



IDAHO'S RACE TO THE TOP PARTICIPATING LOCAL EDUCATIONAL AGENCY (LEA) MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between the State of Idaho by and through the Idaho State Department of Education ("State") and _____ ("Participating LEA"). The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I, Preliminary Scope of Work, which is attached hereto and incorporated herein by this reference, indicates the Participating LEA is agreeing to implement all of the State's proposed reform plans ("State Plan") listed in Exhibit I should the State's application be approved by the U.S. Department of Education ("ED").

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

The Participating LEA subgrantee has the following responsibilities in assisting the State in implementing the tasks and activities described in the State's Race to the Top application:

- 1.** The Participating LEA subgrantee must, as a condition for participating in and receiving an allocation of funds under the State's Race to the Top program, enter into an agreement (hereinafter referred to as the "Post Award Agreement") with the State that will describe more specifically the mutual responsibilities of the State and LEA for planning and implementing the State's plan:
 - i.** The Post Award Agreement must be provided to the State by the Participating LEA subgrantee within 90 days of the Race to the Top award to the State and must be approved by the State. Following the State's approval, the Post Award Agreement shall become Exhibit II to this MOU;
 - ii.** The failure of the Participating LEA subgrantee to timely submit the Post Award Agreement to the State within 90 days of the Race to the Top award to the State shall automatically terminate this MOU;
 - iii.** The Post Award Agreement must be signed by the LEA superintendent, or equivalent authorized signatory; the president of the local school board, or equivalent, if applicable; and the authorized representative of the local teachers union, if applicable;

iv. The Post Award Agreement will include the final scope of work and must be produced in collaboration with the State after participation in statewide conversations with participating LEA;

v. The Post Award Agreement will include a detailed work plan describing specific goals, activities timelines, budgets, key personnel, and annual targets for key performance measures. The work plan must be consistent with the LEA's preliminary scope of work in this Memorandum of Understanding, with the approved State plan, and with further guidance¹ that the State may provide.

vi. The Post Award Agreement will detail the State's responsibilities for providing or coordinating technical assistance, professional development, and other support for the LEA in carrying out the LEA's functions, and how the State and LEA activities will be sequenced.

2. The Participating LEA subgrantee will implement the LEA Plan as identified in this MOU and MOU Exhibit I (Preliminary Scope of Work) and MOU Exhibit II (the Post Award Agreement to be reached consistent with Section II.A.1.i.-vi. of this MOU).

3. The Participating LEA subgrantee will, over the course of the project, work in good faith with the State and other participating LEAs to identify needs for modifications to the project and to make appropriate modifications in order to achieve the core goals of the project.

4. The Participating LEA subgrantee will actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the ED.

5. The Participating LEA subgrantee will post to any website specified by the State 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.

6. The Participating LEA subgrantee will participate, as requested, in any evaluations of this grant conducted by the State or ED.

7. The Participating LEA subgrantee will be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered.

8. The Participating LEA subgrantee will participate in meetings and telephone conferences with the State to discuss progress of the project; potential dissemination of resulting non-proprietary products and lessons learned; plans for

¹ The State will be issuing a Guidance for Participating LEA subgrantees regarding topics pertinent to the Post Award Agreement such as, but not limited to: parameters for timelines for deliverables; linking timeline deadlines to participation in funding through one of two Cohorts including the local components of the Incentive Pay Pilot Program; and specific provisions to be included in the Post Award Agreement for those Participating LEA subgrantees which qualify as "High-need" LEAs.

subsequent years of the Race to the Top grant period; and other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

The State grantee has the following responsibilities in assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application:

1. The State grantee will work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibit I to this MOU and in the Post Award Agreement to be reached consistent with Section II.A.1.i.-vi. of this MOU and to be attached to this MOU as Exhibit II.
2. The State grantee will timely distribute the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA's approved work plan described in the Post Award Agreement.
3. The State grantee will provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
4. The State grantee will provide or coordinate technical assistance, professional development, and support consistent with the Post Award Agreement.

C. JOINT RESPONSIBILITIES

The State and the Participating LEA have the following joint responsibilities:

1. The State 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. The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
3. These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
4. State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
5. State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State'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 the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State 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:

- Has all requisite power and authority to execute this MOU;
- Is familiar with the State's Race to the Top grant application and is supportive of and will work to implement the entire State plan, as defined by the State, and consistent with Exhibit I;
- Will provide a Final Scope of Work and detailed work plans consistent with Section 11A-1 above if the State'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 the State consistent with Section II.A.1.i.-vi. of this MOU; and
- Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the 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.

V. DURATION/TERMINATION

This MOU shall be effective, beginning with the date of the last signature hereon and continuing thereafter until the expiration of the grant project period, if a grant is received, or until terminated, whichever occurs first. Besides an automatic termination pursuant to Section II.A.1.ii., this MOU may be terminated by the State for non-compliance by the LEA, by mutual agreement of the parties, or by the LEA upon thirty (30) days prior written notice to the State signed by the LEA superintendent, or equivalent authorized signatory, the president of the local school board, or equivalent, if applicable, and the authorized representative of the local teachers union, if applicable,

Nothing in this Memorandum of Understanding shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employees. By way of the signatures below, the LEA and local collective bargaining representative agree to confer in good faith over matters within the scope of the MOU and agree further that those portions of the MOU subject to collective bargaining shall be implemented only upon the agreement of the LEA and the local collective bargaining representative.

Please submit a copy of the signed MOU in PDF format by e-mail to trluna@sde.idaho.gov or by fax to the Idaho State Department of Education at (208) 334-2228 on or before 11:59 p.m., Mountain Standard Time (MST) on January 12, 2010.

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) – required:

Signature/Date

Print Name/Title

President of Local School Board (or equivalent, if applicable):

Signature/Date

Print Name/Title

Local Teachers Union Leader (if applicable):

Signature/Date

Print Name/Title

Authorized State Official (required):

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

The LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below. (Designations refer to Federal Final Selection Criteria.)

B. Standards and Assessments

(B)(3) Support the transition to enhanced standards about high-quality assessments by informing state standards about adopting the common core standards, informing the State in its transition to statewide implementation of the common core standards, offering professional development related to new state curriculum.

Use formative assessments (either by using state-developed formative assessment items or using your LEA's formative assessments that are already aligned to state standards).

C. Data Systems to Support Instruction

(C)(3) Use data to improve instruction:

- i. Implement/enhance and using a local instructional improvement system (see definition provided by the U.S. Department of Education), including the “digital backpack”, that provides teachers, principals, parents, and district leaders with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness.
- ii. Offer professional development to teachers and school leaders related to using longitudinal data to inform instructional improvement.
- iii. Make data from the data instructional improvement system available to researchers pending appropriate local approval of such data requests in order to ensure the protection of student and employee rights to privacy. Collect and provide data elements required by Race to the Top (e.g. data related to the evaluation of teachers and leaders) as well as additional research-based data (e.g. student attendance data, teacher based data (e.g. student attendance data, teacher attendance data) to the State as collaboratively agreed to by the participating LEAs and the State.

D. Great Teachers and Leaders

(D)(2) Improve teacher and principal effectiveness based on performance:

- i. Utilize the state-developed growth accountability model to measure student growth.
- ii. Implement rigorous, transparent, and fair evaluation systems aligned to the Charlotte Danielson Framework for Teaching and the standards contained in IDAPA 08.02.02.120, Local District Evaluation policy.
- iii. Conduct annual evaluations of teachers and principals and provide teachers and principals with data on student growth for their students, classes, and schools.
- iv. (a) Use evaluations to inform development of teachers and principals including providing relevant coaching, induction support, and/or professional development.
(b) Commit to participate in a Statewide incentive pay pilot program that includes state and local components of the Student Achievement Fund and Local Incentive Fund. Participating LEAs commit to designing and

implementing local, group-based goals with multiple measures to complement the state portion of the incentive pay pilot program.

