students:
(A) Screen all existing staff and rehire no more than 50 percent; and,
(B) Recruit and select new staff;
(iii) Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain highly qualified staff with the skills necessary to meet the needs of the students;
(iv) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that are able to facilitate effective teaching and learning and successfully implement school reform strategies;
(v) Adopt a new governance structure, which may include, but is not limited to:
(A) Requiring the school to report to a new "turnaround office" in the LEA or SEA;
(B) Hire a "turnaround leader," who may also fill the role of the school transformation officer as detailed in section VI.2. of this Protocol, who reports directly to the Superintendent or Chief Academic Officer; or,
(C) Enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
(vi) Use data to identify and implement an instructional program that is research-based, "vertically aligned" from one grade to the next and aligned with State academic standards;
(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
(viii) Establish schedules and implement strategies that provide expanded learning time (as defined in this Protocol); and
(ix) Provide appropriate social-emotional and community-oriented services and supports for students.

2. A turnaround model may also implement: (a) any of the required and permissible activities under the transformation model; or (b) a new school model (*e.g.*, themed, dual language academy).

(ii) <u>Restart model</u>.

1. A restart model is one in which an LEA converts a school or closes and reopens a school under one of the following mechanisms: (1) a regional collaborative organized pursuant to RIGL Chapter 16-3.1; (2) a charter school operator, or a charter management organization (CMO);[2] (3) an education management

[2] Conversion of a public school under the control of a school committee to a public charter school is governed by the parameters set forth at RIGL Chapter 16-77.

organization (EMO)[3] that has been selected through a rigorous review process; or (4) the creation of a joint Labor/Management Compact detailing reciprocal obligations that create a new management structure with shared decision-making designed to fully address the needs of each student in the schools and which fully complies with all applicable requirements set forth in this Protocol. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

2. Approval of a restart model requires the Commissioner to agree that the entity chosen by the LEA, through a process that adheres to local and state procurement requirements, is sufficiently vetted to reasonably ensure that the performance of the school under its management will significantly outperform the past performance of the school on measures to be determined by the Commissioner. The Department of Elementary and Secondary Education will develop a list of pre-approved CMO's and EMO's that meet the requisite state criteria, although nothing shall prevent an LEA from forwarding a specific CMO or EMO to the Commissioner for approval, notwithstanding the state's development of a pre-approved list of such providers.

(iii) <u>School closure</u>.

1. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other public schools within the state that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

2. Pursuant to RIGL § 16-2-15, closure or relocation of any school is a decision to be made by the school committee, which shall not make such a decision without "good cause." School closure is further governed by Section 1.14 of the Board of Regents School Construction Regulations, which requires timely notification to RIDE of the LEA's intention to close a school, coupled with a detailed plan for accommodating impacted students with the LEA's remaining school buildings. Most importantly, school closure is only an option in those circumstances in which every student in the affected school is able to access a higher performing school than the school to be closed. The Commissioner of Elementary and Secondary Education shall determine the feasibility of such options.

(iv) <u>Transformation model</u>.

1. A transformation model is one which the LEA must implement each of the following strategies:

(i) <u>Teacher and school leader effectiveness</u>.

The LEA must:

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[3] Delegation of control to an EMO over a single school within a school district falls under the school committee's statutory authority to enter into contracts for the care, control care, control, and management of school facilities and equipment. (RIGL §16-2-9(a)(8), (a)(18)).

(A) Replace the principal who led the school prior to commencement of the transformation model;
(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that --
(a) Take into account multiple and diverse data sources, such as student growth (as defined in this notice), observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement, drop-out, attendance and discipline data and increased high-school graduations rates;
(b) Are designed and developed with teacher and principal involvement;
(c) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
(d) Provide staff with ongoing, high-quality, job-embedded professional development (*e.g.*, subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure effective teaching and successful implementation of school reform strategies;
(e) Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students; and,
(f) Require that teacher and principal mutually consent to staff assignment, regardless of teacher seniority.

(ii) Comprehensive instructional reform strategies.
The LEA must:
(A) Use data to identify and implement an instructional program that is research-based, "vertically aligned" from one grade to the next and aligned with State academic standards;
(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; and,
(C) For secondary schools, establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(iii) Increased learning time and community-oriented schools.
The LEA must:
(A) Establish schedules and implement strategies that provide expanded learning time (as defined in this Protocol); and,
(B) Provide ongoing mechanisms for family and community engagement.

(iv) Operational flexibility and sustained support.
The LEA must:

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

IV. Internal Accountability for Reform

1. The sole purpose in pursuing any of the four allowable reform models is to provide the students currently attending the school with a better alternative – one that guarantees heightened opportunities for learning and achievement. It is the responsibility of the LEA to focus its efforts on schools as units of intervention and individuals as units of change. Regardless of the reform model selected for an identified school, the LEA must have an effective internal accountability framework that:

(i) Generates and focuses attention on data-based information relevant to teaching and learning;
(ii) Provides opportunities for educators (and others) to attend not only to current information and programs, but to augment or change strategies in response to this information;
(iii) Develops the knowledge and skills to promote valid interpretation of the information; and,
(iv) Allocates resources where they are most needed.

2. In addition, for each of the four reform models, the LEA's school reform strategies must include:

(i) Flexible funding at the school level to the extent authorized by applicable law; including: collective bargaining agreements that permit hiring without regard to seniority, or, alternatively, to comply with existing legal requirements regarding assignment of education professionals.
(ii) Comprehensive instructional reform, including:
(A) Improved instructional programs and differentiated instruction;
(B) Modifications to scheduling to increase learning time for students and maximize collaboration time for teachers - consider extended learning time, modified or block scheduling; and,
(C) Periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
(iii) Improved teacher and school leader effectiveness, including:
(A) Development of valid and reliable pathways for bringing talented leadership into the schools affected by LEA reform efforts, as well as ongoing supports to administrators and teacher leaders in such schools once reform under this Protocol is instituted;
(B) Supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in

the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
(C) Assurances that school-based leaders have access to relevant data regarding school, educator and student performance, as well as the ability to perform and/or access meaningful diagnostic analysis to ensure that available data is used to inform decisions regarding ongoing reform efforts; and,
(D) Evaluation of all professional staff in accordance with State standards.

3. In addition to the required activities listed above, an LEA subject to this Protocol is encouraged to:

(i) Expand performance and instructional management, which may include:
(A) Providing performance incentives for teachers and principals based in significant part on school-wide student achievement;
(B) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; and
(C) Instituting a system for measuring changes in instructional practices resulting from professional development;

(ii) Extend, expand or restructure the school day, which may include:
(A) Decreasing class size;
(B) Developing extended advisory periods that build relationships between students, faculty, and other school staff;
(C) Improving student transition from middle to high school through summer transition programs or freshman academies;

(iii) Increase and expand opportunities for students, which may include:
(A) Expanding the school program to offer full-day kindergarten or pre-kindergarten;
(B) Offering opportunities and appropriate supports for all students to enroll in varied advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers;
(C) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction, and acceleration of basic reading and mathematics skills; and,
(D) Integrating technology-based supports and interventions as part of the instructional program;

(iv) Expand community partnerships which may include partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.

V. Identification of Persistently Lowest-Achieving Schools
Method for Identification of Persistently Lowest-Achieving Schools

The Rhode Island Department of Elementary and Secondary Education's method for identifying persistently lowest-achieving schools as defined in this Protocol includes analysis of the following factors:[4]

(1) School-wide student performance in mathematics and reading against the state-wide average performance in these subject areas;
(2) No Child Left Behind Classification with respect to number of years in need of improvement;
(3) Subgroup performance in reading and mathematics against the state-wide average performance;
(4) Student growth percentile at elementary and middle school levels in reading and mathematics and graduation rates at high school levels against the state-wide average growth; and,
(5) School-wide improvement in reading and mathematics between 2005-2006 and the 2008-2009 school years against the state-wide average improvement.

In addition, the No Child Left Behind Act (NCLB) further authorizes the LEA to perform an annual review of the progress of each of its Title I schools to determine whether the school is making adequate yearly progress (AYP). The LEA may then identify additional schools for school improvement or in need of corrective action or restructuring.[5] Should an LEA choose to identify additional Title I schools as in need of improvement, corrective action or restructuring, it must publicize and disseminate the results of its local annual review to parents, teachers, principals, schools, and the community so that the instructional staff and leadership can continually refine and improve the program of instruction for all affected students. In the event that an LEA takes advantage of its authority to identify one or more additional Title I schools pursuant to this section, if said identification results in the school being identified by RIDE as one of the State's persistently lowest-achieving schools, the LEA must then implement one of the four allowable school reform models set forth in Section III.2. of this Protocol at that school within the timelines established herein.

VI. LEA Duties & Responsibilities

1. Overview

The fact that a school has been identified as one of the states persistently lowest-achieving schools means that a significant restructuring of the school's governance structure is required in order to make the fundamental reforms, such as substantial changes in the school's staffing and governance and longer school days, in order to improve student academic achievement in the school. Further, the responsible LEA

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[4] A complete description of the methodology used by RIDE to apply these five criteria to Rhode Island schools is available from the Department upon request.
[5] 20 USC § 6316(a)(1)(B).

must establish the requisite capacity and internal infrastructure to properly manage the reform effort chosen by the LEA in accordance with this Protocol.

In addition, it is unlikely that sustainable improvement is achievable, even with a change to the governance and/or leadership at the affected school, unless there are considerable changes to both the capacity of the school to move forward and the creation of conditions that are favorable to reform.

2. LEA Management of Transformation

The LEA must manage its school reform efforts under the leadership of a school transformation officer who reports directly to the Superintendent or Chief Academic Officer, and who may have additional staff support depending on the size of the LEA and the number of schools identified for reform. RIDE will work with each LEA to determine the structure and staffing needed in order to provide sufficient capacity to implement the chosen school reform model(s). At a minimum, there must be a single point of contact, identified as the LEA School Transformation Officer, who is responsible for ensuring that all applicable legal requirements are met during the reform process, including adherence to this Protocol. For an LEA that has multiple schools identified as among the state's persistently lowest-achieving Schools, RIDE will determine the number of staff required to fulfill the responsibilities outlined in this Section. Specific duties of individuals responsible for managing school transformation shall be clearly set forth in the LEA School Reform Plan.

The School Transformation Officer is accountable to ensure that the LEA:

(i) Takes into account concerns of key stakeholders, especially parents and students;

(ii) Has the requisite knowledge and analytic capacity to inform ongoing reform efforts and evaluate the efficacy of the implementation of such efforts; and,

(iii) Is capable of producing evidence of well-informed and unflinching decisions that are made in the best interests of students despite outside pressures to accommodate the needs and demands of adults in the public education system.

3. LEA Community Outreach Requirements

All LEA's with schools identified as persistently lowest-achieving shall institute a comprehensive and ongoing plan for communication with affected students, families, educators, community leaders and organizations. The purpose of such a communication plan shall be to engage affected family and community members in the work of reforming affected schools in order to provide students with meaningful choices to access the most effective learning environments possible. At a minimum, LEA generated community outreach shall consist of the following components:

(i) Ongoing mechanisms for meaningful and periodic family and community engagement in appropriate languages and a variety of delivery mechanisms;

(ii) Usable and accessible information provided to students and their families about school options if their school has been identified as one of the state's persistently lowest-achieving schools;

(iii) A communications strategy that fully explains a fair and equitable mechanism for student selection among available school choice options if the student's school is

identified for reform under this Protocol (student choice must include a non-charter school option if the affected school is converted to a public charter school); and,
(iv) A detailed transportation plan that accommodates students who desire to attend a school that is not currently served by the LEA's existing transportation plan.

4. LEA Selection of a School Reform Option

Once one or more schools are identified as one of the state's persistently lowest-achieving schools, the Superintendent of the affected LEA shall convene a local stakeholder group within 30 days of such identification. The purpose of this stakeholder group is to serve as a focus group and to provide feedback to the Superintendent's preliminary recommendation as to which of the four reform models would be preferable given each individual school's context and need. The stakeholder group shall include:

(1) the Commissioner of Elementary and Secondary Education, or designee;
(2) the chair of the school committee, or designee;
(3) the president of the local teacher's union, or designee;
(4) an administrator from each of the identified schools, who may be the principal or other individual as chosen by the Superintendent;
(5) a teacher from each identified school, selected by the principal and faculty of the school;
(6) a parent from each identified school, selected by the principal and school-based parent organization;
(7) a student or youth representative from each identified high school
(8) representatives of applicable state and local social service, health, and child welfare agencies, chosen by the Superintendent; and,
(9) as appropriate, representatives of state and local workforce development agencies, chosen by the Superintendent.

The Superintendent shall consider the feedback from the local stakeholder group and submit to the Commissioner of Elementary and Secondary Education a letter of intent that specifies the recommended reform option that will be implemented in each school identified as persistently-lowest achieving. The letter of intent describing the reform option must be submitted for approval within 45 days of designation as a persistently lowest-achieving school.

In the alternative, if the LEA is unable or unwilling to implement one of the four reform models outlined herein, the LEA shall provide notice of said inability to implement a reform within 45 days of notification that one of its schools has been identified as one of the state persistently lowest-achieving schools. In the event that such notification is received by RIDE, that shall be considered to be cause to trigger the reconstitution authorities granted the Department of Elementary and Secondary Education and the Board of Regents pursuant to RIGL § 16-7.1-5.

Upon receipt, the Commissioner shall have 10 days to approve or modify the school reform option.

5. LEA School Reform Plan

Upon the Commissioner's approval of a school reform option, the Superintendent shall reconvene the local stakeholder group in order to solicit input for the development of a

comprehensive school reform plan ("Plan") based on the LEA's school reform choice. The purpose of reconvening this group is to make recommendations to the Superintendent in regard to the content of a reform plan that is specific to each identified school and which incorporates the required elements of the selected reform model as outlined in this Protocol. The Superintendent shall consider stakeholder input, but the Superintendent is responsible for designing a school reform plan based on student need and student outcome data.

At a minimum, the Plan shall meet the legal requirements for a "school plan" as set forth at 20 U.S.C. 6316(b)(3) in accordance with guidance from RIDE. It is critical that the Plan be sufficiently detailed in regard to governance, budget, staffing, instructional program, supports to students and staff, and other programmatic elements as needed to fully implement the reform elements set forth herein for the specific reform model chosen for each identified school.

The Superintendent shall have no more than 120 days in which to draft a comprehensive school reform plan. There shall be substantial and meaningful opportunity for public comment and input during the 120 day period. The Superintendent will seek out assistance as needed from the Rhode Island Department of Education in the development of the Plan. The Superintendent shall give good faith consideration to all public input proposed modifications and comments and determine the need for modifications to the Plan prior to its submittal to the Commissioner. Within the 120 period described herein, the Superintendent shall submit the comprehensive school reform plan, complete with a school-based budget, to the Commissioner for approval. The Commissioner shall have 30 days in which to approve, modify, or reject the Plan.

The Commissioner may, in consultation with the Superintendent, modify the proposed school reform plan if the Commissioner determines that:

(i) The Plan, as written, fails to promote the rapid academic achievement of students in the applicable school;
ii) A component of the Plan was included, or a modification was excluded, on the basis of demonstrably-false information or evidence; or,
(iii) The Plan fails to meet the substantive requirements of this Protocol.

All timelines set forth herein may be extended for good cause at the sole discretion of the Commissioner.

Once accepted by the Commissioner, the school reform plan shall be implemented over a three year period. The Commissioner shall cause the school to be evaluated in regard to its progress in implementing the Plan no less than annually. If progress is deemed to be insufficient, the Commissioner may require modifications to the Plan as needed to address unmet goals. If the school has substantially failed to meet multiple goals in the Plan, the Commissioner may appoint an external operator to manage the implementation of the plan; terminate the contract of an existing operator; or reconstitute the school pursuant to the authorities set forth at RIGL § 16-7.1-5. (See Section VII: Role of the State Education Agency). Conversely, the Commissioner may

renew the Plan based on the Superintendent's or external operator's success in meeting the terms of the Plan. If the Commissioner determines after the expiration of the school reform plan that the school has improved sufficiently, the designation of the school as persistently lowest-achieving shall be removed.

VII. Role of State Education Agency

As the State Education Agency (SEA), the Rhode Island Department of Elementary and Secondary Education (RIDE) has three distinct roles to play in reforming the state's persistently lowest-achieving schools. First, it is the responsibility of the SEA to establish the standards and expectations for school performance and categorize schools based on that performance. Second, the state must provide assistance to those LEA's with identified schools in order to ensure that conditions at the school allow for meaningful reform. If the Department determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action, which could include a collaborative process between the Department and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

If the LEA is unable or unwilling to implement one of the four reform models outlined herein, the LEA shall provide notice of said inability to implement within 45 days of notification that one of its schools has been identified as one of the state's persistently lowest-achieving schools. In the event that such notification is received by RIDE, that shall be cause to trigger the reconstitution authorities granted the Department of Elementary and Secondary Education and the Board of Regents pursuant to RIGL § 16-7.1-5. Section 16-7.1-5 reads, in pertinent part, as follows:

> If after a three (3) year period of support there has not been improvement in the education of students as determined by objective criteria to be developed by the board of regents, then there shall be progressive levels of control by the department of elementary and secondary education over the school and/or district budget, program, and/or personnel. This control by the department of elementary and secondary education may be exercised in collaboration with the school district and the municipality. **If further needed, the school shall be reconstituted. Reconstitution responsibility is delegated to the board of regents and may range from restructuring the school's governance, budget, program, personnel, and/or may include decisions regarding the continued operation of the school.** The board of regents shall assess the district's capacity and may recommend the provision of additional district, municipal and/or state resources. If a school or school district is under the board of regents' control as a result of actions taken by the board pursuant to this section, the local school committee shall be responsible for funding that school or school district at the same level as in the prior academic year increased by the same percentage as the state total of school aid is increased.
> (RIGL § 16-7.1-5) (emphasis added).

Reconstitution:
If the Commissioner decides that reconstitution is necessary in order to protect the rights of students in a specific school, the Commissioner may order the local school district to show cause why an administrative order placing the district under full state intervention should not be implemented. The local school committee may accede to the creation of a state-operated district or it may request a plenary hearing before a RIDE hearing officer to contest the show-cause order. In the plenary hearing the state has the burden of showing that the Commissioner's recommended administrative order is not arbitrary, unreasonable, or capricious.

Upon receiving the hearing officer's factual findings and recommendation, the Commissioner may modify the School Reform Plan, order the implementation of an LEA corrective action plan, or recommend that the Board of Regents issue an order either reconstituting the school, assigning the governance of the school to a third party operator, or closing the school. Upon issuance of any order by the Board of Regents affecting the operation of a school pursuant to RIGL § 16-7.1-5, the school committee may appeal the Board of Regents' decision in the Superior Court.

Should the Board of Regents exercise its authority to reconstitute or close a school due to persistently low student achievement, it becomes the responsibility of the SEA to determine how the school will then be managed. Section 16-7.1-5 allows the Department of Elementary and Secondary Education to share its control over the school in collaboration with the school district and the municipality. For the purposes of this Protocol, reconstitution shall mean turnaround, restart, or transformation as defined in Section 3.2. herein.

Unless the Regents specify otherwise in a particular case, reconstitution shall be presumed to take the affected school out of the LEA. Reform is required in our persistently lowest-achieving schools. If an LEA is unable or unwilling to institute the reforms described in this Protocol, then the school must be considered to be under the direct control of the Department of Elementary and Secondary Education, which is then free to hire a Charter Management Organization (CMO) or an Education Management Organization (EMO) to operate the school. Said CMO or EMO then becomes a site-based employer. Although the current employer/employee relationship is interrupted, nothing herein shall be considered to limit whatever rights are available to the professional and support staff in regard to organizing and collectively bargaining compensation schemes, benefits, and working conditions with the new employer, subject to those conditions that may be established in an Order of Reconstitution.

Reconstitution orders may vary depending on the factual circumstances specific to each affected school. However, it is anticipated that all reconstitution schools will share the following characteristics in terms of control over program, personnel and budget:

Program: The school shall run on an extended school year and extended school day with before, after school, and summer learning opportunities and expanded student and family supports.

(i) There shall be flexible school and individual teacher schedules.
(ii) The school shall have one or more significant community partnership(s) that support teaching and learning.
(iii) Regular teacher contact with parents/families shall be required and monitored.
(iv) A personalization plan for each student shall be developed and supported.
(v) A literacy coach and a math coach shall be required in each school.

Personnel: The Principal (or Director) shall have recruiting, hiring, and dismissal authority of all staff members in their school. Current staff, including administrators and teachers, shall be required to reapply for jobs in the school.

(i) Teacher assignment shall be a decision based on teacher expertise and the needs of students, not an entitlement driven by seniority.
(ii) Teachers and administrators shall be evaluated annually.
(iii) Additional hours for teacher/staff professional development and collaborative planning shall be required.
(iv) The district and union shall incorporate mechanisms to address teacher assignment; flexible scheduling; and the role of department chairs or grade leaders.