(d) Use evaluations to inform removal of ineffective teachers who have had ample opportunities to improve, and ensure that such decisions are made using rigorous standards and streamline, transparent, and fair procedures.

(D)(3) Develop and implement a plan to ensure equitable distribution of effective teachers and principals:

- v. High-poverty and/or high-minority schools.
- vi. Hard-to-staff subjects and specialty areas determined at the local district level and approved by the state.

(D)(5) Provide effective support to teachers and principals which includes:

- vii. LEA participation in state-sponsored, data-informed professional development, coaching, induction, and common planning collaboration time to teachers and principals.
- viii. Measure and/or participate in evaluation of the effectiveness of professional development for teachers and principals.

E. Turning Around the Lowest-Achieving Schools

(E)(2) If the Participating LEA has one of the State's lowest-achieving schools, as defined by the State, the LEA agrees to employ, in order to turn around such schools, a transformative model of school reform as specified in the Race to the Top Application.

Significantly increase student access to Science, Technology, Engineering, and Math (STEM) opportunities by committing to work with the state and community partners, institutes of higher education, research centers, local STEM industry experts, and other sources.

Improve the quality of early childhood education by creating a local effort to provide an array of services to families that will enhance the transition to kindergarten.

For LEAs with lowest-achieving schools, as defined by the State, commit to increasing learning time.

Commit to work with the state in creating more dual credit opportunities, with an emphasis on courses related to STEM.



C. L. "BUTCH" OTTER
GOVERNOR

January 15, 2010

The Honorable Tom Luna
Superintendent of Public Instruction
Department of Education
650 W. State St.
Boise, ID 83720-0027

Dear Superintendent Luna,

On behalf of the schoolchildren of Idaho, and in response to a groundswell of support from parents, patrons and local educators, I support your efforts to win Race to the Top grant funding for Idaho's public schools.

The next generation of Idahoans is, without a doubt, our most precious and irreplaceable resource. In them reside our hopes for a brighter, smarter and more prosperous and peaceful future. And with us rests the responsibility for helping them live up to their own best potential as individuals and as citizens. Together, the Race to the Top program can help us achieve great things.

With your leadership, the Department of Education has made improved student achievement the highest of priorities. Your advocacy of educational excellence deserves to be supported, advanced, and provided with whatever resources we can. I share your goal of providing a world-class educational experience for all Idaho children in order to prepare them for the work force and the wider world. That includes providing the best possible instruction in ways that meet the needs of our consumers – the families of Idaho – and that foster greater success at the post-secondary level.

After examining the goals outlined in the Race to the Top program, it is encouraging to note that they mirror Idaho's focus on achievement, access and accountability. As a State, we are ready to put Race to the Top funding to work immediately toward expediting our progress.

Likewise, I know you share my commitment to making the most effective and efficient use of every dollar we receive. At a time when states are challenged to do more with less, I am confident that Idaho's public schools are well positioned – with your oversight – to make the best possible use of Race to the Top funding.

As Always – Idaho, "Esto Perpetua"

A handwritten signature in black ink, appearing to read "C.L. Butch Otter".

CLO/mw

C.L. "Butch" Otter
Governor of Idaho

Congress of the United States

Washington, DC 20515

January 14, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

We write to strongly support Idaho's application for the Race to the Top grant.

Idaho is well positioned to implement Race to the Top grant funding for a number of reasons outlined below:

- *Idaho is a rural state with a relatively low student population, roughly 275, 000 students.* While much of the national attention toward schools has focused on urban schools, rural schools also face unique challenges. In a rural state like Idaho, Race to the Top funds would be spent effectively and efficiently to address the plight of many students who lack opportunities simply because of where they live.
- *An investment in Idaho pays off.* Idaho schools are meeting Adequate Yearly Progress (AYP) at a faster rate than other states, and Idaho requires all schools to meet AYP, not just Title I schools. Idaho has been recognized by several national groups for its work in transforming schools. Race to the Top will help Idaho address its current challenges and build upon its past success.
- *Idaho has a well-crafted plan focused on areas of greatest need.* Idaho's plan, supported by stakeholders, policy makers, and the business community, is a measured, strategic plan to address chronic problems with solutions that work. Areas of focus include expanding the state's efforts focused on turning around schools, attracting and retaining highly effective teachers and principals, and closing the technology gap for Idaho's most remote students.

Idaho's Race to the Top application offers our state an exciting opportunity to focus on the areas of greatest need. Idaho is well positioned to serve as a model for educational reforms. We've made great strides, but with the resources and enhanced focus from Race to the Top, we can accelerate the improvements and make a real difference in the lives of Idaho children.

Education is the remedy for improving our nation and our state's economic woes. We offer our unequivocal support to improving our nation's economy by investing in our future: our children.

Thank you in advance for your time and consideration of this application.

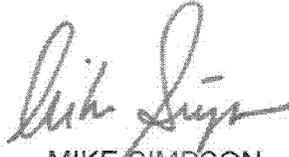
Sincerely,



MIKE CRAPO
United States Senator



JAMES E. RISCH
United States Senator



MIKE SIMPSON
Member of Congress

WALT MINNICK
1ST DISTRICT, IDAHO

1517 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
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Congress of the United States

House of Representatives

Washington, DC 20515-1201

January 16, 2010

HOUSE COMMITTEE ON
FINANCIAL SERVICES
SUBCOMMITTEE ON
CAPITAL MARKETS, INSURANCE AND
GOVERNMENT SPONSORED ENTERPRISES

SUBCOMMITTEE ON
FINANCIAL INSTITUTIONS AND
CONSUMER CREDIT

HOUSE COMMITTEE ON
AGRICULTURE

SUBCOMMITTEE ON
CONSERVATION, CREDIT, ENERGY
AND RESEARCH

SUBCOMMITTEE ON
LIVESTOCK, DAIRY, AND POULTRY

SUBCOMMITTEE ON
RURAL DEVELOPMENT, BIOTECHNOLOGY,
SPECIALTY CROPS, AND FOREIGN AGRICULTURE

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am writing to ask for your consideration and feedback on Idaho's application for funding from the Race to the Top program.

We are a rural state with a relatively low student population, and our education system very much needs strong investment:

- Less than one quarter of Idaho high school students go on to receive some kind of post-secondary degree.
- Our state's largest community, the Boise Valley, only recently opened its first community college, and the demand has been so great that the school has had a difficult time keeping up. Enrollment is projected to increase from 1,200 to nearly 5,000.
- The state's primary and secondary schools are facing budget cuts for the second year in a row as the state attempts to balance its budget.
- Most of our state's school districts are rural, and have a very small tax base with which they can augment already-low state funding.
- And not only are pre-kindergarten classes missing from Idaho's regular education curriculum, but state law specifically prohibits school districts from using state funds to offer such programs.

In short, our state has a long way to go.

As a former CEO of one of Idaho's top companies, I helped found a group called the Idaho Business Coalition for Excellence in Education. We came together in part because we believe that a strong business climate requires an educated workforce. We also believed – and continue to believe – that as citizens of a state we love it is our obligation to give young people every advantage so they can leverage their born sense of Idaho independence with a quality education and become the leaders of the future.

One of the strengths of that group and one of the reasons for its success in affecting change is its strong emphasis on collaboration. That's why I am supportive of the way the Pay for Performance portion of this application was constructed. Stakeholders throughout the state were brought together in an attempt to address issues that have long been contentiously debated. For

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MERIDIAN, ID 83642
(208) 888-3189
FAX: (208) 888-0894

COEUR D'ALENE:

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COEUR D'ALENE, ID 83814
(208) 667-0127
FAX: (208) 667-0127

LEWISTON:

310 MAIN STREET
LEWISTON, ID 83501
(208) 743-1388
FAX: (208) 743-0247

the first time, different and – at times – competing interests have come to agreement. It's an example of the results that come from true collaboration.