Budget: The Principal (or Director) shall have control over the allocation of money, time, and programming.

(i) Budgeting and decision-making shall revolve around the needs of students first.
(ii) Teachers and administrators shall have a professional incentive system, (salaries that attract quality leaders and teachers; performance pay based on student success).
(iii) There shall be differentiated roles for teachers and differentiated compensation based on those roles.

The Order of Reconstitution shall set forth clear, measurable performance targets for the affected school. Timelines for implementation of specific required tasks, along with the roles and responsibilities of various key stakeholders, together with the oversight responsibilities of the Department, shall be clear and unambiguous. There shall be an Office of School Transformation at RIDE that will have the responsibility of coordinating all communications and interactions between the reconstituted school and the SEA. Funding for the reconstituted school shall continue to come from the LEA in a manner to be determined by the Commissioner. Said funding may be supplemented by the State, again as may be determined by the Commissioner.

Model 1: *School-wide Performance in Reading and Mathematics*

Model 1 is based on school-wide student performance in mathematics and reading for the 2008-09 school year. Model 1 identifies those schools with reading and math proficiency rates significantly below respective state-wide average performance. This model uses 1 and 2 standard deviation units below the state average to determine each school's score points as follows:

8 points were assigned when overall school performance was more than 2 standard deviations below the state average. Schools more than 2 standard deviations below in math had between 0% and 6.6% proficient students and in reading between 0% and 34.4% proficient.

4 points were assigned when overall school performance was between 1 and 2 standard deviations below the state average. These schools' proficiency rates in math ranged between 6.6% and 29.5% and in reading between 34.4% and 51.2% proficient.

0 points were assigned when overall school performance was less than 1 standard deviation below the state average.

Model 2: *NCLB Classification*

Model 2 identifies schools based on 2008-09 AYP classifications. Schools were assigned score points as follows:

2 points were assigned to schools under restructuring

1 point was assigned when schools failed to meet AYP for 2 or more consecutive years

0 points were assigned when schools either met AYP or failed to meet AYP for less than 2 consecutive years

Model 3: *Subgroup Performance in Reading and Mathematics*

Model 3 is based on school-wide student subgroup (IEP, LEP, LEP *monitored*, Black, Hispanic, and Native American) performance. For the purpose of this investigation, students belonging to more than one subgroup were only counted once. Similar to Model 1, Model 3 identifies schools with **subgroup** proficiency rates significantly below the state-wide average performance in

reading and math. This model uses standard deviation units to determine each school's score points. Point values were assigned as follows:

4 points were assigned when overall school performance was more than 2 standard deviations below the state average. Schools more than 2 standard deviations below in math had between 0% and 6.6% proficient students and in reading between 0% and 34.4% proficient.

2 points were assigned when overall school performance was between 1 and 2 standard deviations below the state average. These schools' proficiency rates in math ranged between 6.6% and 29.5% and in reading between 34.4% and 51.2% proficient.

0 points were assigned when overall school performance was less than 1 standard deviation below the state average.

Model 4: *Student Growth and Graduation*

Model 4 is based on a *Student Growth Percentile* model for elementary and middle schools. For high schools, graduation rates were used in lieu of student growth percentiles because growth measures were not possible.[1] The Student Growth and Graduation model is based on data from the 2007-08 and 2008-09 school years. This model identifies those schools whose median percentile growth is typical or lower than the state average.

Elementary and middle schools were assigned the following score points in reading and math:

2 points were assigned when median growth was below the 40th percentile.

1 points were assigned when median growth was between the 40th and 60th percentiles.

0 points were assigned when median growth was above the 60th percentile or when the school proficiency rates for math or reading were above state averages of 52% and 68% respectively.

High schools were assigned the following score points based on 2007-08 graduation rates:

2 points were assigned when the school's graduation rate was more than 1 standard deviation below the overall state average of 73.9%. Schools more than 1 standard deviation below the state average had graduation rates that ranged from 0% to 57.4%

1 points were assigned when the school's graduation rate was between the overall state average and 1 standard deviation.

[1] This is because only one year of grade 11 data are available, which prevents researchers from obtaining the necessary consecutive-year data to determine student growth percentiles.

0 points were assigned when the school's graduation rate was higher than the overall state average or when the school proficiency rates for math or reading were above state averages of 52% and 68% respectively.

Model 5: *School-wide Improvement in Reading and Mathematics*

Model 5 is based on differences in school-wide student performance in mathematics and reading between the 2005-06[2] and the 2008-09 school years. Model 5 identifies those schools with improvement in reading and math proficiency rates significantly below respective state-wide average improvement. This model uses 1 and 2 standard deviation units below the state average improvement[3] (Math = 6.6, Reading = 8.6) to determine each school's score points as follows:

2 points were assigned when the difference in school performance from 2005-06 to 2008-09 was more than 2 standard deviations below the state average. Schools more than 2 standard deviations below in math had a decrease in performance greater than 8.7 percentage points and in reading had a decrease in performance greater than 8.1.

1 points were assigned when the difference in school performance from 2005-06 to 2008-09 was between 1 and 2 standard deviations below the state average. These schools' decrease in performance in math ranged between 1.1 and 8.7 percentage points and in reading between 0 and 8.1 percentage points.

0 points were assigned when the difference in school performance from 2005-06 to 2008-09 was less than 1 standard deviation below the state average or when the school proficiency rates for math or reading were above state averages of 52% and 68% respectively.

[2] Test results for high schools were not available for the 2005-06 school year. For high schools, therefore, results from 2007-08 were used in lieu of the 2005-06 results.
[3] State average improvement was determined by calculating the difference between 2005-06 and 2008-09 school-wide percent proficient in math and reading.

Low-Performing T1 RI Elementary Schools

		School-Level data					School-wide Performance			Subgroup Performance		Student Growth/ Grad. Rates		School-wide Improvement		
District	School	2008 Fall Enr.	2009 % Prof. Rdg.	2009 % Prof. Math	2006 % Prof. Rdg.	2006 % Prof. Math	Rdg. Status	Math Status	2009 AYP Status	Rdg. Status	Math Status	Rdg. Status	Math Status	Rdg. Status	Math Status	2009 Poi
e	Lillian Feinstein ES, Sackett Street	488	32.3	24.3	23.7	22.1	8	4	1	4	2	1	0	2	0	2
e	Charlotte Woods Elementary School	344	34.5	22.2	27.7	31.6	4	4	1	2	2	2	2	0	2	1
e	Sgt. Cornel Young, Jr. ES	346	36	27.7	27.9	25.4	4	4	2	2	2	2	2	0	0	1
	Dr. M. H. Sullivan School	271	27.3	31.7	23.3	19.5	8	0	0	4	0	1	1	2	0	1
e	Pleasant View School	410	43	27	32.9	26.8	4	4	2	2	2	1	1	0	0	1
e	Carl G. Lauro Elementary School	852	37.4	27.4	30.2	21	4	4	1	2	2	1	1	0	0	1
e	Robert L Bailey IV, Elementary School	379	37.7	27.2	22.7	17.5	4	4	1	2	2	1	1	0	0	1
ket	Fifth Avenue School	227	46.4	20.3	41.3	25.9	4	4	0	2	2	0	0	0	1	1
nd	Ashton School	339	60.7	55.5	67.2	54.6	0	0	1	4	2	2	2	1	0	1
lls	Veterans Memorial Elementary	523	47.6	32.5	44.6	32.5	4	0	2	2	0	1	2	0	0	1
e	Harry Kizirian Elementary School	609	41.3	32.5	28.1	21.5	4	0	2	2	0	1	1	0	0	1
ket	Kevin K. Coleman Elementary School	270	42.3	30.4	34.8	26.5	4	0	0	2	2	1	1	0	0	1
e	Mary E. Fogarty Elementary School	471	42.4	30.5	37.7	32.8	4	0	1	2	0	1	1	0	1	1
e	George J. West Elementary School	718	46.7	31.2	35.9	30.2	4	0	2	2	0	1	1	0	0	1
t	M. Virginia Cunningham School	548	47.8	41.3	32.5	34.1	4	0	2	2	0	1	1	0	0	1
e	Windmill Street Elementary School	419	41.5	33	32.2	23.5	4	0	0	2	0	2	1	0	0	9
e	Asa Messer Elementary School	281	41.5	35.7	36.9	33.7	4	0	1	2	0	1	1	0	0	9
e	Feinstein Elementary at Broad Street	386	43.2	33.7	28.6	16.2	4	0	0	2	0	2	1	0	0	9
ket	Citizens Memorial School	345	44	36.7	36.3	28	4	0	1	2	0	1	1	0	0	9
e	Veazie Street School	636	46.5	34.6	28.8	19.9	4	0	1	2	0	1	1	0	0	9
e	Laurel Hill Avenue School	418	39.5	38.1	26.6	21.3	4	0	0	2	0	1	1	0	0	8
e	West Broadway Elementary School	476	42.5	30.6	29.8	25.2	4	0	0	2	0	1	1	0	0	8
e	Charles N. Fortes Academy	380	43.2	32.9	23.9	19.1	4	0	0	2	0	1	1	0	0	8
e	Anthony Carnevale Elementary School	595	47.5	39.9	38.8	36.4	4	0	0	2	0	1	1	0	0	8

Low-Performing T1 RI Elementary Schools

		School-Level data					School-wide Performance			Subgroup Performance		Student Growth/ Grad. Rates		School-wide Improvement		
District	School	2008 Fall Enr.	2009 % Prof. Rdg.	2009 % Prof. Math	2006 % Prof. Rdg.	2006 % Prof. Math	Rdg. Status	Math Status	2009 AYP Status	Rdg. Status	Math Status	Rdg. Status	Math Status	Rdg. Status	Math Status	2009 Poi
t	Henry J. Winters School	519	47.9	33.4	33.3	27.5	4	0	0	2	0	1	1	0	0	8
e	William D'Abate Elementary School	451	49.4	35.6	34.7	25.9	4	0	1	2	0	1	0	0	0	8
e	Alfred Lima, Sr. Elementary School	273	49.8	31.8	26.5	18.1	4	0	0	2	0	1	1	0	0	8
ket	Bernon Heights School	379	58.2	46.8	43.4	37.2	0	0	1	2	0	1	2	0	0	6
gstown	Davisville Elementary School	206	64.9	56.1	73.7	59.6	0	0	0	0	0	2	2	2	0	6
dence	Orlo Avenue School	304	51.4	44.6	42.8	43.9	0	0	0	2	0	2	1	0	0	5
t	Fallon Memorial School	625	52.7	41	47.7	40.9	0	0	1	2	0	1	1	0	0	5
nd	B.F. Norton Elementary School	311	55.5	41.8	49.2	35.6	0	0	1	2	0	1	1	0	0	5
thfield	Dr. Harry L. Halliwell Memorial School	275	74.1	64.1	62	63.4	0	0	0	2	0	1	2	0	0	5
	West Glocester Elementary	327	75	61.7	65.5	57.5	0	0	0	2	0	1	2	0	0	5
ket	Harris School	439	52.8	45	40.5	29.8	0	0	0	2	0	1	1	0	0	4
t	Elizabeth Baldwin School	734	53.2	42.6	37.8	33.8	0	0	2	0	0	1	1	0	0	4
wick	Maisie E. Quinn Elementary School	346	53.6	46.4	46.1	34.3	0	0	0	2	0	1	1	0	0	4
dence	Emma G. Whiteknact School	270	54.4	51.4	41.1	39.4	0	0	0	2	0	1	1	0	0	4
t	Nathanael Greene School	584	55.9	46.7	43.2	38.7	0	0	0	2	0	1	1	0	0	4
Comm.	Learning Community Ch. Schl.	345	57.9	55.3	n/a	n/a	0	0	0	0	0	2	2	0	0	4
dence	Silver Spring School	256	60.9	60.2	53.5	56.9	0	0	0	2	0	1	1	0	0	4
dence	James R. D. Oldham School	253	61.6	47.9	53.2	53.8	0	0	0	0	0	1	2	0	1	4
	Coggeshall School	189	62.4	50.4	42.1	40.7	0	0	0	2	0	1	1	0	0	4
t	Potter-Burns School	592	63.2	48.1	58.3	42.9	0	0	0	0	0	2	2	0	0	4
dence	Agnes B. Hennessey School	228	67.7	59.8	58.9	63.3	0	0	0	0	0	2	2	0	0	4
	Northern Lincoln Elementary School	273	69.1	67.3	68.1	68.8	0	0	0	2	0	1	1	0	0	4
	Oakland Beach Elementary School	380	70	53.6	52.6	41.9	0	0	0	0	0	2	2	0	0	4
vidence	Dr. Joseph A Whelan Elementary School	182	72	61.9	59.1	47.4	0	0	0	0	0	2	2	0	0	4

Low-Performing T1 RI Elementary Schools

		School-Level data					School-wide Performance			Subgroup Performance		Student Growth/ Grad. Rates		School-wide Improvement		
District	School	2008 Fall Enr.	2009 % Prof. Rdg.	2009 % Prof. Math	2006 % Prof. Rdg.	2006 % Prof. Math	Rdg. Status	Math Status	2009 AYP Status	Rdg. Status	Math Status	Rdg. Status	Math Status	Rdg. Status	Math Status	2009 Poi
	Hope Elementary School	263	72.7	67.4	74.2	61.8	0	0	0	2	0	1	1	0	0	4
eenwich	Metcalf School	571	77.2	71.1	69.9	66.7	0	0	0	2	0	1	1	0	0	4
lls	Ella Risk School	493	53.8	38.2	33.9	19.7	0	0	1	0	0	1	1	0	0	3
al Charter	International Charter School	310	54.1	51.5	30	26.9	0	0	0	2	0	1	0	0	0	3
e	Reservoir Avenue School	256	56.2	48.6	41.4	39.3	0	0	0	0	0	1	2	0	0	3
	George J. Peters School	340	68.7	51.1	71.1	44.8	0	0	0	0	0	2	1	0	0	3
	Hopkins Hill School	416	69	62.9	64.1	60.3	0	0	0	0	0	1	2	0	0	3
	William J. Underwood School	160	69.2	57.7	59.2	55.3	0	0	0	0	0	2	1	0	0	3
n	Forest Avenue School	295	72.9	74.1	70.1	71.4	0	0	0	0	0	2	1	0	0	3
gstown	Peace Dale Elementary School	537	78.3	80.1	71.8	71.2	0	0	0	2	0	1	0	0	0	3
	Old County Road School	243	82.3	71.4	76	62.3	0	0	0	0	0	1	2	0	0	3
	Randall Holden School	265	82.5	70.8	76.4	66.5	0	0	0	0	0	1	2	0	0	3
thfield	North Smithfield Elementary School	561	83.5	67.7	74.1	76.2	0	0	0	0	0	1	2	0	0	3
e	Edmund W. Flynn Elementary School	593	52	42.3	30.2	22.3	0	0	1	0	0	0	1	0	0	2
e	Webster Avenue School	352	52.3	36	39.5	25.7	0	0	0	0	0	1	1	0	0	2
t	Agnes E. Little School	504	52.7	31.9	46.2	32.6	0	0	0	0	0	1	1	0	0	2
lls	Margaret I. Robertson School	220	57.6	45.6	38.3	27.5	0	0	0	0	0	1	1	0	0	2
e	King Elementary School	527	58.8	49	50.3	41.7	0	0	0	0	0	1	1	0	0	2
e	Vartan Gregorian Elementary School	410	61.3	52.4	48	46.9	0	0	0	0	0	1	1	0	0	2
wick	John F. Horgan Elementary School	490	61.5	58.2	51.6	40.1	0	0	0	0	0	1	1	0	0	2
vidence	Marieville Elementary School	232	62.6	43.3	57.2	29.5	0	0	0	0	0	1	1	0	0	2
ket	Globe Park School	483	63.1	58.8	57.2	56.5	0	0	0	0	0	1	1	0	0	2
	Edgewood Highland School	295	63.2	48.8	51.5	29.4	0	0	0	0	0	1	1	0	0	2
ket	Leo A. Savoie School	343	63.7	55.1	50.2	40.8	0	0	0	0	0	1	1	0	0	2

Low-Performing T1 RI Elementary Schools

		School-Level data					School-wide Performance			Subgroup Performance		Student Growth/ Grad. Rates		School-wide Improvement		
District	School	2008 Fall Enr.	2009 % Prof. Rdg.	2009 % Prof. Math	2006 % Prof. Rdg.	2006 % Prof. Math	Rdg. Status	Math Status	2009 AYP Status	Rdg. Status	Math Status	Rdg. Status	Math Status	Rdg. Status	Math Status	2009 Poi
	Thornton School	344	63.8	49.8	56.9	45.3	0	0	0	0	0	1	1	0	0	
e	Robert F. Kennedy Elementary School	555	66.4	50.8	50	40.1	0	0	0	0	0	1	1	0	0	
t	Curvin-McCabe School	499	66.5	65.8	58.9	66.8	0	0	0	0	0	1	1	0	0	
dence	Kent Heights School	293	67	56	59.3	52.7	0	0	0	0	0	1	1	0	0	
	William L. Callahan School	340	67.9	60.9	55.9	52.1	0	0	0	0	0	1	1	0	0	
	Sarah Dyer Barnes School	231	68.9	61.7	60	54.7	0	0	0	0	0	1	1	0	0	
t	Francis J. Varieur School	385	70.2	64.4	68.2	58.7	0	0	0	0	0	1	1	0	0	
rren	Hugh Cole School	558	71.2	68.3	66.4	62.8	0	0	0	0	0	1	1	0	0	
	John Wickes School	397	71.4	55.1	66.3	58.3	0	0	0	0	0	1	1	0	0	
vidence	Centredale School	226	71.8	60.6	66.9	42.1	0	0	0	0	0	1	1	0	0	
	Blackrock School	449	72	69.9	62.9	60.4	0	0	0	0	0	1	1	0	0	
	Eden Park School	306	73.2	56.1	67.2	45.4	0	0	0	0	0	1	1	0	0	
	Springbrook Elementary School	278	73.3	72.8	65.7	57.7	0	0	0	0	0	1	1	0	0	
	Lippitt School	247	74.2	64.6	62.3	45.9	0	0	0	0	0	1	1	0	0	
	Pocasset School	236	75	70.5	64.6	67.7	0	0	0	0	0	1	1	0	0	
	Arlington School	268	76	54.1	49.4	23.6	0	0	0	0	0	1	1	0	0	
gstown	Quidnessett Elementary School	246	76	73.5	64.5	65.2	0	0	0	0	0	1	1	0	0	
Hill Acad.	Kingston Hill Academy	180	76.3	59.5	48.9	44.7	0	0	0	0	0	1	1	0	0	
	Captain Isaac Paine Ele. School	253	76.5	76	71.7	68.7	0	0	0	0	0	1	1	0	0	
	Cottrell F. Hoxsie School	341	76.7	66.3	67.5	54.7	0	0	0	0	0	1	1	0	0	
	Bradford Elementary School	174	77	77	70.3	56.1	0	0	0	0	0	1	1	0	0	
	Norwood School	281	77.4	59.7	74.4	59.9	0	0	0	0	0	1	1	0	0	
	Holliman School	383	77.5	65	66.2	60.1	0	0	0	0	0	1	1	0	0	
	Stadium School	316	78.4	57.4	67.7	41.6	0	0	0	0	0	1	1	0	0	

Low-Performing T1 RI Elementary Schools

		School-Level data					School-wide Performance			Subgroup Performance		Student Growth/ Grad. Rates		School-wide Improvement		
District	School	2008 Fall Enr.	2009 % Prof. Rdg.	2009 % Prof. Math	2006 % Prof. Rdg.	2006 % Prof. Math	Rdg. Status	Math Status	2009 AYP Status	Rdg. Status	Math Status	Rdg. Status	Math Status	Rdg. Status	Math Status	2009 Poi
	Tiogue School	381	81	74.6	71.2	68.4	0	0	0	0	0	1	1	0	0	2
nwich	Frenchtown School	341	84.5	81.1	81.3	78	0	0	0	0	0	1	1	0	0	2
	Primrose Hill School	348	89.9	83.2	93.5	91.1	0	0	0	0	0	1	1	0	0	2
	Cranston - Calvert School	239	61.6	56	47.6	37.3	0	0	0	0	0	1	0	0	0	1
	William R. Dutemple School	291	69.4	55.1	66.1	41.1	0	0	0	0	0	0	1	0	0	1
t	Flora S. Curtis Memorial School	364	70.1	51.1	54.4	48.4	0	0	0	0	0	0	1	0	0	1
vidence	Greystone School	267	70.6	65.7	55.7	33.3	0	0	0	0	0	1	0	0	0	1
h	Howard Hathaway School	439	72.9	71.4	70.5	60.5	0	0	0	0	0	1	0	0	0	1
gstown	West Kingston Elementary School	348	78.9	81.6	80.2	73.5	0	0	0	0	0	1	0	0	0	1
	State Street School	276	80.4	74.5	65.2	47.6	0	0	0	0	0	1	0	0	0	1
sett	Narragansett Elementary School	508	83.1	72.9	78.5	63.1	0	0	0	0	0	0	1	0	0	1
nwich	James H. Eldredge El. School	281	85.3	83.1	81.9	80.7	0	0	0	0	0	1	0	0	0	1
	Fort Barton School @ Nonquit School	114	87.7	87.7	59.8	67.7	0	0	0	0	0	1	0	0	0	1
ket	Governor Aram J. Pothier School	485	62.7	44	34.6	26	0	0	0	0	0	0	0	0	0	0
	Gladstone Street School	533	71.6	62.7	49.4	32.1	0	0	0	0	0	0	0	0	0	0

RI School Achievement Specialist
Job Description - *DRAFT*

Position Description

The School Achievement Specialist (SAS) is responsible for ensuring each RI turnaround school is on track to achieve its student proficiency targets within five years. The School Achievement Specialist is the key link between the skills taught in our leadership curriculum and the integration of these skills into practice. The SAS will work with the principal and leadership team to conduct a baseline assessment of the school and develop a strategic action plan to move the school dramatically forward. During the year, the SAS will help execute, monitor and adjust the strategic action plan. The SAS will simultaneously supporting the personal & professional skill building of the principal and the leadership team to execute the plan while directly assisting them in making immediate gains. The SAS will also collaborate with RIDE, district staff and the principal to coordinate the work of a cross-functional team of specialists to ensure effective response to each school's needs related to student achievement. The School Achievement Specialist will give significant input into the evaluation of the principal.