I know that stakeholders are also hopeful about funding to expand teacher training and new teacher mentoring programs. Idaho has attempted to expand these offerings in the past, only to have the programs be cut when budgets were tight. Federal funding would allow the programs to gain a foothold, prove their effectiveness and stand ready to receive permanent funding from state sources.

And as a strong proponent of early education, I also support the grant's proposal to create and maintain such programs in each of the districts struggling to turn their lowest achieving schools. Reaching children in their most formative years has had and will have a positive impact on their educational experience. I am pleased that this grant will expand this concept in Idaho. However, I hope that you also consider ways to assure that the funding Idaho receives can be maintained over the long term.

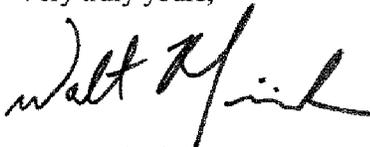
Although many in Idaho recognize the need for strong investment in education, some legislators and state leaders have not shown over the years a willingness to make that investment. That is yet another reason support from the federal level is so desperately needed.

This application is not perfect. The request for early-childhood programs is far too small, and would not give local districts what they need to truly get the programs off the ground. However, I believe that the creativity of teachers and administrators will find ways around those funding shortfalls, and will help give them an impetus to apply for other sources of funding to get these critical programs off the ground – despite reluctance from some legislators and state leaders.

While the input and expertise of a wide variety of education groups lend strength to Idaho's application, it is troubling that some of the state's largest districts did not sign onto this application. Many of them have expressed concern about the sustainability of funding once the grant runs out. I also believe that funding in the first or second round would make it easier for those groups to come to the table and enhance the efforts already made.

In conclusion, there are few states more desperately in need of this funding than Idaho. I urge you to give us every consideration, and ask that when you do commit funding from the Race to the Top funding, you also commit expertise, data and intellectual resources to work with our dedicated teachers and administrators to make these programs as successful as possible.

Very truly yours,

A handwritten signature in black ink that reads "Walt Minnick". The signature is written in a cursive, slightly slanted style.

Walt Minnick
Member of Congress

January 15, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Ave, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As chairmen of the Idaho House and Senate Education Committees, we strongly support Idaho's efforts to secure Race to the Top grant funding. On the second day of our legislative session, Superintendent Luna presented Idaho's Race to the Top proposal to a joint House and Senate Committee meeting. No vote was taken on behalf of the committees; however, we would personally, as individual legislators, offer our endorsement of Idaho's application.

Idaho's plan not only reflects the innovative focus of the Race to the Top grant, but it also details the much-needed reforms we have been working toward for years but have not had the resources to accomplish. With Race to the Top funding, we will have the unprecedented opportunity to affect real change for Idaho students in a short amount of time.

Idaho has already proven to be a pioneer in many of the grant areas:

Adopting international benchmarked standards and assessments to prepare students for success in college and the workplace: **Idaho is part of a state-led effort to define national standards in reading and math. We look forward to reviewing these standards, which require legislative approval for implementation.**

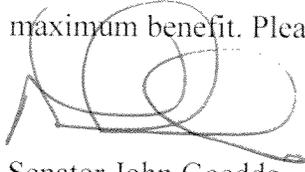
Recruiting, developing, rewarding, and retaining effective teachers and principals: **Idaho is adopting statewide teacher evaluation standards, and under Superintendent Luna's leadership, developed an incentive pay plan for teachers.**

Building data systems that measure student success and inform teachers and principals how they can improve their practices at the building and classroom level: **Idaho was recently awarded a federal longitudinal grant to develop a data system. This project is critical to our efforts to make data-driven decisions that are best for Idaho kids. Idaho's Race to the Top application will expand our longitudinal data system to classroom management.**

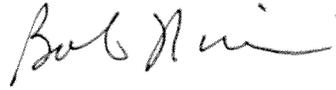
Turning around lowest-performing schools: **Idaho led the nation in the number of schools making Adequate Yearly Progress, a 29 percent increase, in the 2007-2008 school years. This is particularly meaningful given Idaho has one accountability plan where all schools, Title I and non-Title I schools, are held to the same standard.**

Idaho's Race to the Top application builds upon our state's successes and expands programs, especially for school districts in the greatest need. We have a state ready, willing and with the capacity to make the necessary reforms to public education and use Race to the Top dollars for

maximum benefit. Please give Idaho your utmost consideration.

A handwritten signature in black ink, appearing to read "John Goedde". The signature is somewhat stylized with loops and a long horizontal stroke at the end.

Senator John Goedde
Chairman, Senate Education Committee
2005-Current

A handwritten signature in black ink, appearing to read "Bob Nonini". The signature is written in a cursive style with a distinct dot over the final 'i'.

Representative Bob Nonini
Chairman, House Education Committee
2007-Current



IDAHO STATE BOARD OF EDUCATION

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January 15, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

It is with the upmost enthusiasm and confidence that I endorse the State of Idaho's application for the Race to the Top grant.

Idaho has made great progress on school reform in recent years and we are anxious to continue. However, economic conditions currently limit our ability to advance the gains we've realized. The funding available through the Race to the Top grant may be the only way we will be able to improve our schools and education here in Idaho.

State Superintendent of Public Instruction Tom Luna and the entire State Board of Education realize the importance of the work at hand. We must increase the effectiveness of our schools and educators who work within those schools to prepare students to compete in today's global marketplace.

The plans set forth in this application represent the work of education stakeholders, policy makers and administrators throughout the state. I firmly believe that given the proper level of funding needed to implement these programs, Idaho will excel and meet the challenge at hand!

As the president of the Idaho State Board of Education, the state education agency for Idaho, I relay to you our unanimous support for this application.

Sincerely,

A handwritten signature in dark ink, appearing to read "P. Agidius", written over a light blue horizontal line.

Paul C. Agidius
President
Idaho State Board of Education



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SHERRI WOOD

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ROBIN L. NETTINGA

Executive Director
rnettinga@idahoea.org

January 12, 2010

Superintendent Tom Luna
Idaho State Department of Education
650 W. State Street
PO Box 83720
Boise ID 83720-0027

Dear Superintendent Luna:

Idaho students are successful in large part because our state's educators are passionate professionals. They care deeply about improving the lives of their students and they believe public education is the vehicle that makes the American dream come alive. On behalf of the more than 12,000 members of the Idaho Education Association, I am writing today to share our position on the Idaho State Department of Education's Race to the Top grant application.

We recognize the value of the collaborative process used to develop the portion of the grant addressing pay for performance. Additionally, we want to acknowledge your willingness to meet with us to review other areas of the grant proposal and consider our recommendations for changes to the document. The Association believes the development of any alternative pay plan must be determined at the local level with involvement of those who will be directly affected, be constructed in addition to the single salary schedule, be based on multiple measures of student success, and be available to all educators. The plan that was crafted addresses many concerns we have heard from our members in the past. However, as we learned in all the community meetings across the state, educators continue to be concerned about changes to the way they are compensated. Though we may not agree on the importance of and need for our state to use this educator compensation model, the IEA appreciates the Department's willingness to include us in the development of that portion of the grant proposal.

Our Association is committed to supporting and assisting our members who have agreed to take part in the Race to the Top experience. We know that using a collaborative process to implement education reforms will be more likely to result in success for students. As a result, should Idaho's proposal be selected for funding, we hope to continue collaborating with you and other education stakeholders to assist local school districts in the implementation of the grant.

We support the grant's proposals to assist students who take college entrance exams and garner college credits while still in high school. Both proposals are worthy efforts that could increase the likelihood our high school graduates matriculate to college.

We support the grant's proposals that would provide training and certification for evaluators and recognize the need for new teacher mentoring programs. The work of the Teacher Evaluation Task Force in 2008 could be strengthened should the grant supply some much-needed funds. Moreover, research has repeatedly shown that teachers who receive mentoring early in their careers are more successful and more likely to remain in the education profession.