To support the school's progress toward student proficiency goals, the School Achievement Specialist will:

- Diagnostically assess every school and analyze the data, in partnership with the principal, to prioritize the strategic action plan and customized interventions and supports.
- Monitor student results with principals to align resources and determine the efficacy of the school leadership team's actions.
- Build, train and ensure the leadership team has high-quality staff and performance able to implement the strategic action plan, resulting in continual student achievement progress.
- Increase the capacity of the leadership team to develop and execute a student behavioral management plan, strong and supportive learning culture, data-driven environment where data is used to inform practice, and a process for raising the quality of all staff.
- Co-observe classrooms and discuss assessments as well as conference strategies and performance management of teachers.
- Observe data team and leadership team meetings to coach, model and provide feedback.
- Help develop plans for student behavioral management, school culture, staff performance, and instructional quality.
- Oversee in partnership with the principal the strategic coordination and alignment of resources (financial, programmatic and human capital) to the goals of student achievement.
- Spend significant time in the school bi-weekly, if not weekly, to witness actual practice, model best practice and assist the school in its ability to move forward.
- Attend a portion of the class sessions of the Turnaround Leadership Academy aligned to his/her area of expertise (over the summer) in order to know the curriculum and best practices.
- Lead workshops and work sessions on the content or subject area of expertise and specialization.
- Support the principal to navigate the politics of the community, system and District.
- Support and coach the Principals at work and assess the progress of each principal against the RIDE and/or LEA Principal Leadership Competencies.
- Formally assess each principal at the midpoint and completion of the academic year to verify that she/he has successfully demonstrated progress and proficiency on all of the RIDE/LEA Principal Leadership Competencies.
- Support the general goals of the city in such areas as building community across cohorts and in the recruitment and admissions process for new Principals coming into the program, including participating in interviews and eight-hour candidate selection days.

Position Qualifications

The School Achievement Specialist will have a record of success as an urban school leader who has a proven record of driving dramatic gains in student achievement and who is dedicated to the mission of developing the next generation of outstanding school leaders able to lead underperforming schools to high levels of proficiency. A successful candidate also will:

- Have a demonstrated record of improving student outcomes as a practitioner or principal supporter.
- Be skilled at assessing school performance and developing and executing the key strategies to continuously increase student achievement and all functions and structures in support of this goal.
- Effectively use data to drive decision-making.
- Be skilled at improving instructional practice, using data effectively and creating an achievement-focused culture and be able to apply this knowledge in schools at varying stages of improvement.
- Have experience in leading and developing high-performing teams.
- Be skilled at inquiry-based coaching and able to help Residents and Principals "think out loud" about decision-making and challenges.
- Be able to read situations and people well enough to balance when to build capacity by guiding and teaching and when to build by doing and modeling.
- Have outstanding strategic and analytical skills.
- Be an open, reflective practitioner who uses data to drive the decisions and work and is self-motivated to obtain on-going professional and personal development.
- Be a team player who acts as a thought partner and leader in moving our work forward.
- Have excellent oral communication skills, as well as interpersonal skills.
- Balance multiple pressures at once while continuously pressing toward success for students.
- Provide prompt response to issues related to student performance.
- Has proven ability to understand and effectively apply modern leadership concepts and practices including but not limited to continuous improvement, and quality control tools.

Compensation

Competitive compensation package includes base salary and complete benefits.

RIDE is an equal opportunity employer. RIDE evaluates applicants for employment on the basis of qualifications, merit and work-related criteria without regard to race, color, religion, sex, national origin, age, sexual orientation, mental or physical disabilities, pregnancy, childbirth, medical condition, marital status or any other characteristic protected by law.

	FY2008 Per Pupil Expenditures - In$ite						
	FY 2008 In$ite Sum-mary date	Total - Avg Daily Member-ship	Total Expenditures - FY 2008	Total - Per Pupil Expend. FY2008	Debt Serv PPE-FY2008	Capital Projects PPE FY2008	Equalized Net Per Pupil FY 2008
Barrington	**2/19/2009**	3,380	$ 40,637,540	$ 12,023	$ -	$ -	**$ 12,023**
Bristol-Warren	**3/25/2009**	3,445	$ 67,093,221	$ 19,476	$ 764	$ 3,137	**$ 15,575**
Burrillville	**2/25/2009**	2,577	$ 30,571,785	$ 11,863	$ -	$ -	**$ 11,863**
Central Falls	**3/2/2009**	3,750	$ 52,488,619	$ 13,997	$ -	$ -	**$ 13,997**
Chariho	**3/3/2009**	3,770	$ 54,767,685	$ 14,527	$ 83	$ 483	**$ 13,961**
Coventry	**3/1/2009**	5,263	$ 68,146,577	$ 12,948	$ -	$ 28	**$ 12,920**
Cranston	**2/23/2009**	10,435	$ 141,932,710	$ 13,602	$ -	$ -	**$ 13,602**
Cumberland	**3/1/2009**	4,818	$ 53,037,299	$ 11,008	$ -	$ 24	**$ 10,984**
East Greenwich	**2/23/2009**	2,360	$ 31,595,837	$ 13,388	$ 8	$ -	**$ 13,380**
East Providence	**3/12/2009**	5,735	$ 82,038,071	$ 14,305	$ 54	$ -	**$ 14,251**
Exeter-W.Greenwich	**3/5/2009**	1,962	$ 32,043,835	$ 16,332	$ 928	$ 165	**$ 15,239**
Foster	**2/24/2009**	267	$ 4,615,578	$ 17,287	$ -	$ -	**$ 17,287**
Foster-Glocester	**2/28/2009**	1,550	$ 19,122,872	$ 12,337	$ 1,317	$ 5	**$ 11,015**
Glocester	**3/2/2009**	556	$ 10,098,113	$ 18,162	$ -	$ 204	**$ 17,958**
Jamestown	**2/24/2009**	707	$ 11,336,233	$ 16,034	$ -	$ 187	**$ 15,847**
Johnston	**2/25/2009**	3,244	$ 50,254,481	$ 15,492	$ -	$ -	**$ 15,492**
Lincoln	**3/2/2009**	3,407	$ 48,795,610	$ 14,322	$ -	$ -	**$ 14,322**
Little Compton	**2/26/2009**	452	$ 6,175,516	$ 13,663	$ -	$ -	**$ 13,663**
Middletown	**3/1/2009**	2,452	$ 35,716,601	$ 14,566	$ 357	$ 6	**$ 14,203**
Narragansett	**2/25/2009**	1,488	$ 27,607,217	$ 18,553	$ 951	$ 150	**$ 17,452**
New Shoreham	**3/12/2009**	129	$ 4,218,156	$ 32,699	$ -	$ 919	**$ 31,780**
Newport	**3/30/2009**	2,182	$ 40,922,173	$ 18,754	$ -	$ -	**$ 18,754**
North Kingstown	**6/11/2009**	4,453	$ 59,780,254	$ 13,425	$ -	$ 40	**$ 13,385**
North Providence	**6/17/2009**	3,254	$ 46,903,198	$ 14,414	$ -	$ 39	**$ 14,375**
North Smithfield	**2/24/2009**	1,878	$ 21,441,571	$ 11,417	$ -	$ -	**$ 11,417**
Pawtucket	**2/24/2009**	9,383	$ 112,587,130	$ 11,999	$ 52	$ -	**$ 11,947**
Portsmouth	**2/24/2009**	2,880	$ 35,361,610	$ 12,278	$ -	$ -	**$ 12,278**
Providence	**3/17/2009**	25,986	$ 373,731,090	$ 14,382	$ 380	$ -	**$ 14,002**
Scituate	**2/25/2009**	1,747	$ 21,783,688	$ 12,469	$ -	$ 114	**$ 12,355**
Smithfield	**2/24/2009**	2,534	$ 32,381,386	$ 12,779	$ -	$ 138	**$ 12,641**
South Kingstown	**2/24/2009**	3,870	$ 59,520,178	$ 15,380	$ 10	$ 63	**$ 15,307**
Tiverton	**2/24/2009**	2,033	$ 26,261,300	$ 12,918	$ -	$ -	**$ 12,918**
Warwick	**3/10/2009**	10,834	$ 169,958,744	$ 15,688	$ -	$ -	**$ 15,688**
West Warwick	**3/2/2009**	3,647	$ 55,400,416	$ 15,191	$ -	$ 73	**$ 15,118**
Westerly	**2/25/2009**	3,395	$ 52,906,694	$ 15,584	$ -	$ -	**$ 15,584**
Woonsocket	**2/25/2009**	6,304	$ 76,645,697	$ 12,158	$ -	$ 82	**$ 12,076**
Total-Rhode Island		**146,127**	**$ 2,057,878,685**	**$ 14,083**	$ 261	$ 188	**$ 13,634**

Source of Data: In$ite Expenditures FY2008
File: FY2008 Equalized Per Pupil Expenditure
Prepared: RIDE Finance
Updated: 3/30/09 & 6/30/09

§ 16-7.1-1 Legislative findings. – *(a) Legislative intent.* (1) The intent of this legislation is to enact a comprehensive state education aid funding program which addresses four (4) fundamental principles:

(i) Closing the inequitable resource gaps among school districts and schools;

(ii) Closing inequitable gaps in performance and achievement among different groups of students, especially those correlated with poverty, gender, and language background;

(iii) Targeting investments to improve student and school performance; and

(iv) Establishing a predictable method of distributing state education aid in a manner that addresses the over-reliance on the property tax to finance education.

(2) This legislation is further designed to accelerate the implementation of the State Comprehensive Education Strategy. The strategy is an action plan for ensuring that all children achieve at high levels and become lifelong learners, productive workers, and responsible citizens. The standard for expected student achievement is currently being set at a high level both by the board of regents and in Rhode Island's districts and schools. High standards must be supported and these expectations must now be reached by all our students. All the state's children must enjoy the success that comes with proficiency in skill and knowledge.

(b) Evaluation of success. Improved student and school performance is the key measure of the success of Rhode Island's schools. This success cannot occur without investment based on the four (4) fundamental principles as stated in subsection (a) of this section. The success of these investments shall be evaluated based on: accountability for student and school performance; accountability in terms of whether the state's investment is sufficiently adequate and equitable to support improvement in performance; and on accountability for district and school expenditures.

§ 16-7.1-2 Accountability for student performance. – (a) The board of regents shall adopt and publish statewide standards of performance and performance benchmarks in core subject areas to include writing and mathematics (grades four (4), eight (8), and ten (10)). These standards and performance benchmarks shall be ratified by the board and implemented, and performance standards and performance benchmarks for reading in two (2) grades shall be added.

(b) Districts and schools need to be held accountable for student performance results. Therefore, every school district receiving state education aid under this title shall develop a district strategic plan. The district strategic plan shall: (1) be based on high academic standards for student performance consistent with the statewide standards and benchmarks; (2) be the product of a shared community wide process which defines a vision of what students should know and be able to do; (3) address the needs of each school in the district; (4) encourage the development of school-based improvement planning and implementation; (5) include a process for mentoring of new teachers; (6) be designed to improve student achievement with emphasis on closing the performance gaps among groups of students such as the performance gaps correlated with poverty, gender, language background, and disability; (7) include establishment of student intervention teams to address the instructional needs of diverse learners, include high standards of student behavior designed to create an orderly educational environment with due regard for the rights of students, and an asset protection plan; and (8) be consistent with Rhode Island's comprehensive education strategy. In order to assure the most efficient use of resources implementing strategic plans, districts and schools are encouraged to work together as consortia and as part of the regional collaboratives.

(c) The strategic plan shall include strategies to improve the performance of students in mathematics, reading, and writing. Each plan must describe a scientific research based, as described in the No Child Left Behind Act of 2001, Title 1, Part B, Section 1208 [20 U.S.C. § 6368], reading instruction to improve the reading skills of all students in the early grades (kindergarten through grade five (5)) that is aligned with the board of regents reading policy. The district must develop, implement and evaluate a Personal Literacy Program for each student in these grades who is performing below grade level. These strategies shall be based on the adequate yearly progress expected for students and schools. Annual performance targets for determining whether schools and districts have made adequate yearly progress will be set by the commissioner of elementary and secondary education. The general assembly expects these district strategies to increase the number of fourth grade students performing at or above the proficient standard in mathematics, reading, and writing in each district and school. The increase shall be established annually in accordance with § 16-7.1-4.

(2) The general assembly recognizes the contribution of school counselors to positive educational change, to the implementation of the No Child Left Behind Act of 2001, and to the success of students in three (3) developmental domains: academic, career, and personal/social. It endorses the National Standards for School Counseling Programs as developed by the American School Counselor Association (ASCA). Further, the general assembly encourages every district to implement a K-12 standards-based comprehensive, developmental school counseling program.

(d) Each strategic plan must indicate the manner in which self-studies will be completed at the school level in accordance with guidelines established by the commissioner. Funds shall be appropriated to the department of elementary and secondary education to assist districts with on-site reviews. Schools to be visited shall be determined by the commissioner.

(e) Each strategic plan must indicate the method in which school administrators and staff shall achieve and maintain an orderly educational environment in accordance with due process and with due regard for the rights of students.

(f) Each strategic plan shall include the development of inter-agency agreements for the coordination of services among state and local agencies responsible for service to children and families. These agreements shall address the identification and provision of services to pre-school children with disabilities and children and youth with behavioral health care needs.

(g) All district strategic plans and annual updates shall be submitted to the commissioner of elementary and secondary education no later than May 1, of each year.

(h) All strategic plans shall include strategies to decrease obesity and improve the health and wellness of students and employees through nutrition, physical activity, health education, and physical education. Said strategies shall be submitted by May 1st of each year to the Rhode Island department of elementary and secondary education and the Rhode Island department of health.

§ 16-7.1-3 Accountability for district and school expenditures. – All school districts shall implement a uniform program to track educational expenditures and investments. All school districts shall prepare annual reports of its programs which shall be submitted to the department of elementary and secondary education by July 31 of each year. The business office in each school district shall annually declare that the facts and figures presented in the district expenditure report are accurate to the best of their knowledge. In the event that a report is not submitted within thirty days of July 31, state educational aid

to the school district may be withheld. In addition, each school committee shall annually ratify the district expenditure report and transmit the report to the commissioner of elementary and secondary education no later than September 30 of each year. Furthermore, the commissioner of elementary and secondary education in conjunction with the Rhode Island Association of School Business Officials shall determine the feasibility of and implement when appropriate a standard chart of accounts for all school districts. If implemented, the municipalities shall integrate use of this chart of accounts with municipal accounts as appropriate.

§ 16-7.1-4 Annual report by Commissioner of Elementary and Secondary Education. – On or before March 31 of each year, the commissioner of elementary and secondary education shall annually publish a report detailing school district and individual school performance consistent with § 16-60-4(22). This report shall also set annual performance benchmarks. Also, the commissioner of elementary and secondary education shall report to the house of representatives and the senate, sitting as the grand committee, no later than March 31 of each year, the status of district and school performance, status of the level of the state's investment in education, and the status of district and school expenditures.

§ 16-7.1-5 Intervention and support for failing schools. – (a) The board of regents shall adopt a series of progressive support and intervention strategies consistent with the Comprehensive Education Strategy and the principles of the "School Accountability for Learning and Teaching" (SALT) of the board of regents for those schools and school districts that continue to fall short of performance goals outlined in the district strategic plans. These strategies shall initially focus on: (1) technical assistance in improvement planning, curriculum alignment, student assessment, instruction, and family and community involvement; (2) policy support; (3) resource oversight to assess and recommend that each school has adequate resources necessary to meet performance goal; and (4) creating supportive partnerships with education institutions, business, governmental, or other appropriate nonprofit agencies. If after a three (3) year period of support there has not been improvement in the education of students as determined by objective criteria to be developed by the board of regents, then there shall be progressive levels of control by the department of elementary and secondary education over the school and/or district budget, program, and/or personnel. This control by the department of elementary and secondary education may be exercised in collaboration with the school district and the municipality. If further needed, the school shall be reconstituted. Reconstitution responsibility is delegated to the board of regents and may range from restructuring the school's governance, budget, program, personnel, and/or may include decisions regarding the continued operation of the school. The board of regents shall assess the district's capacity and may recommend the provision of additional district, municipal and/or state resources. If a school or school district is under the board of regents' control as a result of actions taken by the board pursuant to this section, the local school committee shall be responsible for funding that school or school district at the same level as in the prior academic year increased by the same percentage as the state total of school aid is increased.

(b) For FY 2007, the department shall dedicate one hundred thousand dollars ($100,000) from funds appropriated to support progressive support and intervention and SALT visits to support the Rhode island Consortium for Instructional Leadership and Training. This consortium is engaged in training school leaders to be more effective instructional leaders in the standards based instruction environment.

§ 16-7.1-6 Core instruction equity fund. – The general assembly recognizes that Rhode Island cities and towns primarily rely on the local property tax to finance education programs, and that the state's highest effective property tax rates are concentrated in the state's urban communities. Therefore, certain

communities, because of low tax capacity and high tax effort, are unable to appropriate sufficient funds for the support of core instructional programs. The general assembly also recognizes the need to reduce inequities in resource distribution among the state's cities and towns as well as among the state's districts and schools. Therefore, the general assembly establishes the Core Instructional Equity Fund to improve the capacity of cities and towns to support the core instruction activities that are the basis of daily teaching and learning in all classrooms. The general assembly shall annually appropriate and distribute some sum to meet these needs. The sum shall be distributed based upon the following formula:

(1) Data. Data used for the following calculations are defined as follows:

(i) Population (state and municipal) shall be included from the most recent census;

(ii) Equalized weighted assessed valuations (EWAV) from the most recently completed and certified study pursuant to § 16-7-21;

(iii) Most recent tax data certified by the local assessors to the department of administration, and core instructional per pupil cost as determined by the commissioner of elementary and secondary education;

(iv) Most recent resident average daily membership (ADM) pursuant to § 16-7-22;

(i) Community Property Tax Capacity Index Calculation

Calculate statewide tax rate:

Step 1: total statewide property tax yield/total statewide property tax base (EWAV) = state average tax rate

Step 2: calculate statewide yield per capita:

Total statewide property tax yield/state population (most recent census) = state property tax yield per capita

Step 3: calculate municipal property tax yield per capita:

Municipal property tax yield/population = municipal property tax yield per capita

Step 4: calculate municipal property tax capacity:

(Municipal property tax yield per capita/state property tax yield per capita) * 100 = Community property tax capacity index

(ii) Total Tax Capacity Index Calculation:

Step 5: calculate community hypothetical property tax yield per capita:

(Statewide tax rate * municipal property tax base (EWAV))/community population = Hypothetical community property tax yield per capita

Step 6: calculate total tax capacity index:

(Hypothetical municipal yield per capita/state average property tax yield per capita) * 100 = total tax capacity index

(iii) Tax Effort Index Calculation:

Calculate property tax effort calculation:

Step 7: (Municipal property tax yield per capita/hypothetical municipal property tax yield per capita) * 100 = Property Tax Effort Index

(iv) Capacity/Effort Index

Calculation of the equity index:

Step 8: (Property tax capacity index/tax effort index = Equity index

(v) Instructional Cost Per Pupil

Calculate the instructional cost per ADM:

Step 9: core instructional district cost/district ADM = per pupil core instructional district cost

Step 10: select the statewide average per pupil instructional cost

Step 11: state average per pupil core instructional cost s district per pupil core instructional cost = core gap

Step 12: core gap * ADM = weighted difference.