We support the grant's proposals regarding early childhood education. The IEA has always supported early childhood education. A study of Michigan students supports what educators intuitively know: Early childhood education works. The study found that a larger percentage of the students who attended the top-quality preschool performed better in standardized tests, graduated from high school, and went on to lucrative careers.

We support the grant's proposal to create regional education support centers. Idaho is a large state with varying needs among and between districts. There are also gifted individuals located throughout our state who can and should be providing support and assistance to teachers, schools, and districts. Utilizing regional support centers will make it easier to access these talented resources. We are pleased that this grant application attempts to expand this concept in Idaho, and we hope the state will commit to continue funding this proactive solution after the grant concludes.

We support the grant's proposals regarding professional development for educators. A 2001 study by the Consortium of Chicago School Research found that "high quality" professional development programs—those characterized by "sustained, coherent study; collaborative learning; time for classroom experimentation; and follow-up"—had a significant effect on teachers' instructional practices. The study also found a connection between a school's strong professional development program and an "orientation toward innovation."

Nevertheless, we are concerned that once the grant funding ends, the sustainability of all these worthwhile programs and efforts will be in jeopardy. In 2000 the Idaho Legislature enacted a law requiring school districts to provide new educators with a comprehensive program for induction, mentoring, and professional development. However, in 2003 the Legislature stopped funding the program and eventually changed the law, potentially leaving hundreds of new teachers without an organized system of support. In addition, Idaho lawmakers have traditionally refused to expand early childhood education programs. In fact, Idaho Code 33-201 clearly specifies that unless a child qualifies for special education services, a student must be at least five (5) years old to qualify for education services. Numerous attempts to address the issue of early childhood education have failed.

We support the grant's proposal to adopt common core standards. These standards would place Idaho students on the same playing field as students throughout the nation and, indeed, the world. Because they are internationally benchmarked, these standards would provide a better measurement of the achievement levels our students are attaining. We believe such measurements will show that Idaho students are succeeding at rates equal to or better than their peers elsewhere.

From staff meetings to extracurricular events, from building-level committees to state-level task forces, from inservice programs to advanced degrees, Idaho's educators constantly strive to improve their skills and knowledge. All of this effort requires a great deal of time, not just during the school year but often throughout the summer as well.

Moreover, budget cuts have already begun to affect the educational process in our schools. In districts with fewer teachers, class sizes have grown or programs have been eliminated altogether. Reduced budgets have forced some teachers, with parental assistance, to spend time raising money for field trips. When educators are asked to increase student achievement with fewer resources, the level of stress cannot help but increase.

Should Idaho's grant application be funded, the participating schools and districts will add another layer of responsibility on their staff members. It would be no small undertaking for them to address all of the issues and programs outlined in the grant. We have no doubt that the educators who participate in the grant would make every attempt to reach the proposed goals. Do our educators, school districts, and state have the capacity to fulfill the grant proposal's requirements?

The mission of the IEA is to "advocate for the personal and professional well-being of our members and for public education, the foundation of our future." We are committed to supporting our local associations who have agreed to participate in the Idaho's grant application. We will encourage all involved in the grant to work collaboratively to develop and implement their local plans. As always, we will wholeheartedly support our members in their efforts to continue to improve Idaho's public schools and the teaching profession.

Sincerely,

A handwritten signature in cursive script that reads "Sherri Wood".

Sherri Wood
President

IDAHO SCHOOL BOARDS ASSOCIATION

"Trustee Leadership for Excellence in Idaho Public Education"

January 6, 2010

Tom Luna
Superintendent of Public Instruction
Idaho State Department of Education
PO Box 83720
Boise, ID 83720-0027

Dear Superintendent Luna:

On behalf of Idaho's 560 plus school board trustees, the Idaho School Boards Association (ISBA) is pleased to provide you with our support of the Idaho State Department of Education's grant application for the Race to the Top.

Idaho's application has been a group effort from the beginning. We would like to thank you and your staff for including all the education stakeholders in the grant application process. Our weekly meetings this past summer and continuing into the fall have been invaluable to the entire application process. Your statewide tour soliciting input from all educators and members of the public was well received and appreciated as well. Throughout all our meetings and the statewide tour, you have graciously answered all our questions, been open to our suggestions, and have included our comments and suggestions in the final draft of the grant application.

ISBA has been glad to be part of this process and appreciates the efforts of you and his staff. Because of the group effort that led to the submission of this grant application, ISBA believes that if Idaho is awarded one of the grants, we will be very effective in reaching all the goals outlined in the grant.

ISBA is in full support of Idaho's grant application. We are hopeful that the USDE will act favorably when they consider Idaho's application. We are hopeful that as one of the most rural states in the nation, the USDE will give Idaho a chance to show how competitive our students and programs can be.

Thank you for your time and consideration.

Sincerely,


Karen L. Echeverria
Executive Director

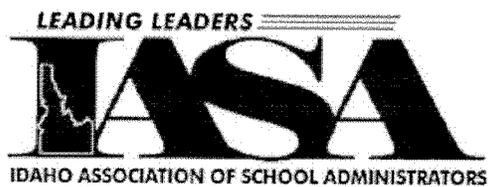

Wayne Freedman
President



222 N. 13th Street
Boise, Idaho 83702

Mailing Address:
P.O. Box 9797
Boise, Idaho 83707-4797

Phone: (208) 854-1476
Toll-Free: (866) 799-ISBA (4722)
Facsimile: (208) 854-1480
Website: www.idsba.org



Dr. Wayne Davis, Executive Director
777 S. Latah St.
Boise, ID 83705
208-345-1171
wayne.davis@idschadm.org
www.idschadm.org

To: Tom Luna, Idaho State Superintendent
From: Idaho Association of School Administrators
Date: January 8, 2010
Subject: Race to the Top Grant

Representatives from the Idaho Association of School Administrators worked collaboratively with the Idaho State Department of Education, Idaho School Board Association, Idaho Education Association, and Idaho State Board of Education in an effort to develop a grant proposal that would address programs intended to help improve education in the State of Idaho. While total agreement on the final grant application was never reached, this collaborative effort provided a better understanding of those barriers faced by agencies and educational stakeholders as they strive to improve educational programs.

All stakeholders, including school district superintendents, trustees, and education association members are determining their ability to access the grant, the staffing and resources needed to carry out the expectations, and the benefits derived should the grant fit within individual district's current strategic and long range plans. The support from our organization will be demonstrated by those school districts that complete a memorandum of understanding supporting this grant application.

The collaborative efforts by all parties during the grant development have been valued for its impact on improved communication and understanding of those needs by all stakeholders. It is our sincere hope this collaboration will continue as we all face the changing needs of educators.

Sincerely,

A handwritten signature in black ink, appearing to read "Wayne R. Davis".

Dr. Wayne R. Davis
Executive Director



Idaho Division of Professional-Technical Education
650 West State Street, P.O. Box 83720, Boise, Idaho 83720-0095
Phone (208) 334-3216, Fax (208) 334-2365
<http://www.pte.idaho.gov>

December 18, 2009

Superintendent Tom Luna
Department of Education
P. O. Box 83720
Boise, ID 83720-0027

Dear Superintendent Luna:

The Division of Professional-Technical Education supports the State Department of Education's application for a Race to the Top grant. Under the direction of the State Department of Education (SDE) Idaho has been a national leader in the increased percentage of schools making AYP for two years in a row. Idaho has successfully implemented the Idaho Reading Initiative, Idaho Math Initiative, choices in public education including magnet and charter schools and the Idaho Educational Network.