(3) Eligibility to receive funds. Only those districts which have a gap in instructional core funding and which have capacity of less than 0.50 per the equity index are eligible to receive funds under this provision.

(4) For FY 2003, districts shall receive the greater of the dollar amount received in FY 2002 or the dollar amount calculated as the FY 2003 entitlement. For FY 2003, ten percent (10%) of these funds shall, in addition to the purposes enumerated above, be used to increase student and school performance, and shall be only spent with the prior approval of the commissioner of elementary and secondary education.

§ 16-7.1-7 [Repealed.]. –

§ 16-7.1-8 Student equity investment fund. – The general assembly recognizes the need to improve fourth grade performances in mathematics, reading, and writing. Therefore, the general assembly establishes the Student Equity Investment Fund to target students identified as those requiring additional educational services. The general assembly shall annually appropriate some sum and distribute it based on each district's proportion of resident children eligible for USDA reimbursable school meals relative to the

total number of eligible students statewide. For the purposes of this section, the date as of eligibility for USDA reimbursable meals shall be determined by the June report of the reference year as defined in § 16-7-16. These resources shall be used to close student performance gaps in accordance with the district's strategic plan pursuant to § 16-7.1-2. Beginning in FY 2003, the commissioner of elementary and secondary education may require a district to use up to five percent (5%) of the funds allocated by this section to increase student and school performance. The five percent (5%) set aside funds shall only be spent with the prior approval of the commissioner of elementary and secondary education.

§ 16-7.1-9 Student language assistance investment fund. – The general assembly recognizes the strength Rhode Island's growing cultural diversity brings to the overall economic and social health of the state. Therefore, the general assembly establishes the Student Language Assistance Investment Fund to target state resources to assist students who require additional language educational services. The general assembly shall annually appropriate some sum and distribute it based on each district's proportion of limited English proficiency students statewide in the reference year as defined in § 16-7-16. These resources shall be used to close student performance gaps in accordance with the district's strategic plan pursuant to § 16-7.1-2.

§ 16-7.1-10 Professional development investment fund. [Effective until July 1, 2010.]. – (a) In order to continue developing the skills of Rhode Island's teachers, administrators and staff, the general assembly establishes a Professional Development Investment Fund. The general assembly shall annually appropriate some sum and distribute it based on a pupil-teacher ratio that shall be adjusted annually by the commissioner of elementary and secondary education. School districts, including collaboratives established pursuant to chapter 3.1 of this title, may use funds received under this category of education aid to replace up to, but no more than, fifty percent (50%) of the amount the school district spent for professional development programs in the previous fiscal year. The expenditure of these funds shall be determined by a committee at each school consisting of the school principal, two (2) teachers selected by the teaching staff of the school, and two (2) parents of students attending the school. Schools that enroll students in the early grades (kindergarten through grade three (3)) must expend these funds on the development of scientific research based, as described in the No Child Left Behind Act of 2001, Title 1, Part B, Section 1208 [20 U.S.C. § 6368], reading instruction to improve students reading performance.

Schools that have met their performance targets in reading for the current academic year and are not designated as a school in need of improvement, may expend their Professional Development Investment Funds on professional development in the core academic subjects of mathematics, writing, or reading to improve student performance.

Collaborative programs between schools are encouraged. These resources shall be used to close student performance gaps in accordance with the school's and district's strategic plan pursuant to § 16-7.1-2. Additional funds shall be allocated to the department of elementary and secondary education to support teacher and administrator professional development in all districts, including, but not limited to:

(1) Supporting mentoring systems;

(2) Providing school districts with program support to assist teachers in local school districts to improve reading instruction and enhance the integration of reading throughout the curriculum with the goal of improving student performance to high standards;

(3) Support for the design and implementation of leadership development for the teacher to assume leadership roles or ultimately prepare for administrator;

(4) Development of a plan for formal training of school leaders in standards based instruction, school improvement planning, effective use of data in the decision-making process, community involvement and creation of governance structures;

(5) Support for national board certification of teachers, application fees for a certificate of clinical competence issued by the American speech-language hearing association, and grants for coordination and support of school based teacher professional development; and

(6) The practice of scientific research based reading instruction to improve reading performance.

(b) In FY 2003, the additional funds allocated to the department of elementary and secondary education pursuant to this section shall be used only to support the activities described in subdivisions (a)(2) and (a)(5) of this section.

(c) Out of the funds appropriated by the general assembly for professional development in subsection (a) of this section, twenty-five percent (25%) shall be set aside for district-wide professional development activities. The expenditure of this district-wide professional development set-aside shall be determined by a committee in each district consisting of the superintendent or his or her designee, three (3) teachers appointed by the collective bargaining agent, and one member of the Rhode Island department of elementary and secondary education field service team servicing that school district designated by the commissioner of elementary and secondary education. The expenditure must be aligned with the district strategic plan as well as ongoing professional development programs approved by the department of elementary and secondary education. Collaborative programs between school districts are permissible.

(d) Beginning in FY 2006, professional development funds shall only be spent with the prior approval of the commissioner of elementary and secondary education upon submission of a district level plan which incorporates the school level plans and which details the use of the funds. These plans shall to the extent possible call for professional development activities that are embedded or do not otherwise encroach upon student instruction time. The requirements of this paragraph shall apply to both district-wide professional development activities and professional development activities determined by the school-level committees.

(e) In FY 2009 payments from the professional development investment fund are hereby suspended through June 30, 2009. Notwithstanding, school districts may continue to maintain professional development programs and may reduce other education programs to achieve savings.

§ 16-7.1-11 Early childhood investment fund. – The general assembly establishes the Early Childhood Student Investment Fund to provide schools and teaching staff for the early grades with resources to begin improving student performance and to provide early care and pre-kindergarten programs. The general assembly shall annually appropriate some sum and distribute it based on each district's proportion of their average daily membership for grades kindergarten through and including third grade in the reference year as defined in § 16-7-16 relative to the statewide average daily membership for the same grades in the same fiscal year. For purposes of this section, average daily membership for grades kindergarten through and including third grade is determined in § 16-7-22. These resources shall be used to close student performance gaps in accordance with the district's strategic plan pursuant to § 16-7.1-2. These early

childhood investment funds shall be used in coordination with the literacy set-aside funds, chapter 67 of this title. In addition, these funds may be used for early childhood pilot programs, including Child Opportunity Zones (COZs), that; (1) combine and/or leverage some or all of the following state, federal and/or local funds insofar as allowable: student equity investment fund; literacy set-aside; special education funds; Title I funds; and any other appropriate funds; (2) that focus on beginning to improve student performance through developmentally appropriate early childhood education and integrated social and health service support. Funding emphasis for early childhood programs shall be given by the districts to the schools serving concentrations of at-risk students and shall be integrated with programs for special needs students; all day kindergarten programs may be funded; and school links shall be made with programs and students to facilitate full assessment of students' school readiness and needs prior to entry into first grade and to help receiving schools meet the entering child's needs. Programs shall include the development and expansion of child care providers, the development of innovative start-up arrangements linked to small businesses, the development of programs and providers in geographically underserved areas, the establishment of before and after school programs with priority to be given to programs linked to schools, to infant oddler programs, programs related to child opportunity zone family centers, and programs that serve children with special health needs or developmental risks. A district may not fund any program that does not meet standards as established by the board of regents. Districts may contract for services with programs which meet board of regents standards. Any program that receives funds under this section must keep records on the children's attendance and progress so that data will be available to conduct longitudinal studies.

§ 16-7.1-11.1 Full day kindergarten investment fund. – (a) Beginning in fiscal year 2001, the general assembly shall appropriate and distribute to each locally or regionally operated district a sum equal to the number of full-time kindergarten students reported as a member of each district as of the reference year as defined in § 16-7-16(11) times a per pupil amount, which shall be:

(1) Fifteen hundred dollars ($1,500) for those districts with a tax effort index of below 0.6 as calculated pursuant to § 16-7.1-6;

(2) One thousand dollars ($1,000) for those districts with a tax effort index of below 1.0 as calculated pursuant to § 16-7.1-6; and

(3) Five hundred dollars ($500) for all other districts.

(b) Funding under this section shall be in addition to any and all other aid received by the district, including aid received under this chapter, chapter 77.1 of this title, and any minimum increase of aid provided for under § 16-7.1-15.

(c) For fiscal year 2007, aid received pursuant to this section shall be equal to aid received in the fiscal year 2006 enacted budget by the 2005 general assembly.

§ 16-7.1-12 Student technology investment fund. – The general assembly establishes the Student Technology Investment Fund to provide schools and teaching staff with up-to-date educational technology and training to help students meet the demands of the 21st century. Rhode Island's Comprehensive Education Strategy calls for providing support to all schools for educational technology.

The funds may be used for: curriculum development to improve teaching and learning, in-service professional development to support the effective use of technology in schools; and infrastructure requirements such as equipment, technology related instructional materials, software and networking of systems. These resources shall be used to close student performance gaps in accordance with the district's strategic plan pursuant to § 16-7.1-2 and be consistent with the technology plan of the Rhode Island Comprehensive Strategy. The general assembly shall annually appropriate some sum and distribute it based on each district's proportion of their average daily membership in the reference year as defined in § 16-7-16. For purposes of this section, average daily membership shall be defined in § 16-7-22. School districts may use funds received under this category of education aid to replace up to, but no more than, thirty five percent (35%) of the amount the school district spent for technology related expenditures in the previous fiscal year. District plans for the use of technology shall be reviewed by the legislative technology task force.

§ 16-7.1-13 State leadership in conducting annual assessments of student performance. – Setting high standards for student performance must be paired with related assessments that will determine what progress the state is making toward bringing all children to high levels of achievement. A state assessment program shall be continued and expanded in core areas (mathematics, reading, writing and health). The program shall include performance standards and an annual report that disaggregates performance by race, poverty, native language and gender. The general assembly shall annually appropriate funds to support the programs, and the amount shall be recalculated annually. The commissioner of education shall implement the state assessment program.

§ 16-7.1-14 Joint commission. – The special joint commission established in § 16-79-2 supports the funding program established in § 16-7.1-15 and shall continue to assess its effectiveness as a comprehensive state education aid funding program. The commission will examine the needs of pre-kindergarten aged children and adult education programs. The commission will also examine compensation and benefit programs of persons employed in public education.

§ 16-7.1-15 The Paul W. Crowley Rhode Island student investment initiative. [Effective until July 1, 2010.. – (a) Each locally or regionally operated school district shall receive as a base the same amount of school aid as each district received in fiscal year 1997-1998, adjusted to reflect the increases or decreases in aid enacted to meet the minimum and maximum funding levels established for FY 2000 through FY 2008. Each school district shall also receive school aid through each investment fund for which that district qualifies pursuant to §§ 16-7.1-8, 16-7.1-9, 16-7.1-10, 16-7.1-11, 16-7.1-12, 16-7.1-16 and 16-7.1-19. These sums shall be in addition to the base amount described in this section. For FY 2009, the reference year for the data used in the calculation of aid pursuant to § 16-7.1-8, § 16-7.1-9, § 16-7.1-10, § 16-7.1-11, § 16-7.1-11.1, § 16-7.1-12, § 16-7.1-16, §§ 16-7.1-19 and 16-77.1-2(b) shall be FY 2004. Calculation and distribution of education aid under §§ 16-5-31, 16-5-32, 16-7-20, 16-7-20.5, 16-7-34.2, 16-7-34.3, 16-24-6, 16-54-4, and 16-67-4 is hereby suspended. Provided, however, calculation and distribution of education aid under § 16-7.1-10 is suspended for FY 2009. School districts may continue to maintain professional development programs and may reduce other education programs to achieve savings during FY 2009. The funding of the purposes and activities of chapter 67 of this title, the Rhode Island Literacy and Dropout Prevention Act of 1967, shall be the same amount of the base amount of each district funded for that purpose in fiscal year 1997-1998. In addition each district shall expend three percent (3%) of its student equity and early childhood funds under the provisions of chapter 67 of this title.

(b) Funding for full day kindergarten programs in accordance with § 16-7.1-11.1 shall be in addition to funding received under this section.

(c) Funding distributed under §§ 16-77.1-2(b) and 16-64-1.1 shall be in addition to funding distributed under this section.

(d) For FY 2009, aid to school districts shall be reduced by the equivalent savings that are realized due to a reduction of payments to the teachers' retirement system. The reduction for the Chariho regional school district shall be prorated among the member communities. In addition, for FY 2009 aid to school districts shall be reduced by any amount of previously appropriated school housing aid determined to be ineligible for reimbursement in accordance with § 16-7-44.2. For FY 2009 aid shall also be reduced by the amount of projected revenue for the period December 1, 2008 through June 30, 2009 from the permanent school fund. The projected revenue shall be determined by annualizing actual earnings from the period May 12, 2008 through November 30, 2008. The department of elementary and secondary education shall reduce aid in two equal installments, payable in May and June; provided however, that East Providence shall receive one payment of reduced aid in May.

For FY 2009, aid to school districts shall include thirty eight million, three hundred twenty-four thousand, eight hundred twenty-two dollars ($38,324,822) from federal fiscal stabilization funds offset by a like reduction from general revenues. The distribution shall be in the same proportion as general operating aid.

(e) There shall be an appropriation to ensure that total aid distributed to communities in FY 2009 under this section and §§ 16-7.1-11.1, 16-64-1.1 and 16-77.1-2(b) shall be as follows:

SEE THE BOOK FOR THE PROPER TABLE.

In addition to the amounts listed above, the department of elementary and secondary education shall allocate monthly to each school district all funds received into the permanent school fund pursuant to § 42-61.2-7, as amended by chapter 13 of the 2008 Public Laws entitled "An Act Relating to State Affairs and Government", up to $14.1 million, in the same proportion as the aid distribution in the FY 2009 enacted appropriations act.

This special provision shall not limit entitlements as determined by application of other formula provisions in this section.

(f) For FY 2009 payments to charter public schools shall be reduced by the equivalent savings that are realized due to a reduction of payments to the teachers' retirement system. The reduction for district sponsored charter schools shall be incorporated in the sponsoring school district's aid as noted in subsection (e). Aid to charter public schools shall be reduced in the April quarterly payment. For FY 2009, charter public school funding is as follows:

Beacon Charter School 1,512,785

Blackstone Academy 1,469,349

Compass 614,485

Paul Cuffee 4,449,006

CVS Highlander 2,596,782

International 2,863,818

Kingston HillAcademy 736,784

Learning Community 3,669,529

NE Laborer's 1,508,866

Textron 2,361,370

Times 2 Academy 6,870,410

(g) Children with disabilities. (1) Based on its review of special education within the context of Rhode Island school reform, the general assembly recommends addressing the needs of all children and preventing disability through scientific research based, as described in the No Child Left Behind Act of 2001, Title 1, Part B, Section 1208 [20 U.S.C. § 6368], reading instruction and the development of Personal Literacy Programs for students in the early grades performing below grade level in reading and implement a system of student accountability that will enable the state to track individual students over time. Additionally, the department of elementary and secondary education must provide districts with rigorous criteria and procedures for identifying students with learning disabilities and speech/language impairments. Additional study is required of factors that influence programming for students with low incidence disabilities; those with disabilities that severely compromise life functions; and programming for students with disabilities through urban special education. Alternatives for funding special education require examination.

(2) All departments and agencies of the state shall furnish any advice and information, documentary and otherwise, to the general assembly and its agents that is deemed necessary or desirable by the study to facilitate the purposes of this section.

§ 16-7.1-16 Targeted school aid. – (a) In addition to those funds described in § 16-7.1-15, each district with a tax effort index below 1.0 as calculated pursuant to § 16-7.1-6 and with a free and reduced lunch count in grades K-3 greater than forty percent (40%) shall receive targeted school aid. Districts shall be eligible for aid based on the proportion that their average daily membership bears to the total average daily membership of districts eligible for aid under this section. The local school district shall determine the amount it proposes to spend on the program priorities referred to in this section and the programs and proposed expenditures shall be a part of the district's strategic plan and/or annual updates required under § 16-7.1-2.

(b) The commissioner may require a school district to reserve up to five percent (5%) of its targeted aid for intervention remedies. These five percent (5%) set-aside funds shall only be spent with the prior approval of the commissioner of elementary and secondary education. If however by March 1, the amount reserved is not expended or expected to be spent in the academic year, then the district may expend the funds in accordance with the priorities of this section and with the approval of the commissioner. In addition, there shall be an appropriation for comprehensive on-site school reviews and other

accountability measures that the commission deems appropriate in accordance with policies and procedures to be determined by the commissioner and to carry out the purposes of § 16-7.1-2. The commissioner may give priority to districts receiving targeted funds for the use of this appropriation.

(c) Districts may use targeted funds in new or expanded programs for:

(1) Early childhood education;

(2) Helping schools to improve instruction to meet high standards;

(3) Reducing class size at the elementary level;

(4) After school programming for middle schools, junior, and senior high schools in accordance with § 16-7.1-17;

(5) Establishing and implementing innovative organizations and methods of instruction at the middle, junior high, and/or high school levels;

(6) Child opportunity zones;

(7) Teacher mentoring;

(8) Curriculum revision to meet new standards;

(9) School and district intervention; or

(10) Other programs which the commissioner believes will result in increased student performance.

§ 16-7.1-17 Urban after-school programs. – (a) There is hereby established an after-school program for middle schools and junior and senior high schools to be administered by the department of elementary and secondary education.

(b) Each district receiving targeted funds under this section must use a portion of these funds to establish programs as defined in this section at the middle or junior high school level and may establish a program at the senior high school level. Each program shall be located in or near middle schools or junior or senior high schools in school districts identified as "at risk" by the legislature in accordance with § 16-7.1-16 and which have an equity index below one. The purpose of the programs is to provide students an opportunity to engage in a gainful activity, such as an athletic, cultural, arts, academic, community service, remediation, and/or career exploration activity after-school or during the time the schools are not in session. Districts may contract for services with programs that meet board of regents standards. The commissioner may require that districts that receive targeted funds establish these programs either district-wide or at an individual school within the district. Nothing contained in this section shall prevent the commissioner from interpreting middle or junior high school to mean middle or junior high school age.

(c) The department of elementary and secondary education is authorized to promulgate rules and regulations for the administration and monitoring of the programs for providing any assistance to plan and design the programs, and for annually performing an evaluation of the overall quality of the after-school

programs. Qualifying school districts will be required to submit a plan and other reports as may be requested relating to the use of the after-school program funds to the commissioner of elementary and secondary education.

§ 16-7.1-18 Investment funds – Funding. – Funding of the investment funds enumerated in § 16-7.1-6, 16-7.1-8, 16-7.1-9, 16-7.1-10, 16-7.1-11, and 16-7.1-12 shall be by funds set aside from the state operations aid to be provided to school districts in the same manner as funds set aside and provided to school districts pursuant to chapter 67 of this title for literacy programs. The amount to be set aside will be that amount designated for each investment fund in the state budget as enacted. The funds thus set aside and provided to school districts shall be used for the purposes required by the terms of §§ 16-7.1-6, 16-7.1-8, and 16-7.1-9. The fund thus set aside and provided to school districts shall be restricted to be used for the purposes required by the terms of §§ 16-7.1-10, 16-7.1-11, and 16-7.1-12. The full set aside amount will be available for use by the school district. Use of this set aside amount must be based on the strategic plan required to be submitted by local school districts to the department of elementary and secondary education by chapter 7.1 of this title.

§ 16-7.1-19 Vocational technical equity fund. – (a) The general assembly recognizes the need to support the academic instruction component of vocational education for students enrolled in career and technical education programs. To accomplish this, the general assembly shall appropriate some sum per student for each student who attends a locally operated career and technical center based on the enrollments reported to the department of elementary and secondary education for the reference year as defined in § 16-7-16. The sum shall be five hundred dollars ($500) per student. Funding under this section will be limited to those students enrolled in programs that are part of the career and technical education system as approved by the department of elementary and secondary education.

(b) For fiscal year 2007, aid received pursuant to this section shall be equal to aid received in the fiscal year 2006 enacted by the 2005 general assembly.

Rhode Island Categories of School Aid

The state of Rhode Island provides direct financial support to public schools and public school students through state aid. State aid consists of 11 categories of funds distributed to school districts on a monthly basis; funds distributed to districts once a year for specific purposes, e.g., textbook and school breakfast; funds to support charter schools; and funds that are used at the state level in support of schools for accountability (school visits), state professional development activities, and progressive support and intervention.

The specific categories of funding were adopted by the General Assembly through The Paul W. Crowley Rhode Island Student Investment Initiative, which intended to enact a comprehensive state education aid funding program to address four fundamental principles:

i. Closing inequitable resource gaps among school districts and schools;
ii. Closing inequitable gaps in performance and achievement among different groups of students, especially those correlated with poverty, gender, and language background;
iii. Targeting investments to improve student and school performance; and
iv. Establishing a predictable method of distributing state education aid in a manner that addresses the over-reliance on the property tax to finance education.

Currently, the R.I. Department of Education (RIDE) distributes approximately $629.6 million in education aid to the state's xx school districts (FY 2010 enacted) via the following categories:

<u>General Aid (16-7.1-15) - $467.0 million</u>
General aid is the total amount of aid each district received in FY 1998 under the old categorical aid programs that the state had used over the previous decade. Since that time, general aid has been increased to reflect minimum and maximum increases to aid enacted in a particular fiscal year.

<u>Literacy Set-Aside (16-7.1-15, 16-67) - $13.0 million</u>
This category of aid combines the dollar amount of General Aid earmarked for literacy in FY 1998 and 3% of funds appropriated annually for the student equity and early childhood investment funds. Funds are to be used for literacy activities with an emphasis on early childhood education.

<u>Student Equity Investment Fund (16-7.1-8) - $71.6 million</u>
This fund was established to close gaps in student performance in mathematics, reading and writing by targeting students in greatest need of additional educational services. The funds are distributed based on each district's proportion of children eligible for free and reduced school lunches relative to the total number of such students statewide. Five percent of these funds are further restricted to be spent only with the approval of the Commissioner of Education.

Early Childhood Investment Fund (16-7.1-11) - $6.6 million
This fund supports a variety of early childhood education programs to begin to improve performance in grades kindergarten through grade three. The funds are distributed based on each district's proportion of students in grade three and below relative to the total number of such students statewide.

Student Technology Investment Fund (16-7.1-12) - $3.4 million
This fund supports students and teachers with up-to-date technology and training, and is distributed based on each district's proportion of students (pre-kindergarten to grade 12) relative to the statewide total of students.

Professional Development Investment Fund (16-7.1-10) - $0 (funding of $5.8 million eliminated in FY09)
This money is used for continual skill development of teachers and staff to support school improvement and to close student performance gaps in accordance with district strategic plans. Distribution of these funds is based on a student-teacher ratio, which is currently 17 students per teacher. A committee at each school consisting of the school principal, two teachers selected by the school staff and two parents determine the use of the funds. The Department of Education must approve the use of these funds on an annual basis, and districts are encouraged to plan professional development activities that do not impact student instructional time. Funding for this program was eliminated in 2009 and has not been restored. However, the Department requests that funding for this program be restored should additional funds become available.

Language Assistance Investment Fund (16-7.1-9) - $31.7 million
This fund targets state resources to assist students needing additional language services. The funds are distributed based on each district's proportion of students receiving English limited proficiency and/or bilingual education services relative to the total number of such students statewide.

Targeted Aid (16-7.1-16) - $20 million
The targeted aid fund provides money to districts in which tax effort exceeds tax capacity and in which at least 40% of the students in grades three and below are eligible for free or reduced school lunches. Funds may be used for a variety of purposes designed to improve student performance in accordance with the district strategic plans. Currently, Providence, Pawtucket, West Warwick and Woonsocket receive these funds, which are distributed based on student count. Five percent of these funds are further restricted to be spent only with the approval of the Commissioner of Education.

Full Day Kindergarten Aid (16-7.1-11.1) - $4.2 million
This fund provides an appropriation to support full day kindergarten programs. The appropriation is based on the number of students in full day kindergarten programs and the tax equity index of each district. Districts receive a minimum of $500 per student, with districts with a tax equity index below 1.0 receiving $1,000 and those with an index below 0.6 receiving $1,500.

Vocational Equity Investment Fund (16-7.1-19) - $1.5 million

This fund is intended to support the academic instruction component of vocational students enrolled in approved career and technical education programs and provides $500 for each student.

Group Home Aid (16-64-1.1) - $9.5 million

This program provides a per pupil amount to each school district for each group home bed licensed in the district as of the previous December 31st. The per pupil rate is intended to reflect the combined average cost for both a regular and special education student. The per pupil reimbursement is $15,000 per bed, with the exception of the 18 residential beds associated with the Children's Residential and Family Treatment (CRAFT) program on the East Providence campus of Bradley Hospital, which will be reimbursed $22,000 per bed. The statute further provides for changes in current year aid if the number of beds certified by DCYF for December 31st is greater than the previous December 31st.

Charter School Aid (16-77.1-2) - $1.2M

This program provides aid to school districts that send a student to a charter school to support indirect costs the district may incur, such as student transportation.

The Paul W. Crowley Rhode Island Student Investment Initiative mandates the use of the Literacy Set-Aside, Early Childhood, Student Equity, Language Assistance, Technology, and Professional Development funds. Rhode Island's new Uniform Chart of Accounts (UCOA) requires that these revenues and associated expenditures be accounted for in specific separate funds to ensure the education aid is restricted to those purposes. The other aid programs are considered unrestricted aid programs. Despite the intent of the legislation, the General Assembly has frozen data for the investment funds for the last four sessions. Thus, this distribution mechanism has become unpredictable and obsolete. Because of this, the Board of Regents and key state stakeholders are moving toward a new funding formula.

APPENDIX: Summary of Education Aid Funding Distribution

Rhode Island's education funding distribution reflects a mix of programs that support community education efforts in a way that is designed to address resource and equity gaps while promoting accountability and performance.

In 1998, the state adopted its current education funding plan which froze the calculation of the old aid categories as part of a base entitlement to which new appropriations are added, called General Aid. In addition, the state established several categorical programs, called investment funds, which target funds to a specific program or population. The funds are:

- Charter School (Indirect Aid) –to support the indirect costs that districts incur when students attend charter schools
- Early Childhood - to provide support for schools and teaching staff for kindergarten through third grade to begin improving student performance
- Full Day Kindergarten – to support districts that implement full day kindergarten programs
- Group Home – to eliminate billing among communities for the education costs of children placed in group homes by the Department of Children, Youth, and Families
- Language Assistance – to assist students that require additional language educational services
- Professional Development – to provide for continued skill development for Rhode Island's teachers and staff
- Student Equity – to close gaps in student performance in mathematics, reading, and writing by targeting students in greatest need of additional educational services
- Student Technology – to provide schools and teaching staff with up-to-date educational technology and training to help students meet the demands of the twenty-first century
- Targeted Aid – to provide funds to locally or regionally operated districts in which tax effort exceeds tax capacity and at least 40% of the K-3 students are eligible for free or reduced lunch
- Vocational Equity – to provide aid for districts that send students to locally operated career and technical centers

In addition to distributed aid to school districts, Rhode Island has education aid programs to support charter schools, school construction/renovation, teachers' retirement, and four state schools, including two career and technical centers, the school for the deaf, and a state controlled district.

For the past four fiscal years, data used to allocate the student investment funds noted above have been frozen at June 30, 2004 levels, with the exception of small adjustments for group home aid. Any adjustments to overall education aid are allocated based on each district's percentage of total distributed education aid. Rhode Island intends used the same methodology to allocate the stabilization funds.

See attached Current Education Aid Investment Funds chart for more information.

APPENDIX: BOARD OF REGENTSGUIDING PRINCIPLES FOR EDUCATION AID FOUNDATION FORMULA

FINAL – March 2, 2009

The following are guiding principles for how a foundation formula for education aid should be constructed:

- A foundation formula should align education resources with structured learning goals that are consistent with statewide standards, such as the Basic Education Program (BEP). Performance measures established by the Board of Regents. Shall be considered in any calculation regarding the return on investment of public funds.

- A foundation formula must be anchored in the larger system of fiscal and programmatic accountability that measures whether state and local programs and expenditures actually provide an opportunity for a sound basic quality education, at the individual student level, in a manner consistent with Rhode Island law and at the highest level of efficiency.

- A foundation formula should include a foundation amount per pupil, a state share ratio to address municipal tax capacity, and a student need factor and should apply equitably to all public schools and school districts with a "money follows the student" methodology.

- The foundation amount per pupil will be linked to data measuring the actual cost of delivery of an effective core PreK-12 education system, as established, or to be established, by the BEP.

- A student need allocation should be calculated using a poverty concentration index, such as percentage of free and reduced price lunch students (FRPL). Research has indicated that there is a high correlation between concentration of poverty and certain categories of high need student populations, including English Language Learners and students in need of intensive academic supports. *

- Given that the foundation is only a portion of the overall funding system, additional funding must be provided for extraordinary costs, such as high-cost special education for children with an Individual Education Program (IEP), and program support, such as career and technical education, extended learning opportunities, and pre-kindergarten programs.

- Incentives and disincentives should be provided in recognition of the implementation of cost reduction strategies, such as statewide efficiencies.

- Municipal effort and tax capacity issues, which directly relate to the data used for the state share ratio calculation, including the possibility of a minimum share, should take into consideration past policy decisions made to direct funds to certain high-risk populations and the potential impact on urban districts.

- Disparities in the local tax structure, relating to tax classifications and personal exemptions, are not consistently provided across the state and reduce the tax yield of certain communities; therefore, any redistribution of the base should be commenced immediately but phased in over a number of years to protect students from significant negative impact.

- A funding formula could be implemented now with any amount of available funding, thus creating a predictable arrangement for distribution and/or redistribution of funds; however, if there is an increase in aid, the amount should be conveyed pursuant to the formula to districts as early as possible.

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* Although the Regents are not opposed to using student weights for the student need allocation, there are not enough data to adequately determine the additional cost for certain categories of students and what the weight should be. In FY 2010, all districts will be using the uniform chart of accounts. Therefore, in the future, the data could be analyzed and weights could be assigned for the student need allocation.

Achievement First

January 4, 2010

Dear Commissioner Gist,

This letter confirms that, pending final approvals, Achievement First (AF) and Rhode Island Mayoral Academies (RIMA) intend to work together to open a K-12 network of schools enrolling students from Cranston and Providence. AF-RIMA schools will ensure students from these districts acquire the academic and character skills they need to graduate from college, succeed in an increasingly competitive world, and become the next generation of leaders for our country. It is our expectation that students in these "mayoral academies" will completely close the achievement gap such that low-income and minority students from Cranston and Providence, selected by lottery, will achieve academic outcomes on par with or better than Rhode Island's highest-performing suburban districts.

Program Specifics:

- RIMA and AF seek a charter to open several public schools as part of a K-12 program with open admission, by lottery for any interested, age-eligible students in Cranston and Providence.
- We plan to open the first school in August 2011 with 170 students in grades K and 1. This school will then grow by one grade a year until it is a completeK-12 program.
- We plan to open a second K-12 system with an identical enrollment plan beginning in 2012. We may decide to accelerate the enrollment with the early addition of the middle school (grade 5), depending on the availability of effective school leaders. The entire AF-RIMA network, as currently planned, will eventually total more than 1,800 students.

RIMA and AF will work together to:

- Recruit and select the school leaders
- Recruit teacher candidates (with final teacher selection made by the principal)
- Build a strong, supportive Board of Directors
- Raise any necessary private philanthropy to support school startup

AF will serve as the management organization for the charter, providing essential services including:

- Principal training, coaching and evaluation
- Curriculum & assessment development
- Initial teacher training
- Operations and financial oversight

403 James Street
New Haven, CT 06513
T 203 773 3223 F 203 773 3281

1137 Herkimer Street
Brooklyn, NY 11233
T 718 774 0906 F 718 604 0131

www.achievementfirst.org

RIMA will:

- Provide adequate school facilities at a cost never to exceed 5% of school operating budgets
- Provide Rhode Island-specific legal and technical advice to AF and its school leaders
- Provide Rhode Island-specific public relations, education policy and advocacy expertise to AF and its school leaders
- Provide access to its growing network of high-performing charter schools (which currently includes schools managed by Democracy Prep Public Schools) for valuable shared services in areas such as professional development, special education and information technology.
- Work through its network of involved mayors to ensure robust public support for AF's mission

AF-RIMA will replicate and build upon the experience and model of Achievement First's Amistad Academy and Elm City College Prep, two outstanding charter schools in New Haven, CT, recognized nationally for achieving dramatic performance gains with school populations that are predominantly African-American and Hispanic and that come from low-income backgrounds. By adapting many of the features of the Achievement First program, AF-RIMA will utilize the expertise, curriculum and school-wide systems developed by a network of proven high-performing schools.

We look forward to submitting a full and detailed charter application in the near future.

Sincerely,

(b)(6)

Dacia Toll, Founder and co-CEO, Achievement First

(b)(6)

Michael Magee, Ph.D., CEO, Rhode Island Mayoral Academies

DEMOCRACY PREP PUBLIC SCHOOLS

PREPARING STUDENTS IN GRADES K-12 FOR SUCCESS IN COLLEGE & CITIZENSHIP

207 West 135th Street ★ New York, NY 10030
212-281-1248(o) ★ 212-283-4202(f)
Info@DemocracyPrep.org ★ www.DemocracyPrep.org

Work Hard. Go to College. Change the World!

January 5, 2010

Dear Commissioner Gist,

This letter confirms that Democracy Prep Public Schools (DPPS) and Rhode Island Mayoral Academies (RIMA) intend to work together to open a K-12 network of public charter schools enrolling students from the Blackstone Valley. DPPS-RIMA schools will ensure students from these districts acquire the academic and character skills they need to achieve success in the college of their choice and a life of active citizenship. It is our expectation that students in these mayoral academies will literally reverse the achievement gap such that low-income and minority students, including ELL students and those with special needs who are selected by a random lottery, will achieve academic outcomes better than Rhode Island's highest-performing high-income suburban districts.

Program Specifics:

RIMA and DPPS will grow the DPBV charter and seek additional charters to open several public schools providing multiple elementary, middle, and high school campuses, all of which will have open admission and enroll age-eligible students by lottery for any interested families in the Blackstone Valley and possibly other high need communities in the future.
We have applied to the Regents to grow the current DPBV Charter in 2010 to serve 425 students on four campuses (two middle and two elementary), which will grow to serve more than 1,500 students at full growth.
We plan to apply to the Regents to open two additional campuses (K & 5) every year through 2015, which if approved, would enroll more than 4,000 students from the Blackstone Valley by 2015.
If a predictable funding formula for public charter schools is passed by the legislature, and charters are approved by the Regents,
If allowed by law, we are also exploring a partnership with the I Have a Dream Foundation to build pre-schools that will feed Democracy Prep Public School lotteries from low-income communities.

RIMA and DPPS will work together to:

Recruit and select school leaders and train and certify them through our Leader U program
Recruit and select new teachers and train and certify them through our Democracy Fellows program
Recruit and select lead teacher candidates from across the state
Build a strong, supportive Board of Directors
Develop community support
Raise any necessary private philanthropy to support school startup

DPPS will serve as the management organization for the charter, providing essential services including:

Principal training, coaching and evaluation
Curriculum & assessment development
Initial teacher training
Operations and financial oversight

DEMOCRACY PREP PUBLIC SCHOOLS

PREPARING STUDENTS IN GRADES K-12 FOR SUCCESS IN COLLEGE & CITIZENSHIP

Work Hard. Go to College. Change the World!

RIMA will:

Provide adequate school facilities at a cost never to exceed 5% of school operating budgets
Provide Rhode Island-specific legal and technical advice to DPPS and its school leaders
Provide Rhode Island-specific public relations, education policy and advocacy expertise to DPPS and its school leaders
Provide access to its growing network of high-performing charter schools or valuable shared services in areas such as professional development, special education and information technology.
Work through its network of involved mayors to ensure robust public support for the DPPS mission

DPPS-RIMA will replicate and build upon the experience and model of Democracy Prep's Harlem Flagship schools which are recognized nationally for achieving dramatic performance gains with school populations that are predominantly African-American and Hispanic and that come from low-income backgrounds. Democracy Prep is the #1 school in Harlem and ranks #8 in the entire city of new York over the past two years. By adapting many of the features of Democracy Prep middle and high schools in Harlem and DPBV elementary in Valley Falls, DPPS-RIMA will utilize the expertise, curriculum and school-wide systems developed by a network of proven high-performing schools.

We look forward to continuing to work with you and RIDE to expand our enrollment and to ensure that our scholars are on their path to success in the college of their choice and a life of active citizenship.

Sincerely,

Seth Andrew, Founder and Superintendent, Democracy Prep Public Schools

Michael Magee, Ph.D., CEO, Rhode Island Mayoral Academies

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TITLE 16
Education

CHAPTER 16-77
Establishment of Charter Public Schools

SECTION 16-77-1

§ 16-77-1 Short title. – This chapter shall be known and may be cited as the "Charter Public School Act of Rhode Island".

TITLE 16
Education

CHAPTER 16-77
Establishment of Charter Public Schools

SECTION 16-77-2

§ 16-77-2 Legislative purpose. – (a) The purpose of this chapter is to provide an alternative within the public education system by offering opportunities for existing public schools, groups of public school personnel, school districts, and established Rhode Island nonprofit organizations to establish and maintain a public school program according to the terms of its charter.

(b) Charter public schools are intended to be vanguards, laboratories, and an expression of the on-going and vital state interest in the improvement of education. Notwithstanding the provisions of this section or any special law to the contrary, a charter school shall be deemed to be a public school acting under state law, and subject to the Age Discrimination Act of 1975, 42 U.S.C. § 6101, et seq., title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq., title IX of the educational amendments of 1972, 20 U.S.C. § 1681, et seq., § 794 of title 29, and part B of the Individuals With Disabilities Education Act, 20 U.S.C. § 1411, et seq. All students and prospective students of a charter school shall be deemed to be public school students, having all the same rights under federal and Rhode Island law as students and prospective students at a non-chartered public school. These charter public schools shall be vehicles for research and

development in areas such as curriculum, pedagogy, administration, materials, facilities, governance, parent relations and involvement, social development, instructor's and administrator's responsibilities, working conditions, and fiscal accountability. It is the intent of the general assembly to create within the public school system vehicles for innovative learning opportunities to be utilized and evaluated in pilot projects. The provisions of this chapter are to be interpreted liberally to support the purposes set forth in this chapter and to advance a renewed commitment by the state to the mission, goals, and diversity of public education.

(c) It is the intent of the general assembly to provide opportunities for teachers, parents, pupils, and community members to establish and maintain public schools that operate independently as a method to accomplish all of the following:

(1) Improve pupil learning by creating schools with rigorous academic standards in all basic areas of instruction for pupil performance;

(2) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as educationally disadvantaged and at risk;

(3) Encourage the use of innovative teaching methods;

(4) Create opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;

(5) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;

(6) Hold the schools established under this chapter accountable for meeting publicly promulgated, measurable, state and charter-based pupil academic results, and provide the schools with a method to implement performance based and/or other student based accountability systems; and

(7) Encourage parental and community involvement with public schools.

TITLE 16
Education

CHAPTER 16-77
Establishment of Charter Public Schools

SECTION 16-77-3

§ 16-77-3 Commissioner of elementary and secondary education and local school committee authorized to recommend the granting of a charter. – (a) The commissioner of elementary and secondary education and/or the school committee where the charter public school is to be located are authorized in response to an application to recommend to the board of regents for elementary and secondary education the granting of a revocable charter authorizing operation of a charter public school for up to five (5) years, subject to renewal for additional five-year periods.

(b) Persons or entities eligible to submit an application to establish a charter school shall be limited to:

(1) Existing public schools;

(2) Groups of public school personnel;

(3) Public school districts;

(4) Established Rhode Island nonprofit organizations in accordance with subsection (i) of this section provided that these nonprofit organizations shall have existed for at least two (2) years and must exist for a substantial reason other than to operate a school;

(5) A group of school districts;

(6) Colleges and universities within the state of Rhode Island; or

(7) A mayor of any city or town within the state of Rhode Island, acting by or through a nonprofit organization (regardless of the time said nonprofit organization is in existence) to establish a mayoral academy as hereinafter defined. For purposes of this chapter the term "mayor" shall include any elected town administrator.

(c) No existing public school shall be converted into a charter public school unless a majority of the parents and/or guardians of the students currently assigned to the school and two-thirds (2/3) of the certified teaching personnel currently assigned to the school approve the proposed charter, as provided in § 16-77-4.1.

(d) No private or parochial schools shall be eligible for charter school status, nor shall a charter school be affiliated in any way with a sectarian school or religious institution. Any charter school authorized by this chapter shall be nonsectarian and nonreligious in its programs, admissions policies, employment practices, and all other operations. The board of regents shall not approve a charter to a school whose overall operation or education program is managed by a for profit entity.