The Division of Professional-Technical Education (PTE) is a separate state agency responsible for all professional-technical education (career and technical education) in the state. PTE works cooperatively with SDE on school reform efforts including:

Increased rigor in core academic subjects including science and language arts – Technical Math standards were developed by PTE in conjunction with SDE to meet increased math graduation requirements. The standards were approved by the State Board of Education;

STEM Education – PTE programs in Engineering and Technology Education provide students with the knowledge needed to function in a technological world and include the connections within and among technology, science, mathematics and other academic disciplines;

Dual credit opportunities for juniors and seniors — tech prep articulation agreements provided students with an opportunity to earn more college credit while enrolled in secondary PTE programs. Idaho's unique administrative structure has created an environment in which every technical college and school district participate in an Advanced Learning Partnership;

Superintendent Tom Luna
December 18, 2009
Page 2

Increased graduation and go-to-college rates – the go-to-college rate for PTE completers is 63% which is higher than the 45.7% go-to-college rate of the general Idaho population;

There are 28 PTE high school courses that meet academic standards for science credit, economics credit or health credit which allow students to meet graduation requirements through PTE courses. Rigorous PTE courses not only provide solid academic content but also provide enhanced applied learning that keeps students in school. Research shows that academic achievement improves with applied learning; and

Integration of core academic and technical content – professional development opportunities provide teams of academic and PTE teachers with skills to improve student academic achievement through the integration of academic and technical content. This also contributes to increased graduation rates.

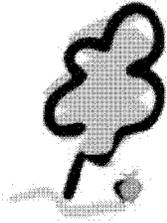
Approval of the Department of Education's request for Race to the Top funds will help Idaho improve standards and assessments; enhance data systems; provide focused in-depth professional development opportunities; provide incentives for teachers and principals; enhance school improvement efforts; increase college and career readiness opportunities starting in middle grades; and provide dual credit opportunities for juniors and seniors.

Sincerely,



Ann Stephens
State Administrator

ALS/jc



*Idaho
Charter
School
Network, Inc.*

PO Box 5735, Boise, Idaho 83705

Diane Demarest, M.Ed.
Executive Director
Diane@idahocharterschoolnetwork.com
Phone 208-866-1654

ICSN BOARD

January 10, 2010

*Cody Craver
President*

Dear Superintendent Luna,

*Lauree Wolfe
President Elect*

The Board of Directors of the Idaho Charter School Network is pleased to offer the support of our organization and applauds the activities outlined in the Idaho Department of Education's application for federal funding from the Race to the Top Program. The mission of the Idaho Charter School Network (ICSN) is "to ensure the success of Idaho public charter schools". We believe that the initiatives currently underway in Idaho and those described in the proposal are in accord with successful conditions for high-performing charter schools. The ICSN has a long-standing relationship with the State Department's Office of School Choice and in concert provide technical support to new and operating charter schools. Quality and accountability are at the forefront of successful charter schools and we believe that setting the highest expectations for all schools is in the best interest of our students and future leaders.

*Glenn Mable
Treasurer*

*Christy Hoovel
Secretary*

Fred Batt

Terese England

Gail Harding-Thomas

Monti Pittman

Nancy Smith

Michelle Taylor

Alan Miller

A systematic evaluation of Idaho Charter Schools on student achievement, family engagement and innovative strategies conducted by the Northwest Regional Educational Laboratories (2009) demonstrated the significant impact of school choice on student achievement and parent satisfaction.

There are currently 36 charter schools enrolling more than 11,000 students or 4% of Idaho's K-12 population. We anticipate that six new charter schools will be opening in 2010 giving additional choices and opportunities for academic success to the students of Idaho. ICSN implements a comprehensive system of program quality self-assessment and programmatic audits for continuous quality improvement among operating schools. This process in addition to accepted state and national standards creates the benchmark for excellent new schools. Our charter schools are characterized by data driven decision making and outstanding teacher performance. The development of a statewide longitudinal data system, enhancing professional learning communities, creating a human capital management system, and establishing additional high-quality pathways for aspiring teachers and principals are all strategies that will benefit both charter and non-charter schools and are supported by our charter school community. Teacher incentive pay linked to student success and providing performance based bonuses based on student improvement is already integrated into some of our schools and they are seeing the results of these ideas. The development of regional school improvement and support centers will offer comprehensive assistance to all schools, and will provide essential assistance to small rural schools and charters with limited resources.

Each of the goals outlined in the RTT proposal will amplify the impact of the charter reform movement in Idaho both by supporting excellence in charter school operation and providing additional platforms to increase dissemination of innovative best practices.

We heartily endorse this application to advance educational systems and outcomes for Idaho's students.
Sincerely,

Diane Demarest, Executive Director



Idaho Indian Education Committee
PO BOX 83720
Boise, ID 83720-0027

January 12, 2010

Superintendent Tom Luna
Idaho State Department of Education
650 W. State Street
P.O. Box 83720
Boise, ID
83720-0027

Dear Superintendent Luna,

The Idaho Indian Education Committee stands ready to assist the State Department of Education, local education agencies/independent school districts (LEAs/ISDs) and community partners in implementing tasks and activities described in the State's Race to the Top application. Idaho's Indian Education Committee is comprised of a diverse group of Indian Education Stakeholders from the Kootenai Tribe of Idaho, Coeur d' Alene Tribe, Nez Perce Tribe, Shoshone-Paiute and Shoshone-Bannock Tribes of Idaho. Our committee composition also includes representation from North Idaho College, University of Idaho, Lewis-Clark State College and Idaho State University College of Education programs to advocate for K-12 Indian Education issues and concerns and develop strategies to improve the education for Indian children. Idaho's application for funding would assist in the current and ongoing practices to ensure student success and lead to brighter futures for all Idahoans.

Indian country does not share in the bounty of the United States. Poverty, unemployment, poor health and health-care, and tragic educational results place the American Indian population at a seemingly insurmountable disadvantage. Our Indian reservation communities throughout the State of Idaho struggle with many of these issues and concerns ranging from dilapidated and unsafe buildings to low student attendance and high dropout rates. A successful application in our state would allow these schools to enhance programs and promising practices and create the systemic change needed to turnaround low performing schools that serve American Indian students.

A successful application would allow the State of Idaho and Idaho Tribes to partner providing key educational and leadership opportunities for all teachers of American Indian students and implement innovative school improvement strategies. This will be an opportunity for Idaho to establish, demonstrate, and share culturally relevant education pedagogy in innovative ways to facilitate new and lasting generations of leaders.

The possibilities for collaboration with Tribal communities, local school districts, and university partners in the science, technology, engineering and mathematics (STEM) field is endless. Through the development of a comprehensive and supportive educational

environment promoting STEM and health oriented career paths, there is no doubt this will lead to an increase in the number of American Indian baccalaureate degree graduates with a sense of service to Tribal communities.

The sustainability of tribal economies depends upon a well educated tribal populous. By engaging future leaders in the beginning high school years with a rigorous curriculum and relevant real-world experiences, we will be taking the necessary steps to assist students in seeing a vision of their self, family, culture, community and place in the global community.

In order for the greatest success of these programs in Indian communities, it is imperative that the State of Idaho and it's schools establish partnerships with Tribal communities focused on supporting their students through mentoring, internship and research experiences as well as cultural guidance.

We wish the Idaho State Department of Education the best of luck in this highly competitive application to the United States Department of Education.

Sincerely,

A handwritten signature in cursive script, appearing to read "Bryan Samuels".