(e) School professionals employed by a local or regional school committee or the state of Rhode Island shall be entitled to a two (2) year leave of absence, without compensation, in order to be employed in a charter school, provided this leave shall be extended upon request for an additional two (2) years. At any time during or upon completion of this leave of absence, a

school professional may return to work in the school district in the position in which he or she was previously employed or a comparable position. This leave of absence shall not be deemed to be an interruption of service for purposes of seniority and teachers' retirement.

(f) No child shall be required to attend a charter public school nor shall any teacher be required to teach in a charter public school. The school committee shall make accommodations to facilitate the transfer of students who do not wish to participate in the charter public school into other public schools. It shall also make accommodations for those students who wish to participate to transfer into the charter public school as space permits. If the total number of students who are eligible to attend and apply to a charter school is greater than the number of spaces available, the charter school shall conduct a lottery to determine which students shall be admitted.

(g) The commissioner is empowered to promulgate rules and regulations consistent with this chapter, in conformance with chapter 35 of title 42, for the creation and operation of charter public schools. These rules and regulations shall set forth the process for rescission of state approval of a charter school, including appropriate protections to ensure the continued provision of education services to the students of the charter school whose charter is rescinded.

(h) All charter schools shall adhere to financial record keeping, reporting, auditing requirements, and procedures in the same manner as required of local public school districts and in accordance with federal and state laws and regulations.

(i) Any nonprofit organization which seeks to establish a charter school must submit its financial records and financial plan for operating the school to the auditor general, who shall review the records, the financial plan, and the financial integrity of the organization. At the time of initial charter application the financial records and financial recordkeeping system of the nonprofit organization and the proposed financial plan for the charter school shall be reviewed by the auditor general and the auditor general shall, while the application is being considered for preliminary approval by the board of regents, provide an initial determination to the board of regents, the commissioner of elementary and secondary education, and the speaker of the house of representatives indicating that the auditor general is satisfied that the nonprofit organization is financially responsible. Final approval for operation of the public charter school shall not be granted by the board of regents until the auditor general has approved the financial plan and financial record keeping system and is satisfied that the nonprofit organization is financially responsible. The auditor general shall notify the board of regents, the commissioner of elementary and secondary education, and the speaker of the house of representatives of the findings. During the year immediately preceding the September in which the public charter school is to begin operation, the charter applicant shall make any additional submissions to the auditor general prescribed by the auditor general in the initial determination. Additional submissions during the year prior to the September in which the public charter school is to begin operation shall include, but not be limited to, evidence submitted to the auditor general not later than June 1 prior to the opening of the public charter school of the existence of an agreement, option for lease or purchase, lease agreement or purchase agreement, contingent upon general assembly funding, for a facility in which the public charter school will operate in its first year of operation. The auditor general shall have the authority to review charter schools on an annual

basis or require the charter school to have an annual certified audit in accordance with the same federal and state standards that are applicable to local public school districts. If as a result of any annual audit the auditor general believes there are financial irregularities, the auditor general shall withdraw the original approval and the board of regents shall withdraw its approval for the charter school to continue operation.

(j) Notwithstanding the provisions of this section, the Board of Regents shall not grant final approval for any new charter school to begin operations in the 2006-2007 or 2007-2008 school year except for mayoral academies as hereinafter defined.

(k) A "mayoral academy" means a charter school created by a mayor of any city or town acting through a nonprofit organization established for said purpose, which enrolls students from more than one city or town including both urban and non-urban communities and which offers an equal number of enrollments to students on a lottery basis; provided, further, that such mayoral academies shall have a board of trustees or directors which is comprised of representatives from each included city or town and is chaired by a mayor of an included city or town.

TITLE 16
Education

CHAPTER 16-77
Establishment of Charter Public Schools

SECTION 16-77-4

§ 16-77-4 Procedure for creation of charter schools. – (a) Any group eligible to establish a charter public school may apply to the commissioner of elementary and secondary education and the school committee of the district.

(b) The commissioner of education may recommend to the board of regents for elementary and secondary education granting of a charter for a public school upon receiving a completed application which contains all of the information which he or she deems necessary to fully address the following issues. The application shall:

(1) Be submitted to the commissioner and to the local school committee by not later than December 1 of the school year before the school year in which the charter public school is to be established;

(2) Describe a plan for education, including the mission, objective, method of providing a basic education, measurable student academic goals that the charter public school will meet, and

process for improving student learning and fulfilling the charter and fulfilling state and national educational goals and standards;

(3) Provide a minimum of one hundred eighty (180) days of instruction to students per year;

(4) Indicate performance criteria that will be used to measure student learning and to comply with the charter, state, and national educational goals and standards;

(5) Include an agreement to provide a yearly report to parents, the community, the local school committee, and the commissioner of elementary and secondary education, which indicates the progress made by the charter public school during the previous year in meeting the charter objectives;

(6) Present a plan for the governance, administration, and operation of the charter public school, including the manner in which the governing board of the school will be chosen, the nature and extent of parental, professional educator, and community involvement in the governance and operation of the charter public school, and the means of ensuring accountability to the commissioner of education, the local school district, and the board of regents;

(7) Identify the building that will house the charter public school and from whom and under what terms and conditions it is to be provided;

(8) Describe what support services will be provided by the school district and under what terms and conditions those services are to be provided, and describe what support services the charter public school will obtain directly from third parties and, to the extent known, under what terms and conditions those services are to be provided;

(9) Explain the procedures that will be followed to ensure the health and safety of pupils and staff;

(10) Describe enrollment procedures including the nondiscriminatory criteria for admission in accordance with applicable state and federal law, along with a program to encourage the enrollment of a diverse student population. The makeup of the charter public school must be reflective of the student population of the district, including but not limited to special education children, children at risk, children eligible for free or reduced cost lunch, and limited English proficient students. No charter shall be authorized for a school with a student population that does not include students eligible for free or reduced cost lunch, students with limited English proficiency, and special education students in a combined percentage which is at least equal to the combined percentage of those student populations enrolled in the school district as a whole;

(11) Explain the student discipline procedures;

(12) Explain the relationship that will exist between the proposed charter public school and its employees, including the terms and conditions of employment and the qualifications that the employees must meet. Teachers and administrators in charter public schools must be certified pursuant to state law and regulation. With the exception of mayoral academies, teachers and

administrators in charter schools shall be entitled to prevailing wages and benefits as enjoyed by other public school teachers and administrators within the school district, and shall be subject to the state teacher retirement system under chapter 8 of title 36. With the exception of mayoral academies, employment in a charter school shall be considered "service" as that term is defined in chapter 16 of this title. With the exception of mayoral academies, all employees and prospective employees of a charter school shall be deemed to be public school employees, having the same rights, including retirement, under Rhode Island and federal law as employees and prospective employees at a non-chartered public school. Each mayoral academy established pursuant to this chapter may nevertheless, by written notice to the commissioner of elementary and secondary education, elect to have this subsection apply to its teachers, administrators and employees.

(13) Identify with particularity the state statutes, state regulations, and school district rules from which variances are sought in order to facilitate operation of the charter public school. Explain the reasons for each variance and the alternative method by which the concern that gave rise to the regulation or provision will be addressed;

(14) Provide a financial plan including a proposed budget for the term of the charter, and an annual audit of the financial and administrative operations of the charter public school, and the manner in which the funds allocated to the charter public school will be managed and disbursed;

(15) Provide procedures by which teaching personnel and parents can legally challenge decisions of the governing board of the school which do not conform to the school's charter; and

(16) Provide a copy of the proposed bylaws of the charter public school.

TITLE 16
Education

CHAPTER 16-77
Establishment of Charter Public Schools

SECTION 16-77-4.1

§ 16-77-4.1 Establishing a charter public school within a school district. – (a) In those instances where a charter is being sought for an existing public school, the charter must receive the affirmative votes of two-thirds (2/3) of the teachers assigned to the school prior to implementation. If approved by the faculty, the charter shall be voted on by the parents or legal guardians of each student assigned to the school, with one vote being cast for each student. To be adopted by the parents, the charter must receive the affirmative votes of parents or legal guardians representing a majority of all the students assigned to the school. The charter may then

be presented by the commissioner of elementary and secondary education to the board of regents for elementary and secondary education for its approval.

(b) In those instances where a charter is being sought by a school district for a newly created public charter school, the charter must receive the affirmative support of a number of certified teachers employed within the school district at least equal to two-thirds (2/3) of the number of teachers that will be required to staff the proposed charter public school. The teachers must state their desire to transfer to the charter public school, once established, and to teach under the terms of the charter. To demonstrate parental support within the school district, the charter must receive the affirmative support of parents or legal guardians representing a number of students currently enrolled in the school district equal to at least one-half (1/2) of the number of students who would be needed to attend the proposed charter public school. The parents or guardians must state their desire to have their children transfer to the charter public school, once established, and to be educated under the terms of the charter. The charter may then be presented by the commissioner of elementary and secondary education to the board of regents for elementary and secondary education for its approval. The charter shall set forth those provisions of state statute, regulation, and school district rules which will not be applicable to that charter public school.

(c) The charter shall set forth those provisions of state statute, regulation, and of school district rules which will not be applicable to that charter public school. By two-thirds (2/3) vote of the teachers as provided for in this section, the teachers will be deemed to have given their consent to the variances from those provisions of law, regulation, and school district rules. The charter shall set forth those provisions of the collective bargaining agreement which will not be applicable to that charter public school subject to agreement by the parties to the collectively bargaining agreement. By approval of the charter upon the recommendation of the commissioner of elementary and secondary education, the board of regents will be deemed to have authorized all necessary variances from law and regulation enumerated in the charter. Should the need for relief from the operation of additional provisions of law and/or contract become apparent subsequent to implementation of the charter, a variance may be obtained by an affirmative vote of two-thirds (2/3) of the teachers then assigned to the school, agreement by all parties to the collective bargaining agreement, and by an affirmative vote of the board of regents upon a recommendation of the commissioner of elementary and secondary education.

TITLE 16
Education

CHAPTER 16-77
Establishment of Charter Public Schools

SECTION 16-77-4.2

§ 16-77-4.2 Establishing a charter public school at a newly created school. – To demonstrate parental support for the proposed charter public school, the charter must receive the affirmative support of parents or legal guardians representing a number of students equal to at least one-half (1/2) of the number of students who would be needed to attend the proposed charter public school. The parents or guardians must state their desire to have their children transfer to the charter public school, once established, and to be educated under the terms of the charter. The charter may then be presented by the commissioner of elementary and secondary education to the board of regents for elementary and secondary education for its approval. The charter shall set forth those provisions of state statute, regulation, school district rule which will not be applicable to that charter public school. By approval of the charter upon the recommendation of the commissioner of elementary and secondary education, the board of regents will be deemed to have authorized all necessary variances from law and regulation enumerated in the charter. Should the need for relief from the operation of additional provisions of law, regulations, or school district rule become apparent subsequent to implementation of the charter, a variance may be obtained by an affirmative vote of two-thirds (2/3) of the teachers then employed by the school and by an affirmative vote of the board of regents upon a recommendation of the commissioner of elementary and secondary education.

TITLE 16
Education

CHAPTER 16-77
Establishment of Charter Public Schools

SECTION 16-77-5

§ 16-77-5 Process for consideration of proposed charter. – (a) If the commissioner of elementary and secondary education or the local school committee finds the application to be incomplete, further information may be requested and required. The commissioner shall develop regulations for amending an approved charter, consistent with the provisions of this chapter.

(b) After having received a satisfactory application, the commissioner of elementary and secondary education will provide for a public comment period of not less than sixty (60) days, during which they will hold at least two (2) public hearings on the application. These hearings will be held in the district where the proposed charter school is to be located. Any person may file with the committee and/or the commissioner comments, recommendations, and/or objections relevant to the granting of a charter.

(c) A copy of the completed application for a charter public school at an existing public school shall be provided to the collective bargaining agent for the teachers in that school district at the time that it is filed with the school committee and the commissioner. The teachers through their

collective bargaining agent shall be afforded the opportunity to present their analysis of and recommendations regarding the proposed charter to the school committee and the board of regents for elementary and secondary education prior to any determination by those entities. If the teachers' union objects to the proposed charter or to any provision of it, it shall set forth the reasons for those objections in detail. These objections and recommendations shall be considered and responded to by the school committee and the commissioner before making any recommendation to the board of regents, and by the board of regents prior to its determination.

(d) The commissioner and the local school committee will each decide on whether or not to recommend the granting of the charter within ninety (90) days after the conclusion of the public comment period.

(e) If the commissioner of elementary and secondary education or the local school committee recommend the granting of the charter public school petition, the matter shall be referred to the board of regents for a decision on whether or not to grant a charter. Notice of the granting or denial of the application will be supplied. The decision of the board of regents, complete with reasons and conditions, shall be made available to the public and to the applicant.

(f) The commissioner, with the approval of the board of regents for elementary and secondary education, may grant a variance to any provision of title 16 other than those enumerated in § 16-77-11 and to any department of education regulation and to any school district regulation which does not affect the health and safety or civil rights of pupils in charter public schools.

(g) All charter applications shall be matters of public record and will be provided to members of the public upon request.

(h) Notwithstanding the provisions of this section, the Board of Regents shall not grant final approval for any new charter school to begin operations in the 2006-2007 or 2007-2008 school year.

TITLE 16
Education

CHAPTER 16-77
Establishment of Charter Public Schools

SECTION 16-77-6

§ 16-77-6 Budgets and funding. – (a) It is the intent of the general assembly that funding pursuant to this chapter shall be neither a financial incentive nor a financial disincentive to the establishment of a charter school. Funding for each charter public school shall consist of state

revenue and municipal or district revenue in the same proportions that funding is provided for other schools within the school district in which the charter public school is located.

(b) The amount of funding which shall be allocated to the charter public school by the school district shall be equal to a percentage of the total budgeted expenses of the district which is determined by dividing the number of students enrolled in the charter public school by the total resident average daily number of students in the school district.

(c) Funding additional to that authorized from the school district by subsection (b) may be allocated to the charter public school from the school district to the extent that the combined percentage of students eligible for free or reduced cost lunch, students with limited English proficiency, and students requiring special education exceed the combined percentage of those students in the school district as a whole. The commissioner of elementary and secondary education shall promulgate rules and regulations consistent with this section regarding the allocation of funds from school districts to charter public schools within those districts.

(d) All services centrally or otherwise provided by the school district in which the charter public school is located which the charter public school decides to utilize including, but not limited to, transportation, food services, custodial services, maintenance, curriculum, media services, libraries, nursing, and warehousing, shall be subject to negotiation between a charter public school and the local school district and paid for out of the revenues of the charter school. Disputes with regard to cost of services requested from local districts will be adjudicated by the commissioner of elementary and secondary education.

(e) A charter public school shall be eligible to receive other aids, grants, Medicaid revenue, and other revenue according to Rhode Island law, as though it were a school district. Federal aid received by the state shall be used to benefit students in the charter public school, if the school qualifies for the aid, as though it were a school district.

(f) A charter public school may negotiate and contract directly with third parties for the purchase of books, instructional materials, and any other goods and services which are not being provided by the school district pursuant to the charter.

(g) Any career/technical charter public school enrolling special education students from outside school districts with verifiable individual education program (IEP) designations shall receive from the sending district the average per pupil special education cost of the sending district.

TITLE 16
Education

CHAPTER 16-77
Establishment of Charter Public Schools

SECTION 16-77-7

§ 16-77-7 Immunity and liability. – Charter public schools have the same immunity possessed by school districts to suit as limited by chapter 31 of title 9. A charter public school shall have the authority to indemnify its employees to the extent that they are not already indemnified by the school district and/or the board of regents pursuant to § 9-1-31.

TITLE 16
Education

CHAPTER 16-77
Establishment of Charter Public Schools

SECTION 16-77-8

§ 16-77-8 Oversight by commissioner. – (a) Individuals or groups may complain to a charter school's governing body concerning any claimed violation of the provisions of this chapter by the school. If, after presenting their complaint to the governing body, the individuals or groups believe their complaint has not been adequately addressed, they may submit their complaint to the commissioner of elementary and secondary education who shall hear and decide the issue pursuant to §§ 16-39-1 and 16-39-2.

(b) Charter school approval for establishment or continuation shall be for up to a five (5) year period. In either case, board of regents approval is required. However, the charter may be revoked at any time if the school:

(1) Materially violates provisions contained in the charter;

(2) Fails to meet or pursue the educational objectives contained in the charter;

(3) Fails to comply with fiscal accountability procedures as specified in the charter; or

(4) Violates provisions of law that have not been granted variance by the board of regents.

(c) After denying or prior to nonrenewing or revoking a charter, the department of elementary and secondary education will hold a hearing on the issues in controversy under § 16-39-1.

(d) No more than twenty (20) charters, serving no more than four percent (4%) of the state's school age population, shall be granted. At least ten (10) of the twenty (20) total charters shall be

reserved for charter school applications which are designed to increase the educational opportunities for at-risk pupils.

TITLE 16
Education

CHAPTER 16-77
Establishment of Charter Public Schools

SECTION 16-77-9

§ 16-77-9 Additional standards. – (a) No student tuition or mandatory fees may be charged by any charter public school.

(b) A charter public school may include any grade up to grade twelve (12) or any configuration of those grades, including kindergarten and prekindergarten. If specified in its charter, a charter public school may also operate an adult education program, adult high school completion program, or general education development testing preparation program.

(c) It is the intent of the general assembly that priority of consideration be given to charter public school applications designed to increase the educational opportunities of educationally disadvantaged and at-risk pupils.

(d) A charter public school may establish reasonable academic standards as a condition for eligibility for applicants which are in accordance with current state law and practice in existing public schools, and which do not discriminate against otherwise qualified individuals with a disability and which comply fully with § 16-77-4(b)(10).

(e) A student who is not under suspension or expulsion for discipline reasons may withdraw from a charter public school at any time and enroll in another public school in the district where the student resides as determined by the school committee of the district. A student may be suspended or expelled from a charter public school in accordance with the board of regents and local district regulations for suspensions and/or expulsions, and other public schools may give full faith and credit to that suspension or expulsion.

(f) The governing board of a charter public school shall be subject to the Open Meetings Law, chapter 46 of title 42.

TITLE 16
Education

CHAPTER 16-77
Establishment of Charter Public Schools

SECTION 16-77-10

§ 16-77-10 Applicability of other provisions of title 16. – The board of regents for elementary and secondary education may grant to charter public schools variances of specific chapters and sections of this title except to the extent that these chapters and sections are enumerated in § 16-77-11.

TITLE 16
Education

CHAPTER 16-77
Establishment of Charter Public Schools

SECTION 16-77-11

§ 16-77-11 Portions of title 16 applicable to charter schools. – The following provisions of this title shall be binding on charter public schools and may not be waived by the commissioner of elementary and secondary education:

(1) Section 16-2-2 (minimum length of school year);

(2) Section 16-2-17 (right to a safe school);

(3) Section 16-8-10 (federal funds for school lunch);

(4) Section 16-11-1 (certification of public school teachers);

(5) Section 16-12-3 (duty to cultivate principles of morality);

(6) Section 16-12-10 (immunity for report of suspected substance abuse);

(7) Chapter 13 (teachers' tenure) (with the exception of mayoral academies);

(8) Chapter 16 (teachers' retirement) (with the exception of mayoral academies);

(9) Section 16-19-1 (compulsory attendance);

(10) Sections 16-20-1 (school holidays enumerated);

(11) Sections 16-21-3 and 16-21-4 (fire safety);

(12) Sections 16-21-10, 16-21-14, and 16-21-16 (health screenings);

(13) Section 16-22-9 (uniform testing);

(14) Section 16-24-2 (regulations of state board);

(15) Section 16-38-1 (discrimination because of race or age);

(16) Section 16-38-1.1 (discrimination because of sex);

(17) Section 16-38-2 (immunizations);

(18) Section 16-38-4 (exclusive club);

(19) Section 16-38-6 (commercial activities prohibited);

(20) Section 16-38-9 (misconduct of school officers);

(21) Section 16-38-10 (power of officials to visit schools);

(22) Section 16-39-1 (appeal of matters of dispute to commissioner);

(23) Section 16-39-2 (appeal of school committee actions to commissioner);

(24) Section 16-39-3 (appeal to state board);

(25) Section 16-39-3.1 (enforcement of final decision);

(26) Section 16-39-3.2 (interim protective orders);

(27) Section 16-39-8 (subpoena power of commissioner);

(28) Section 16-40-16 (student records);

(29) Section 16-71-1 (Educational Record Bill of Rights Act).

TITLE 16
Education

CHAPTER 16-77
Establishment of Charter Public Schools

SECTION 16-77-12

§ 16-77-12 Charter school reporting. – All charter schools shall continuously monitor their financial operations by tracking actual versus budgeted revenue and expense. The chief financial officer of the charter school shall submit a report on a quarterly basis to the state office of municipal affairs certifying the status of the charter school budget.