Bryan Samuels, M.Ed, Chair
Idaho Indian Education Committee

Enclosures (1)
Idaho Indian Education Committee Roster

Idaho State Indian Education Committee

Elected Officers

Chairperson

Bryan Samuels, M.Ed Phone: (208) 843-7330 E-Mail: bsamuels@lapwaisd.lewiston.id.us

Vice-Chairperson

Chris Meyer, PhD Phone: (208) 686-5013 E-Mail: cmeyer@cdatribe-nsn.gov

Tribal Chairpersons from Idaho's Indian Reservations

Coeur d'Alene	Mr. Chief Allan	850 A Street, PO Box 408, Plummer, ID 83851-0408	(208) 686-5803
Duck Valley (Shoshone-Paiute)	Mr. Robert Bear	P.O. Box 219, Owyhee, NV 89832	(208) 759-3100
Fort Hall (Shoshone-Bannock)	Mr. Alonzo Coby	P.O. Box 306, Fort Hall, ID 83203	(208) 478-3805
Kootenai	Ms. Jennifer Porter	P.O. Box 1269, Bonners Ferry, ID 83805	(208) 267-3519
Nez Perce	Mr. Samuel Penney	P.O. Box 365, Lapwai, ID 83540	(208) 843-2253

Tribal Chair Committee Representative/Designee (5)

Coeur d'Alene Tribe	Dr. Chris Meyer	850 A Street, P.O. Box 408, Plummer ID 83851	(208) 686-5013
Kootenai Tribe	Ms. Jennifer Porter	P.O. Box 1269, Bonners Ferry ID 83805	(208) 267-3519
Shoshone/Bannock Tribes	Mr. David Lee	P.O. Box 306, Fort Hall, ID 83203	(208) 478-3737
Nez Perce Tribe	Mr. Joel Moffett	P.O. Box 305, Lapwai, ID 83540	(208) 843-2253
Shoshone-Paiute Tribes	Ms. Sandra Jones	P.O. Box 219, Owyhee, NV 89832	(208) 759-3100

K-12 Tribal representatives

Coeur d'Alene Tribe	Dr. Christine Meyer	850 A Street, Box 408, Plummer ID 83851	(208) 686-5013
Kootenai Tribe	Josephine Halfhide, MSW	841 E. Pennsylvania Dr. Boise, Idaho 83706	(208) 267-3519
Nez Perce Tribe	Bryan Samuels, M.Ed	404 South Main, Lapwai, ID 83540	(208) 843-2241
Shoshone-Bannock Tribes	Mr. Claudia Washakie, BS	P.O. Box 306, Fort Hall, ID 83203	
Shoshone-Paiute Tribes	Claire Manning-Dick, BA	P.O. Box 337, Owyhee, NV 89832	(775) 757-3400

Four-Year College/University Representatives

Boise State University	Dr. Scott Willison	1910 University Drive, Boise, ID 83725	swillis@boisestate.edu
Idaho State University	Dr. Beverly Klug	1550 E. Terry Street, Building 62, Room 380 Pocatello, Idaho 83209-8059	klugbeve@isu.edu
Lewis & Clark State College	Bob Sobotta, Jr., M.Ed	500 8 th Avenue, Lewiston, ID 83501	bsobotta@lcsc.edu
University of Idaho	Art Taylor, MA	Moscow, ID 83844	ataylor@uidaho.edu georgiaj@uidaho.edu

Two-Year College Representatives

North Idaho College	Ms. Evanlene Melting Tallow, BA	1000 West Garden Avenue, Coeur d'Alene, ID 83814	evanlene_meltingtallow@nic.edu
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Member at Large

State Board of Education	Selena Grace, MFA	, P.O. Box 83720, Boise, ID 83720-0027	Selena.Grace@osbe.idaho.gov
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Ex-Officio Members

Mr. Nick Smith, M.Ed	Deputy Superintendent, School District Support, P.O. Box 83720, Boise, ID 83720-0027	(208)332-6969
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Mary Jane Oatman-Wak Wak, MA	Indian Ed. Coordinator, SDE	(208)332-6968
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Mr. Bob Sobotta, Sr., M.Ed	Coeur d'Alene Tribal School P.O. Box 338, DeSmet, ID 83824	(208) 686-0509
		bsobotta@tribalschool.org



January 12, 2010

Tom Luna, Superintendent of Public Instruction
Idaho State Department of Education
650 W. State Street
Boise, Idaho 83720

Dear Superintendent Luna:

Idaho National Laboratory (INL) is pleased to support Idaho's Race to the Top grant proposal. Increasing student achievement in science, technology, engineering and math (STEM) are essential to U.S. competitiveness, and we are encouraged by the emphasis that Race to the Top places on STEM education.

As one of the Department of Energy's ten multi-program laboratories and one of Idaho's largest employers, INL actively supports programs that provide increased STEM instruction and that encourage young people to pursue careers in technical fields. Scientists and engineers are some of the world's most important problem solvers, and we will need more and better-prepared students to solve the challenges of the future.

Your department has been a partner with INL on many projects, including the current i-STEM initiative to provide professional development opportunities and resources for K-12 teachers. INL also shares your focus on encouraging students to pursue post-secondary education through a variety of means including dual credit programs, which give students an important head-start as they continue their education. The efforts of your agency to turn vision and policy into action to improve student achievement can help ensure that our nation can compete in the global market.

We look forward to continuing our partnership as you seek to establish regional School Improvement and Support Centers to provide STEM professional development opportunities for Idaho teachers. We know that teachers influence large numbers of students and help them gain the knowledge and skills needed to succeed in life. Your ability to collaborate with industry, the state's universities, research centers and other STEM-focused partners to enhance STEM education will help ensure that students and teachers have the support, materials and opportunities they need.

Idaho National Laboratory is committed to working with you, your staff and schools throughout Idaho to further the goal of preparing students to become the scientists, engineers and innovators of the future.

Sincerely,

A handwritten signature in black ink, appearing to read "John J. Grossenbacher", written over a horizontal line.

John J. Grossenbacher
Director, Idaho National Laboratory
and President, Battelle Energy Alliance, LLC

jig/mlw



January 14, 2010

Tom Luna
Superintendent of Public Instruction
Idaho Department of Education
650 West State Street
Boise, ID 83720-0027

Dear Superintendent Luna,

The Intermountain Center for Education Effectiveness (ICEE) in the College of Education at Idaho State University has been providing cogent, rigorous, and meaningful professional development to intermountain (Idaho, Montana, Wyoming, and Utah) PK -12 educators and administrators for the past 25 years. The ICEE has seen numerous examples of “in vogue” teacher professional developments come and go over those years. Three years ago the ICEE partnered with southeastern Idaho school districts through the League of Schools to deliver Total Instructional Alignment (TIA) professional development to their teachers and administrators. TIA is founded on second generation scientifically based best practices research. Years two and three of TIA is now providing the professional development to many of the 56 school districts in southeastern Idaho. The simple reason for the expansion of TIA is that superintendents are recognizing its success in increasing teacher effectiveness and thereby increasing student achievement. I feel strongly about the possibilities of TIA along with its sequence of components of professional learning communities (PLCs), Response to Intervention (RTI), Sheltered Instruction, common formative assessments, grading practices, etc. to fundamentally change the way PK-12 education is delivered. We are already seeing this in southeast Idaho with results.

**Intermountain
Center for
Education
Effectiveness
(ICEE)**
College of Education
Idaho State University
Campus Box 8019
Pocatello, Idaho
83209 - 8019

Phone (208) 282-3202
Fax (208) 282-2244

It was with great pleasure when I received the request from the Idaho State Department of Education asking me and the ICEE to submit a proposal to take TIA state wide as part of Idaho’s application to receive Race to the Top funding. The ICEE welcomes the opportunity to provide TIA professional development to Idaho’s school districts and charter schools and truly believes it will have a measurable positive impact on teacher effectiveness and student achievement.