The quarterly reports shall be in a format prescribed by the state office of municipal affairs and the state auditor general. The reports shall contain a statement as to whether any actual or projected shortfalls in budget line items are expected to result in a year-end deficit, the projected impact on year-end financial results including all accruals and encumbrances, and how the charter school plans to address any such shortfalls.

The auditor general or the state director of administration may petition the superior court to order the charter school to file said reports. The director of administration may also direct the state controller and general treasurer to withhold any funding to the charter school until the school complies with the reporting requirements hereunder. Failure to comply with this section shall be cause for the revocation of the school charter.

TITLE 16
Education

CHAPTER 16-77.1
Funding of Charter Public Schools

SECTION 16-77.1-1

§ 16-77.1-1 Statement of purpose. – The purpose of this chapter is to provide a funding mechanism through which costs for charter public schools will be shared between the state and the local school districts sending students to a charter public school.

TITLE 16
Education

CHAPTER 16-77.1
Funding of Charter Public Schools

SECTION 16-77.1-2

§ 16-77.1-2 Operating costs. – (a) Operating costs of a charter public school shall be the total of the per pupil payments for each student attending the charter public school. The per pupil payment for each student shall be determined based on the per pupil cost for the district of residence of each student. The state's share of the per pupil amount for each student attending the charter public school shall be paid by the state directly to the charter public school and shall be the percent, or share ratio, previously calculated under chapter 7 of this title; provided, that in no case shall the ratio be less than thirty percent (30%), minus the five percent (5%) of per pupil cost designated for indirect cost support to the student's school district as defined in subsection (b). The five percent (5%) indirect cost amount shall be deducted from the district per pupil cost before the state share is derived by applying the share ratio to the district per pupil cost. The local share of the per pupil amount for each student attending the charter public school shall be paid to the charter public school by the district of residence of the student and shall be the per pupil cost for the district of residence of the student minus the state share of that per pupil cost as designated in this section.

(b) In addition to all state aid to education paid to a local district pursuant to chapter 7.1 of this title, the state will pay an additional amount to the district for each student from this district who is attending a charter public school. The additional amount of state aid per pupil shall be five percent (5%) of the districts per pupil cost. The additional state aid shall be for the purpose of assisting local school districts to undertake the indirect costs borne by a district when its student attends a charter public school.

(c) The state department of elementary and secondary education shall annually determine both the state and local share of each charter public school's operating costs by deriving the respective shares associated with each student reported as a member of the charter public school as of June 30 of the reference year as defined in § 16-7-16(11) (or the enrollment as of October 1 of the current school year in the first year of operation of a charter school). All other data used in this determination shall be based upon the reference year as defined in § 16-7-16(11).

(d) The state shall make payments of its share of operating costs to each charter public school on a quarterly basis in July, October, January, and April. The July and October payments will be based upon the reported student membership of the charter public school as of June 30 of the reference year as defined in § 16-7-16(11) (or the enrollment as of October 1 of the current

school year in the first year of operation of a charter school). Charter public schools will report current student enrollment, including district of residence for school purposes of each student enrolled, and each district will report current total district operating expenses and total district enrollments (including district students enrolled in charter public schools) annually by October 1. If the October 1 data on a charter public school's student enrollment show a ten percent (10%) or greater increase or decrease in students from the June membership count, the third and fourth quarter payments to the charter public school will be adjusted to reflect actual student enrollment in the charter public school.

(e) Local district payments to charter public schools for each district's students enrolled in the charter public school shall also be made quarterly as designated in subsection (d); the first local district payment shall be made by August 15 instead of July. Any local school district more than thirty (30) days in arrears on a quarterly payment for its student(s) enrolled in a charter public school shall have the amount of the arrearage deducted from state aid to that district and the withheld arrearage shall be paid by the state directly to the charter public school.

(f) Local school districts with student(s) enrolled in a charter public school shall continue to report these students in the total census of district public school students and will receive state aid for all these students pursuant to the provisions of chapter 7.1 of this title.

(g) All entitlements except those provided for in § 16-24-6.2 shall be ratably reduced if less than one hundred percent (100%) of the expenditures is appropriated.

(h) For fiscal year 2007, the indirect aid paid to districts pursuant to this section shall equal the amount received in the fiscal year 2006 enacted budget by the 2005 general assembly.

TITLE 16
Education

CHAPTER 16-77.1
Funding of Charter Public Schools

SECTION 16-77.1-3

§ 16-77.1-3 Federal funds for charter public schools start up costs. – Charter public schools may apply for federal funds to support start up costs. Charter public schools shall become eligible to apply for federal funds upon approval of the charter public school's application by the board of regents for elementary and secondary education. Federal funds shall be distributed to charter public schools by the department of elementary and secondary education through a process which requires each charter public school seeking the funds to submit a grant application to the department of elementary and secondary education. The grant application

process shall be established and implemented by the Rhode Island department of elementary and secondary education.

TITLE 16
Education

CHAPTER 16-77.1
Funding of Charter Public Schools

SECTION 16-77.1-4

§ 16-77.1-4 State funds for charter public schools start up costs. – In the event that federal funds are either unavailable or are fully expended, there shall be established a system of interest free loans for start up costs for charter public schools to be provided from an appropriation of state funds designated by the legislature for this purpose. The loans shall not exceed one hundred and fifty thousand dollars ($150,000) for a single charter public school and this loan of state funds shall be repaid in equal monthly installments over no more than five (5) years. The state funds shall be distributed to charter public schools by the department of elementary and secondary education through a process which requires each charter public school seeking the funds to submit a loan application to the department of elementary and secondary education.

TITLE 16
Education

CHAPTER 16-77.1
Funding of Charter Public Schools

SECTION 16-77.1-5

§ 16-77.1-5 Facilities support for charter public schools. – A public school district or districts may access state aid for reimbursement of school housing costs for district sponsored charter public schools pursuant to §§ 16-7-35 through 16-7-47. Public charter schools not sponsored by a public school district or districts may apply for thirty percent (30%) reimbursement of school housing cost on the basis of demonstrated need. The Rhode Island

department of elementary and secondary education shall promulgate regulations to implement this section consistent with the purposes and procedures of the existing school housing aid program pursuant to §§ 16-7-35 through 16-7-47. For purposes of this section only, "facilities support, the urban collaborative accelerated program" will be defined as a charter school.

TITLE 16
Education

CHAPTER 16-77.1
Funding of Charter Public Schools

SECTION 16-77.1-6

§ 16-77.1-6 Charter public schools eligible for funding. – For purposes of this chapter, a charter public school shall be all schools as defined in chapter 77 of this title and shall also include the Textron Chamber of Commerce Academy and the Times 2 Academy.

TITLE 16
Education

CHAPTER 16-77.1
Funding of Charter Public Schools

SECTION 16-77.1-7

§ 16-77.1-7 Regulations. – In addition to those regulations specifically required by § 16-77.1-5, the department of elementary and secondary education shall promulgate any additional regulations that are necessary to implement the purposes of this chapter.

APPENDIX: Board of Regents Framework for Charter School Authorization Criteria and Application Review Process

R.I.G.L. 16-77-3 establishes that the R.I. Board of Regents for Elementary and Secondary Education has exclusive authority to issue a charter authorizing the operation of a public charter school within the state of Rhode Island. The Board of Regents' issuance of a charter is based upon the recommendation of the Commissioner of Elementary & Secondary Education and/or a local school committee. The Commissioner's recommendation follows his review of the completed application, consideration of public comment and RIDE's evaluation of the likelihood of the proposed charter school to provide innovative learning opportunities and to meet the needs of its students.

It is the intent of the R.I. Board of Regents and RIDE to utilize a due diligent application process in which reasonable and appropriate criteria are applied in the evaluation of each charter application. In this way, charters will be issued only when an application demonstrates strong capacity and commitment to the operation of a high-quality charter school. In issuing this document, RIDE and the Board of Regents seek to clearly describe the application process and evaluation criteria in order that charter applicants and the public will be well informed. In this way, the Board of Regents' charter authorization decisions will be based upon fair merit and meet the important objectives of the Rhode Island public charter school statute.

CHARTER SCHOOL AUTHORIZATION CRITERIA

The granting of a public school charter entrusts the long-term educational needs of hundreds of Rhode Island students as well as the investment of millions of taxpayer dollars to charter school developers. Thus, the Board of Regents and RIDE shall rely upon reasonable and appropriate criteria to determine the merits of granting final authorization of a charter.

The application of these criteria in the charter authorization process is critical in projecting whether a charter proposal will result in a high-quality school that successfully serves students and families and warrants the considerable investment of public funds. The criteria are:

Priority – Serving students who are educationally disadvantaged and/or reside in a public school district that is under state intervention.

R.I.G.L. 16-77-9 specifies that among the legislative purposes of Rhode Island charter schools is the expansion of choice in learning experiences for pupils who are identified as educationally disadvantaged and at-risk. Accordingly, the Board of Regents and RIDE shall give priority to projects that are designed to target and serve students from disadvantaged backgrounds. In particular, projects designed to serve students from districts under state intervention and/or under corrective action will be given priority.

APPENDIX: Board of Regents Framework for Charter School Authorization Criteria and Application Review Process

Quality of the Charter Application

- *Concept* – The charter application must present a compelling mission and vision as to the innovativeness and need for the type of school that is being proposed.

- *Content* – The charter application must demonstrate a sound, innovative, and research-based academic program designed to increase student achievement. The project must present a fiscally sound business plan designed to provide for the long-term sustainability of the school. The project must also demonstrate an effective governance and management structure as evidence of the applicant's capacity to fulfill its mission over the long term.

Eligibility, Commitment and Capacity of the Charter Applicant(s)

- *Eligibility* – R.I.G.L. 16-77-3 specifies persons and entities eligible to submit an application to establish a charter school in Rhode Island. Eligible applicants are limited to:
  - Existing public schools
  - Groups of public school personnel
  - Public school districts
  - A group of public school districts
  - Rhode Island-based nonprofit organizations
  - Rhode Island-based colleges or universities
  - Rhode Island mayors

- *Capacity* – Before authorizing any charter, RIDE and the Board of Regents must have firm confidence in the competence and capacity of the project planners to develop and operate a high-quality public school.

- *Commitment* – Development of a high-quality public school requires a long-term commitment to carrying out the project and fulfilling its mission and vision. Thus, the applicants must demonstrate a willingness to engage in a long-term commitment to the operation of the charter school.

- *Community Support* – The applicants must demonstrate that there is a stated need and demand for their project by providing evidence of strong community engagement and support for the project. The Regents and RIDE are more inclined to support projects with broad and demonstrated community support than projects that present an individual's or small group's vision but does not demonstrate a community demand.

CHARTER SCHOOL APPLICATION REVIEW PROCESS

Phase 1: Preliminary Conceptual Authorization

- *Application* – R.I.G.L. 16-77-4 requires that any eligible group seeking a charter shall submit a completed application to the commissioner of education and/or a local school committee by December 1 of the school year before the school year in which the charter school is to be established.

- *Charter Review Committee* – The initial stage of the process is the review of the application by a charter application review committee comprised of experienced education professionals that reviews the application for concept and content. The Charter Review Committee is an advisory committee to RIDE in determining how well the application satisfactorily responds to the elements contained in the RIDE application guidelines. The committee's role is strictly advisory. It is not the role of the committee to make final decisions on charter authorization.

- *Public Comment* - R.I.G.L. 16-77-5 requires that after receiving a satisfactory application, the commissioner of education shall provide a public comment period of no less than sixty (60) days, during which time at least two (2) public hearings on the application will be held in the district where the charter school is proposed to be located. The commissioner will entertain written feedback from the community as well. The commissioner shall decide whether or not to recommend the granting of a charter within ninety (90) days of the conclusion of the public comment period. Written notice of the commissioner's decision shall be provided to the project applicant.

- *Commissioner Recommendation* – If the commissioner's decision is to recommend the granting of the charter, the recommendation is referred to the Board of Regents for a decision on whether or not to grant the charter. The Board of Regents shall decide whether or not to authorize the charter based on all relevant information, which includes the commissioner's recommendation. The Board of Regents' decision, complete with reasons and any conditions shall be made available to the applicant and the public.

In most instances, the commissioner's recommendation to the Board of Regents is to grant a preliminary authorization of the charter application. Preliminary authorization is the approval of the conceptual design of the school project. Preliminary authorization does not imply that the school is prepared to operate. Preparation to operate as a functioning school shall require a final authorization of the Board of Regents based upon the commissioner's recommendation. The commissioner's recommendation for final authorization shall be based upon the applicant's readiness to operate. The following criteria shall be used to evaluate project readiness.

Phase 2: Final Authorization (Project Readiness)

Final approval of the application by the Board of Regents authorizes the charter school to begin operation. Final authorization to operate shall depend upon the applicant having achieved the following project readiness criteria:

- *Incorporation* – The entity operating the charter school must have articles of incorporation filed and approved by the Rhode Island Office of Secretary of State.

- *Financial Review* – All applicants must have their project's business plan, financial management procedures, and other relevant financial information reviewed by the Rhode Island Office of Auditor General.

- *Governance* – The school shall have an established governance structure (i.e. board of trustees, board of directors, etc.) to provide proper governance and oversight of school operations

- *Administrator* – The school shall have in place a qualified chief administrator (i.e. Head of School, Executive Director, Chief Executive Officer) to oversee day-to-day operations.

- *Faculty Plan* – The school shall have a staffing plan designed to put in place a faculty that clearly meets student need and is consistent with the school's program design.

- *Student Enrollment* – The school must have demonstrated that at least 50% of the school's first-year enrollment has committed to enrolling in the school.

- *Housing* – The school shall have identified an appropriate building (permanent or temporary) to house and operate the school. The building shall be located within the district where the charter school has proposed to operate.

Upon satisfactorily meeting the project readiness criteria, the applicants shall proceed to negotiate a performance contract with RIDE, which establishes how the school's performance will be evaluated.

Phase 3: Performance Contract

In order to ensure accountability of the school's performance, the applicants and RIDE shall negotiate a performance contract that articulates the rights and responsibilities of each party regarding school autonomy, RIDE regulatory oversight, expected outcomes, measures for evaluating success or failure, performance consequences, and other material terms such as statutory and regulatory conditions of operation.

Phase 4: Final Authorization

Only after having met all necessary project readiness criteria and the development of an agreed upon performance contract with RIDE will the commissioner recommend to the Board of Regents final authorization for the charter school to begin operation.

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Board of Regents Approved:
May 2009

Charter School Application Review & Authorization Cycle

The Rhode Island charter school authorization cycle is designed as a two phase process that spans approximately 18 months from the time of initial application to final approval.

PHASE 1: Preliminary (Conceptual) Approval

December 1 Application

By statute (RIGL 16-77-4), eligible applicants must submit a charter school application to the Commissioner and/or local school board.

January/ February Charter Review Committee

The initial stage of the review process is the evaluation by a charter application review committee that reviews the application for concept and content. This is an advisory committee to RIDE in determining how well the application satisfactorily responds to the elements of the application guidelines.

March/April Public Comment Period

By statute (RIGL 16-77-5), requires that after receiving a satisfactory application, the commissioner shall provide a public comment period of no less than sixty (60) days and must conduct two (2) public hearings in the district where the charter school is proposed to be located.

May/June Commissioner's Recommendation

After considering all information and input from the Charter Review Committee and the public, an internal RIDE committee (Commissioners Working Group) formulates a recommendation to be presented to the commissioner. By statute (RIGL 16-77-5), the commissioner shall prepare a recommendation within ninety (90) days of the conclusion of the public comment period. If the recommendation is favorable, the recommendation is then presented to the Board of Regents.

June Board of Regents Action

Recommendation is presented to the Board of Regents for a vote. Generally, the recommendation is a preliminary approval of the conceptual design of the project. Preliminary approval does not imply that the school is ready to begin operation but rather has the Regents approval for further planning and development towards a final approval the following spring.

PHASE 2: Final Authorization (Project Readiness)

July Planning and Development

Having received a preliminary approval, project planners begin working on project readiness criteria that must be achieved in order to receive final approval.

October/ November Budget Request

In addition to the funding of the existing charter schools, funding for the preliminarily approved charter school projects is requested in the Board of Regents proposed budget for the following school-year.

December New Round of Applications

December 1, RIDE receives a new round of charter school applications and begins the review process.

NEW YEAR

Following June Final Authorization

Upon achieving all the project readiness criteria, the project is recommended for final approval to the Board of Regents to begin operation. Final approval of preliminarily approved projects generally coincides with the preliminary approval of the new projects. Final approval is also contingent upon funding appropriation by the General Assembly, which generally determined in June or July.

July/August Performance Contract

RIDE and the charter school applicants agree to a performance contract that articulates the accountability measures by which the school will be evaluated and held accountable to.

September School Opening

The school opens its doors as an operating charter school.

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FRAMEWORK FOR RIDE AND BOARD OF REGENTS CHARTER SCHOOL AUTHORIZATION CRITERIA AND APPLICATION REVIEW PROCESS

R.I.G.L. 16-77-3 establishes that the R.I. Board of Regents for Elementary and Secondary Education has exclusive authority to issue a charter authorizing the operation of a public charter school within the state of Rhode Island. The Board of Regents' issuance of a charter is based upon the recommendation of the Commissioner of Elementary & Secondary Education and/or a local school committee. The Commissioner's recommendation follows his review of the completed application, consideration of public comment and RIDE's evaluation of the likelihood of the proposed charter school to provide innovative learning opportunities and to meet the needs of its students.

It is the intent of the R.I. Board of Regents and RIDE to utilize a due diligent application process in which reasonable and appropriate criteria are applied in the evaluation of each charter application. In this way, charters will be issued only when an application demonstrates strong capacity and commitment to the operation of a high-quality charter school. In issuing this document, RIDE and the Board of Regents seek to clearly describe the application process and evaluation criteria in order that charter applicants and the public will be well informed. In this way, the Board of Regents' charter authorization decisions will be based upon fair merit and meet the important objectives of the Rhode Island public charter school statute.

CHARTER SCHOOL AUTHORIZATION CRITERIA

The granting of a public school charter entrusts the long-term educational needs of hundreds of Rhode Island students as well as the investment of millions of taxpayer dollars to charter school developers. Thus, the Board of Regents and RIDE shall rely upon reasonable and appropriate criteria to determine the merits of granting final authorization of a charter.

The application of these criteria in the charter authorization process is critical in projecting whether a charter proposal will result in a high-quality school that successfully serves students and families and warrants the considerable investment of public funds. The criteria are:

Priority – Serving students who are educationally disadvantaged and/or reside in a public school district that is under state intervention.

R.I.G.L. 16-77-9 specifies that among the legislative purposes of Rhode Island charter schools is the expansion of choice in learning experiences for pupils who are identified as educationally disadvantaged and at-risk. Accordingly, the Board of Regents and RIDE shall give priority to projects that are designed to target and serve students from disadvantaged backgrounds. In particular, projects designed to serve students from districts under state intervention and/or under corrective action will be given priority.

Quality of the Charter Application

- *Concept* – The charter application must present a compelling mission and vision as to the innovativeness and need for the type of school that is being proposed.

- *Content* – The charter application must demonstrate a sound, innovative, and research-based academic program designed to increase student achievement. The project must present a fiscally sound business plan designed to provide for the long-term sustainability of the school. The project must also demonstrate an effective governance and management structure as evidence of the applicant's capacity to fulfill its mission over the long term.

Eligibility, Commitment and Capacity of the Charter Applicant(s)

- *Eligibility* – R.I.G.L. 16-77-3 specifies persons and entities eligible to submit an application to establish a charter school in Rhode Island. Eligible applicants are limited to:
  - Existing public schools
  - Groups of public school personnel
  - Public school districts
  - A group of public school districts
  - Rhode Island-based nonprofit organizations
  - Rhode Island-based colleges or universities
  - Rhode Island mayors

- *Capacity* – Before authorizing any charter, RIDE and the Board of Regents must have firm confidence in the competence and capacity of the project planners to develop and operate a high-quality public school.

- *Commitment* – Development of a high-quality public school requires a long-term commitment to carrying out the project and fulfilling its mission and vision. Thus, the applicants must demonstrate a willingness to engage in a long-term commitment to the operation of the charter school.

- *Community Support* – The applicants must demonstrate that there is a stated need and demand for their project by providing evidence of strong community engagement and support for the project. The Regents and RIDE are more inclined to support projects with broad and demonstrated community support than projects that present an individual's or small group's vision but does not demonstrate a community demand.

CHARTER SCHOOL APPLICATION REVIEW PROCESS

Phase 1: Preliminary Conceptual Authorization

- *Application* – R.I.G.L. 16-77-4 requires that any eligible group seeking a charter shall submit a completed application to the commissioner of education and/or a local school committee by December 1 of the school year before the school year in which the charter school is to be established.