Sincerely,

Charles R. Zimmerly, MPA, Ed.D.
Interim Director
Intermountain Center for Education Effectiveness



College of Education

1910 University Drive Boise, Idaho 83725-1745

Center for School Improvement
and Policy Studies

phone 208-426-1837
fax 208-426-3564

January 14, 2010

Tom Luna
Superintendent of Public Instruction
Idaho Department of Education
650 West State Street
Boise, ID 83720-0027

Dear Superintendent Luna,

The Center for School Improvement & Policy Studies (CSI&PS) of Boise State University's College of Education has sincerely appreciated the opportunity to engage a variety of partnership activities with the Idaho State Department of Education (SDE) over the past six years. During this time, Idaho has proceeded to develop a significant school improvement strategy which has resulted in increased achievement for thousands of Idaho students. In particular, the SDE has thoughtfully and aggressively targeted efforts toward helping the schools and students most in need. The CSI&PS is honored to be invited to continue active participation with the SDE in the design and conduct of a variety of specific initiatives and projects which have contributed in the overall improvement of Idaho's public schools.

The CSI&PS is most pleased to support and offer any assistance the SDE deems needed toward the State's effort to further improve public education through the Race to the Top Initiative. Many of the successful innovations which characterize our partnership activity have become integral parts of the design and implementation of the state's strategy and have contributed to this proposal. We applaud the SDE's intent to bring a variety of best practice and innovation to scale thus benefiting the widest possible number of Idaho's children.

Specifically our technical assistance partnerships have contributed to the following state initiatives:

- **Idaho Building Capacity** – creating an effective system of support for Idaho schools and districts that are in Needs Improvement status (2008 to present)
- **School Improvement Technical Assistance** – provides monitoring services and technical assistance to schools and districts that are classified in one of the levels of Needs Improvement status (2007 to present)
- **Reading First** – provides leadership, onsite technical assistance, and monthly professional development to eligible schools (2005 to present)
- **Reading First Evaluation** – oversight of the formative and summative evaluation of the Reading First project (2004 to 2007)
- **Initiative for Developing Mathematical Thinking** – focuses on the statewide improvement of Idaho elementary and middle school teachers' understanding of mathematics instruction (2008 to present)

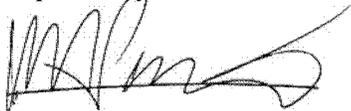
- **Developing Mathematical Thinking** – is designed to improve elementary teachers’ understanding of mathematics and mathematics teaching in order to increase students’ academic performance (2005 to present)
- **Southwest Regional Special Education** – provides technical assistance and monitoring services to schools and districts in Southwest Idaho in order to assist them in providing free, appropriate public education with high-quality programs for Idaho students with disabilities (2007 to present)
- **Principal Academy of Leadership** – improving student achievement by increasing the leadership capacity of principals (2007 to present)
- **Idaho Superintendent’s Network** – supporting the work of district leaders in improving outcomes for all students by focusing on the quality of instruction occurring in Idaho’s classrooms (2009 to present)

Throughout the conduct of these initiatives, the SDE has continued to partner with the CSI&PS to provide a wide range of technical assistance support to Idaho schools, educators, students, and communities. These projects require the support of a considerable number of capable individuals who through employment with BSU, serve in a technical support function directly with K-12 schools, educators, and students. Over the course of the past six years, these initiatives and the personnel necessary to deliver them have contributed in a considerable level of capacity being developed at the CSI&PS, College of Education, and BSU, as well as other Idaho institutions of higher education. These mutually beneficial partnerships work... and have become widely recognized throughout our state for their competence, service, and commitment to improving Idaho’s schools and helping our students significantly increase achievement.

Yet another benefit of our partnership has been the academic connection through which a number of Idaho educators, many recognized for their significant expertise in school improvement, have completed or are in the process of completing advanced graduate and doctoral degrees. The work of these individuals has focused on school improvement and leadership through the CSI&PS host organization, the BSU College of Education. This academic partnership has proved highly beneficial to each of our organizations as SDE employees have engaged in and completed graduate degrees while simultaneously engaging in the department’s comprehensive efforts to improve schools. These individuals, throughout their leadership roles within the SDE and in several cases, in the CSI&PS, have crafted research driven strategies that are directly contributing to the SDE’s mission. Our academic partnership, also greatly benefits the College of Education in its efforts to build and enhance Idaho’s capacity to support public education throughout the state.

Through our partnership activities with the SDE we all have learned a great deal about what works to improve schools in order for Idaho’s students to increase achievement. The SDE has developed the capacity to grow, widen and deepen these efforts. Also important to note is Idaho’s growing recognition as a model for small, rural states their efforts to improve this work. We wholeheartedly support the efforts of the SDE to continue its mission of meeting the needs of every K-12 student in our state. A successful partnership with the Race to the Top Initiative will dramatically enhance the delivery of the comprehensive foundation for improvement our state has in place.

Respectively,



William H. Parrett
Director

IBCEE

 Idaho Business Coalition
for Education Excellence

P.O. Box 190163 Boise ID 83719

phone 208-489-3533

fax 208-246-1770

www.ibcee.org

January 14, 2010

Tom Luna
Superintendent
Idaho State Department of Education
P.O. Box 83720
Boise, ID 83720

Dear Tom:

The Idaho Business Coalition for Education Excellence (IBCEE) is writing in support of the Idaho State Department of Education's grant request for Race to the Top funds. Idaho's Race to the Top proposal is also the strategy that has recently been agreed to by a broad-based Idaho education stakeholder group.

IBCEE is a not-for-profit organization consisting of about 70 Idaho CEOs, presidents and managing partners. We facilitate and advocate on behalf of Idaho's education system. We have long recognized the need for a long-range strategy, developed and supported by all education stakeholders, for improving Idaho education.

In 2007, at the request of Governor Butch Otter, IBCEE convened and facilitated a group of education stakeholders, called the Education Alliance of Idaho. The Alliance includes representatives from education, business, government, and other entities. The governor assigned the Alliance the task of developing a broad strategic framework for improving Idaho's education system.

On August 20, 2009, after two years of work, the Education Alliance submitted to Governor Otter its Recommendations for a Transformational Education Agenda for Idaho. The report consists of vision and mission statements, goals, performance indicators, and suggested next steps. It recommends implementing a statewide data system, providing greater student access to dual enrollment classes, encouraging greater student participation in upper level math and science courses, and improving student performance in advanced placement and college entrance examinations. All of these items are included in Idaho's Race to the Top grant application.

The Education Alliance is in the very early stages of developing the broad framework for improving Idaho education that Governor Otter requested. We foresee significant future and ongoing strategy work to complete the assignment. Concurrently, the Alliance is developing marketing and communications plans to accompany the rollout of the

strategy in the months and years ahead. We're also adopting tools with which to ensure accountability and measure strategy implementation progress.

The long-term strategy work embarked upon by the Education Alliance of Idaho continues unabated today and will so tomorrow. It is essentially the same strategy outlined in Idaho's Race to the Top proposal. The resources put at our disposal by a Race to the Top grant would greatly enhance our ability to achieve the goals we have set.

IBCEE fully supports this Race to the Top grant request.

Sincerely,

A handwritten signature in black ink that reads "AA(Skip) Oppenheimer". The signature is written in a cursive, flowing style.

Skip Oppenheimer
Chair

J.A. AND KATHRYN
ALBERTSON
FOUNDATION

State Superintendent Tom Luna
Idaho State Department of Education
P.O. Box 83720
Boise, Idaho 83720

501 Baybrook Ct.
P.O. Box 70002
Boise, Idaho 83707-0102
(208) 424-2600
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fdn@jkaf.org

January 5, 2010

Dear Superintendent Luna:

As an Idaho-based philanthropy whose mission is to measurably improve education in Idaho, the J.A. and Kathryn Albertson Foundation is proud to offer this letter of support for the State of Idaho's application for the Race to the Top State Incentive Grant Program. Providing funding to the State of Idaho for this purpose would be dollars well invested in Idaho and the nation for a number of reasons:

First, the stage is set. Idaho's leaders are working together. The president of the Education Alliance of Idaho, a bi-partisan advisory group of business and education stakeholders, said the following:

... quite possibly for the first time ever in Idaho, a diverse group with sometimes competing interests, [. . .] has come together to collectively support agreed-upon recommendations for improvement of K-12 education in Idaho. – Guy Hurlbutt, November, 2009.