- *Charter Review Committee* – The initial stage of the process is the review of the application by a charter application review committee comprised of experienced education professionals that reviews the application for concept and content. The Charter Review Committee is an advisory committee to RIDE in determining how well the application satisfactorily responds to the elements contained in the RIDE application guidelines. The committee's role is strictly advisory. It is not the role of the committee to make final decisions on charter authorization.

- *Public Comment* - R.I.G.L. 16-77-5 requires that after receiving a satisfactory application, the commissioner of education shall provide a public comment period of no less than sixty (60) days, during which time at least two (2) public hearings on the application will be held in the district where the charter school is proposed to be located. The commissioner will entertain written feedback from the community as well. The commissioner shall decide whether or not to recommend the granting of a charter within ninety (90) days of the conclusion of the public comment period. Written notice of the commissioner's decision shall be provided to the project applicant.

- *Commissioner Recommendation* – If the commissioner's decision is to recommend the granting of the charter, the recommendation is referred to the Board of Regents for a decision on whether or not to grant the charter. The Board of Regents shall decide whether or not to authorize the charter based on all relevant information, which includes the commissioner's recommendation. The Board of Regents' decision, complete with reasons and any conditions shall be made available to the applicant and the public.

In most instances, the commissioner's recommendation to the Board of Regents is to grant a preliminary authorization of the charter application. Preliminary authorization is the approval of the conceptual design of the school project. Preliminary authorization does not imply that the school is prepared to operate. Preparation to operate as a functioning school shall require a final authorization of the Board of Regents based upon the commissioner's recommendation. The commissioner's recommendation for final authorization shall be based upon the applicant's readiness to operate. The following criteria shall be used to evaluate project readiness.

Phase 2: Final Authorization (Project Readiness)

Final approval of the application by the Board of Regents authorizes the charter school to begin operation. Final authorization to operate shall depend upon the applicant having achieved the following project readiness criteria:

- *Incorporation* – The entity operating the charter school must have articles of incorporation filed and approved by the Rhode Island Office of Secretary of State.

- *Financial Review* – All applicants must have their project's business plan, financial management procedures, and other relevant financial information reviewed by the Rhode Island Office of Auditor General.

- *Governance* – The school shall have an established governance structure (i.e. board of trustees, board of directors, etc.) to provide proper governance and oversight of school operations

- *Administrator* – The school shall have in place a qualified chief administrator (i.e. Head of School, Executive Director, Chief Executive Officer) to oversee day-to-day operations.

- *Faculty Plan* – The school shall have a staffing plan designed to put in place a faculty that clearly meets student need and is consistent with the school's program design.

- *Student Enrollment* – The school must have demonstrated that at least 50% of the school's first-year enrollment has committed to enrolling in the school.

- *Housing* – The school shall have identified an appropriate building (permanent or temporary) to house and operate the school. The building shall be located within the district where the charter school has proposed to operate.

Upon satisfactorily meeting the project readiness criteria, the applicants shall proceed to negotiate a performance contract with RIDE, which establishes how the school's performance will be evaluated.

Phase 3: Performance Contract

In order to ensure accountability of the school's performance, the applicants and RIDE shall negotiate a performance contract that articulates the rights and responsibilities of each party regarding school autonomy, RIDE regulatory oversight, expected outcomes, measures for evaluating success or failure, performance consequences, and other material terms such as statutory and regulatory conditions of operation.

Phase 4: Final Authorization

Only after having met all necessary project readiness criteria and the development of an agreed upon performance contract with RIDE will the commissioner recommend to the Board of Regents final authorization for the charter school to begin operation.

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Board of Regents Approved:
May 2009

Rhode Island Department of Education
Process for the Closure or "Rechartering"
of Public Charter Schools[1]

Adopted by Commissioner Deborah Gist, January 15, 2010

In accordance with R.I.G.L. 16-77-8 (b), the Board of Regents may revoke a charter at any time if the school fails to meet or pursue the educational objectives contained in the charter. This protocol outlines the process RIDE will follow in recommending that a school's charter be revoked under these circumstances. The Commissioner's recommendation to revoke a charter follows her thorough review of the school's current and past academic performance, as well as her assessment of the schooling options available to students following revocation. If, in the Commissioner's opinion, the schooling options available to students following revocation are not adequate or desirable, she reserves the right to recommend that the school be "rechartered," meaning another operator or governing board is granted a charter to take over operation of the school.

It is RIDE's intent to utilize a diligent review process in which reasonable and appropriate criteria are applied in evaluating whether each public charter school is meeting its educational objectives. In issuing this document, RIDE seeks to clearly describe the review process in order that charter operators and the public will be well informed. In this way, RIDE's recommendations to the Board of Regents that a particular school's charter be revoked for failure to meet its educational objectives will be based upon a fair, transparent and merit-based process that serves the best interest of students and meets the important objectives of the Rhode Island public charter school statute.

Review and Decision Process

RIDE's review process is designed to be open, rigorous and timely. The key elements of this process are set forth below:

- **Threshold performance standards**. By March 31, 2010, the Commissioner will establish a minimum threshold performance standard for all charter schools in all tested subjects based on current data about school performance statewide.

- **Preliminary data review**. At the time RIDE reports on statewide student results on the New England Common Assessment Program (NECAP), department staff will conduct a preliminary review of charter school performance. If a particular charter school's performance data indicate that it is not meeting the Commissioner's minimum threshold standards, RIDE staff will begin the process of conducting a thorough school performance review.

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[1] In drafting this policy, RIDE consulted similar policies by other leading charter authorizers, including the Charter School Institute of the State University of New York's *Charter School Renewal Practices*

- **Data collection and analysis**. A thorough school performance review will involve two steps:

    - Quantitative data review. RIDE staff will thoroughly analyze school performance data, including individual learning results on state tests, as well as student performance on school-level assessments if available. In addition to examining current data, RIDE staff will analyze past years' performance data, as well as annual reports submitted by the school describing its academic performance. Of particular interest to reviewers will be evidence that a school and its students are on an upward, downward, or stable performance trajectory.
    - Expert team review. An expert review team commissioned by RIDE will conduct an extensive and comprehensive site visit to the school. The site visit may encompass interviews with parents, students, teachers, administrators and school trustees; reviews of documentary evidence including evidence relating to curriculum, pedagogy, internal assessment, board governance and legal compliance; and extensive classroom observations. Its duration will typically be from one to four days, but RIDE may extend the visit if necessary. RIDE may require additional documentation and other evidence where necessary and appropriate. RIDE may conduct follow-up visits where it deems necessary, but is not required to do so.

      Of particular interest to reviewers in both the quantitative and expert time phases will be evidence of whether a school is or is not "on track" to improve. For example, if a school is constantly enrolling new classes of students who are several years below grade level and these students are making measurable and impressive performance gains, but the school still looks "low" in performance on average, this would be taken into consideration.

- **Preliminary determination.** Based on the data collection and analysis described above, the Commissioner will generate a preliminary determination regarding whether the school should be allowed to continue operation, or whether it should be closed or rechartered.

- **"Rechartering" RFP process**. If the Commissioner makes the preliminary determination the school is failing to meet established educational objectives and therefore should be closed or rechartered, she will issue an RFP inviting applicants to submit proposals to assume governance of the school and continue serving the existing students. The RFP process will run parallel to the subsequent steps in the review process so that if the Commissioner later recommends that the school be rechartered, a high quality operator or governing board will be available to operate the school. To prepare for this process in 2010 or beyond, RIDE will develop an RFP, a dissemination strategy, and an application review process no later than September 30, 2010.

- **Analysis of school options for affected students**. At the same time RIDE staff are conducting a thorough review of a school's performance, they are required to conduct an analysis of the schools students would attend if the school closed. This analysis should include information about the past three year's performance of each school that students would be assigned to geographically in the event of the charter school's closure.

If the data collection and analysis indicate that there is compelling evidence that the school should no longer remain open under its current governing board, the school options analysis will inform the Commissioner's decision about whether to recommend closure or rechartering.

- **Face-to-face meeting**. Upon completion of the internal analysis, if the Commissioner decides to recommend closure or rechartering, RIDE will meet with representatives from the school to present a preliminary draft of its recommendation. School representatives will include the director, board chair, academic officer, and finance officer. This meeting provides an opportunity for RIDE staff to further inquire about the school directly with school officials before writing a final recommendation. It is also an opportunity for school officials to present evidence to RIDE in opposition. RIDE will consider such evidence prior to making its final recommendation.

- **Written recommendation.** Upon completion of the review process, if the Commissioner determines that there is compelling evidence that the school is failing to meet or pursue established educational objectives, she will prepare a final written recommendation for presentation to the Board of Regents. The final written recommendation will include findings and will either recommend that the school be closed or rechartered. The Commissioner's intent will be deliver this final recommendation no later than Jan. 31, enabling parents to enroll their children in other enrollment lotteries if they so choose.

- **Board of Regents**. At its discretion, the Board of Regents will act on the Commissioner's final recommendation. Where the Commissioner's final report recommends closure or rechartering, the school may petition to appear before the Board of Regents, which, at its sole discretion, may grant or not grant such petition. If the petition is granted, the school may, at the discretion of the Board of Regents, present documentary evidence as well as legal argument. The Board of Regents will determine the form, time, manner, place as well as other practices thereto. The Board will also conduct any public hearings or other activities required by Rhode Island statute or regulation prior to making its final decision.

- **Orderly transition for students**. RIDE will take appropriate steps to ensure that parents of the school's students are notified in a timely fashion of the final decision of the Board of Regents. In the case of closure, RIDE will facilitate an orderly transition for current students to their new schools, including providing them with timely information about enrollment lotteries for other schools of choice. In the case of rechartering, RIDE will provide parents with detailed and timely information about the new governance team or school operator so that they have time to enter other enrollment lotteries if they so choose.

- **Continuous improvement of this and other policies**. The Commissioner shall at least annually revisit this policy and make amendments to it, or to other related policies and procedures, based on experience with implementing it in practice. By July 31, 2010, the Commissioner will propose to the Board of Regents a revised memorandum of understanding to be entered into by the Regents and each charter school consistent with this policy and establishing the clear legal basis for the closure or rechartering of underperforming charter schools.

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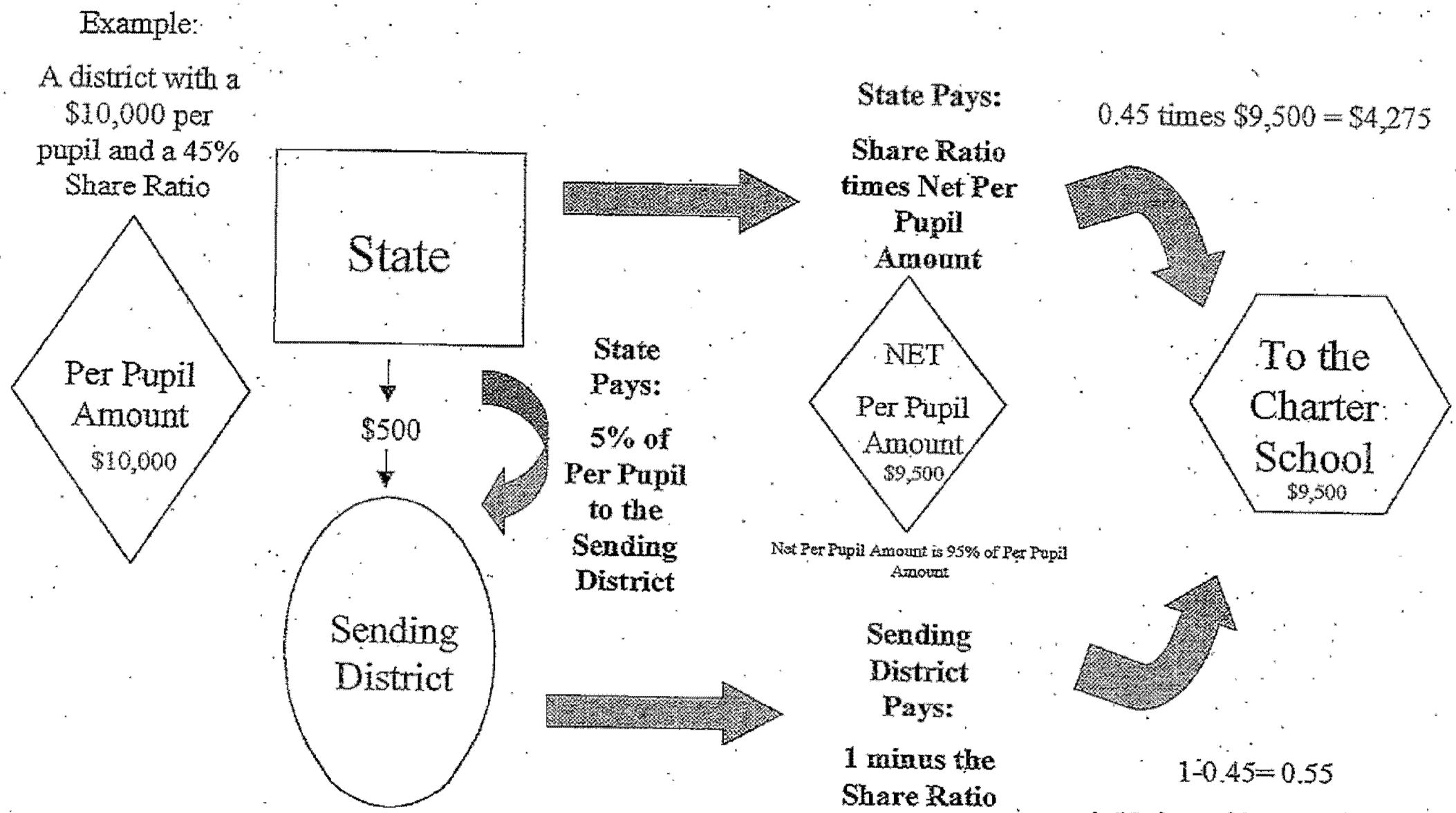
Rhode Island Charter School Funding Formula: Calculating the State and Local Funding Shares



Prepared by RIDE Office of Finance on 9/28/00

CHARTER SCHOOL FUNDING NARRATIVE

Charter school aid includes direct education aid to the charter schools and indirect aid to the sending districts to cover the costs of transporting these students to the charter schools. The current charter school formula is derived from the sending districts' per pupil expenditures. There is a two year reference for data, meaning the base FY 2010 charter aid is calculated using June 30, 2008 data.

Indirect charter aid is calculated using five percent of the school district's per pupil expenditures, which becomes the per student amount that districts receive for each student they send to a charter school. For instance, if district A has a per pupil of $10,000, district A receives 5% of this per pupil, or $500, for each student it sends to a charter school. Note: the General Assembly has frozen data used in school district aid calculations at the June 30, 2004 data levels. Thus, indirect charter aid has not been updated for changes in charter school enrollment since FY 2006. Indirect charter aid is currently $1.2M.

Direct charter aid to the charter schools is calculated using the net per pupil, i.e. in the above example $10,000 less $500, or $9,500. This net per pupil is shared between the state and the local school districts. The state share ratio is calculated using the Equalized Weighted Assessed Valuation (EWAV), which is provided by the Office of Municipal Affairs at the Department of Administration. This valuation adjusts property values for the district's median family income. The district's adjusted property value per students is compared to the average state property value per student to calculate the share ratio. There is a minimum state share ratio of 30%. This share ratio is applied to the net per pupil (see Table 1 for the FY 2010 calculation). State charter aid is calculated by multiplying the state share of the net per pupil by the resident average daily membership for each charter school as of June 30, 2008 (for FY 2010 aid). The local share of the per pupil is provided to charter schools so that they can bill the sending districts. State aid and local tuition payments are paid quarterly.

The charter school formula allows for a mid-year adjustment for charter schools that experience enrollment growth of 10% or more. For FY 2010 charter aid, the June 30, 2008 counts were compared to the October 1, 2009 enrollments to determine if the school had increased its enrollments by 10% or more. The mid-year adjustment typically applies to newer charter schools that are adding grades, but there may also be charter schools that are increasing class sizes to grow within their authorized maximum enrollment. For charter schools that meet the 10% growth requirement, the charter aid calculation is updated using the October 1st enrollments. The new aid is compared to aid already paid to charter schools. The difference is paid over the last two installments of charter aid on January 1st and April 1st.

Since inception of the charter aid formula in the late 90s, growth within the charter schools had been fully funded. Due to the state's significant fiscal crisis, charter aid has recently been impacted by aid reductions in FY 2009 and FY 2010. In FY 2009, charter school aid was reduced by savings achieved through reforms to the state's teachers'

retirement system, of which charter school teachers participate. This reduction was offset by an equivalent savings in teachers' retirement expenses. In FY 2010, charter aid was also reduced by savings achieved through the FY 2009 pension reforms and an additional $1.5M, which was offset by an equivalent distribution from the American Recovery and Reinvestment Act stabilization funds. In his FY 2010 revised budget, the Governor has proposed to further reduce charter aid by a 3% across the board reduction and additional pension reforms, of which a portion will be offset by an allocation from the state's federal stabilization fund.

Over the last four years, numerous funding formula proposals have been submitted to the General Assembly. Although the Department of Education staffed many of these efforts, the Commissioner and the Board of Regents have not yet officially submitted a proposal. In November 2009, the Board of Regents advised the Commissioner to move forward with developing education aid funding formula calculations and proposed language for a legislative bill. This work will be submitted to the Board in January for its consideration. This formula will calculate what ought to be and include a "money follows the kid" approach. The intent is that charter schools will be included in this formula.

TABLE 1

PER PUPIL CALCULATION FOR FY 2010 CHARTER AID

DISTRICT	FY 08 PER PUPIL	5% LEA AMOUNT	NET PER PUPIL	FY 10 SHARE RATIO (30% MIN)	STATE SHARE OF PER PUPIL	LOCAL SHARE OF PER PUPIL
BARRINGTON	$12,023	$601	$11,422	30.00%	$3,427	$7,995
BURRILLVILLE	$11,863	$593	$11,270	64.76%	$7,299	$3,971
COVENTRY	$12,920	$646	$12,274	58.90%	$7,229	$5,045
CRANSTON	$13,602	$680	$12,922	55.61%	$7,185	$5,736
CUMBERLAND	$10,984	$549	$10,435	49.35%	$5,149	$5,286
E GREENWICH	$13,380	$669	$12,711	30.00%	$3,813	$8,898
E PROVIDENCE	$14,251	$713	$13,538	58.84%	$7,966	$5,572
FOSTER	$17,287	$864	$16,423	46.35%	$7,612	$8,811
GLOCESTER	$17,958	$898	$17,060	53.95%	$9,205	$7,855
JAMESTOWN	$15,847	$792	$15,055	30.00%	$4,516	$10,538
JOHNSTON	$15,492	$775	$14,717	47.69%	$7,018	$7,699
LINCOLN	$14,322	$716	$13,606	44.80%	$6,096	$7,510
LT COMPTON	$13,663	$683	$12,980	30.00%	$3,894	$9,086
MIDDLETOWN	$14,203	$710	$13,493	32.42%	$4,374	$9,119
NARRAGANSETT	$17,452	$873	$16,579	30.00%	$4,974	$11,606
NEWPORT	$18,754	$938	$17,816	30.00%	$5,345	$12,471
NEW SHOREHAM	$31,780	$1,589	$30,191	30.00%	$9,057	$21,134
N KINGSTOWN	$13,385	$669	$12,716	33.11%	$4,211	$8,505
N PROVIDENCE	$14,375	$719	$13,656	49.54%	$6,765	$6,891
N SMITHFIELD	$11,417	$571	$10,846	49.46%	$5,365	$5,482
PAWTUCKET	$11,947	$597	$11,350	78.60%	$8,920	$2,429
PORTSMOUTH	$12,278	$614	$11,664	30.00%	$3,499	$8,165
PROVIDENCE	$14,002	$700	$13,302	83.10%	$11,054	$2,248
SCITUATE	$12,355	$618	$11,737	35.59%	$4,177	$7,560
SMITHFIELD	$12,641	$632	$12,009	30.00%	$3,603	$8,406
S KINGSTOWN	$15,307	$765	$14,542	30.00%	$4,362	$10,179
TIVERTON	$12,918	$646	$12,272	30.00%	$3,682	$8,590
WARWICK	$15,688	$784	$14,904	43.54%	$6,489	$8,415
WESTERLY	$15,584	$779	$14,805	30.00%	$4,441	$10,363
W WARWICK	$15,118	$756	$14,362	67.19%	$9,649	$4,713
WOONSOCKET	$12,076	$604	$11,472	85.50%	$9,808	$1,664
BRISTOL-WARREN	$15,575	$779	$14,796	30.00%	$4,439	$10,357
EX-W GREENWICH	$15,239	$762	$14,477	35.34%	$5,116	$9,362
CHARIHO	$13,961	$698	$13,263	30.12%	$3,994	$9,268
FOSTER-GLOCESTER	$11,015	$551	$10,464	51.71%	$5,411	$5,053