The Alliance's recommendations align closely with those set forth in the State of Idaho's Race to the Top application –college and career readiness, effective use of data in educational delivery, access, and decision making, high standards, and improved teacher effectiveness.

Furthermore, as a member of the Alliance, the J.A. and Kathryn Albertson Foundation provided research and data which the Alliance used to frame the group's recommendations. And because the data was credible (*Measuring Up Report, 2000-2008*), our foundation has also chosen to use it as the basis for our current key focus areas: **postsecondary success, data for stakeholders, and educational choice.**

Lastly, the odds are good that Idaho will meet or exceed its goals. Idaho was one of only a handful of states that increased the rigor of its standards to come into closer alignment to the NAEP; AP and Dual Credit enrollment and testing has soared 300% in the last five years; STEM and Math initiatives are helping to produce improved instruction statewide; and Idaho leads the nation in the percentage increase of its schools meeting AYP two years in a row (from 25 percent in 2007 to 66 percent in 2009). The J.A. and Kathryn Foundation has provided a grant that will help the state

complete the Idaho Education Network, which will connect all schools statewide with high definition broadband networking and boost access to quality student programs and professional develop, increase flexibility and choice, and improve cost and efficiency of instruction delivery statewide. The Foundation has also provided scholarships to 11 colleges and universities in Idaho to incentivize college and career readiness for first generation, non-traditional, and other Idaho citizens motivated to continue their education beyond high school.

Progress will happen, but an investment of Race to the Top funding would allow improvement to happen at an accelerated pace – leaps instead of steps.

Since 1966, the J.A. and Kathryn Albertson Foundation has invested more than \$330 million to improve education in Idaho. We would be hard pressed to show measurable positive results from the many programs, projects and initiatives we have provided. However, we are learning to invest more effectively and are cautiously optimistic about results we are seeing due in large part to the groundbreaking alignment of Idaho's key influencers in education, business, and government. In this "perfect storm" situation, additional dollars would fuel progress toward the nation's top education goals.

Thank you, and we hope that our perspective and support, added to the high merit of Idaho's application, will be convincing evidence that the nation would be well served to invest Race to the Top funding in Idaho.

Sincerely,

A handwritten signature in black ink, appearing to read "Jamie MacMillan". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Jamie MacMillan, executive director

J.A. and Kathryn Albertson Foundation

C.L. "BUTCH" OTTER
GOVERNOR



Con P. Paulos
Chair

B. J. Swanson
Vice Chair

WORKFORCE DEVELOPMENT COUNCIL

317 West Main Street, Boise, Idaho 83735-0510

January 13, 2010

The Honorable Tom Luna
Superintendent of Public Instruction
Department of Education
Lynn B. Jordan Building
Boise, Idaho 83735

Dear Superintendent Luna:

On behalf of the Workforce Development Council, I wish to extend my thanks to you for sharing your accomplishments as Superintendent and your plans for the Race to the Top grant during the November meeting of the council. The application supports the council's goals for ensuring that all students are prepared for further learning and work in the global marketplace.

The council has been grateful for reforms designed to strengthen education outcomes for all Idaho students. While our graduation rates are better than average, we fully support efforts to further improve upon those rates and to ensure that all students are prepared for postsecondary education. Idaho must do more to increase the number of students who attend and complete postsecondary education, and do so fully ready to perform college level work. We are particularly interested in efforts to expand dual credit opportunities for Idaho high schools students and share your belief that this will persuade students and parents of the value and opportunity that awaits those who gain post high school credentials.

Idaho has been hard hit by the recession, but it has provided an opportunity for many individuals to retool and prepare for the higher skills jobs that promise higher wages and improved opportunities for our rural and remote communities as well as our population centers. As we emerge from the recession, the strength of our workforce will be more important than our quality of life in attracting new businesses and growing our existing companies. This effort holds that key.

We pledge our support to you as you embark upon this plan. Our students—and our business community—deserve nothing less.

Sincerely,

Con P. Paulos
Chair



Colleges of Engineering and Education

Distinguished Educator in Residence
NASA Astronaut (Ret.)

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January 15, 2010

Mr. Tom Luna, Superintendent of Public Instruction
Idaho State Department of Education
Boise, Idaho 83720-0027

Dear Superintendent Luna,

Thank you for your leadership on Idaho's Race to the Top proposal to expand and deepen Idaho's strong reform agenda. Boise State University – and I, personally – are fully committed partners in improving student achievement, statewide.

We particularly thank you for the focus on STEM education to address the needs for our state. All of your plan's components and partners are excellent. Idaho's STEM education needs include: increasing the quantity, quality, and diversity of teachers to fill our shortage in math and science fields; promoting effective and relevant instruction; and expanding opportunities for more of Idaho's students to engage in inspiring STEM activities. To substantially help fill our STEM shortages with effective teachers, Boise State is working to adopt the proven UTeach STEM teacher-training program. Further, expanding Boise State's successful, research-based *e-Girls* program to statewide implementation involving our three state universities will significantly increase the percentage of girls choosing engineering and other STEM majors in college. It will also bring greater public awareness of the value of STEM education and STEM careers to more of our communities in this rural state.

Given our history of strong collaborations with the Idaho State Department of Education, we are confident of the outcomes of both the new and expanded endeavors in your Race to the Top proposal. Examples of our collaborations with you are: conducting the statewide survey of secondary school principals to determine the need for new or replacement math and science teachers over the next five years; creating and establishing the research-based Idaho Math Initiative, for professional development for all of Idaho's teachers; serving on the Leadership Team for the national Science & Mathematics Teacher Imperative (SMTI) for the Association of Public and Land Grant Universities; forming a broader, representative statewide collaborative team, via our NSF Math Science Partnership Start grant, to develop a proposal for an NSF Institute Partnership or Targeted Partnership grant; creating -- in collaboration with NASA, other federal and state STEM government agencies, state education agencies, academia, business, and industry -- the statewide, Idaho STEM Aerospace Scholars program that enables high school juniors to gain content knowledge, career awareness, and hands-on experience from the leaders in our nation's aerospace industry along with the experts in STEM fields in Idaho.

Again, thank you. We are committed to our partnerships for improving student achievement, and we look forward to all the work ahead.

Sincerely, on behalf of President Bob Kustra, Provost Sona Andrews, and our Deans of Education, Engineering, and Arts & Sciences, and myself,

A handwritten signature in cursive script that reads "Barbara R. Morgan".

Barbara R. Morgan
Distinguished Educator in Residence
NASA Astronaut (Ret.)

Appendix A1.20- AYP and Improvement Status Under NCLB- Schools
SCHOOLS - ADEQUATE YEARLY PROGRESS AND IMPROVEMENT STATUS UNDER NCLB

School Accountability

States have considerable latitude when it comes to developing the exams and criteria that determine whether they make adequate yearly progress under the No Child Left Behind Act. Almost two-thirds (64.4) nationwide made AYP, a decrease of seven percentage points from the previous year. Approximately 18 percent of schools were labeled "in need of improvement" for the 2008-08 school year, up from 16 percent in the 2007-08 school year.

	NCLB ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOLS						NCLB IMPROVEMENT STATUS FOR SCHOOLS					
	School Year 2006-07			School Year 2007-08			Percentage-point change in schools making AYP ²	School Year 2007-08		School Year 2008-09		Percentage-point change in schools "in need of improvement" ⁴
	Number of schools rated	Percent of rated schools that made AYP ¹	Percent of rated schools that did NOT make AYP ¹	Number of schools rated	Percent of rated schools that made AYP ¹	Percent of rated schools that did NOT make AYP ¹		Number of rated schools "in need of improvement" ³	Percent of rated schools "in need of improvement" ³	Number of rated schools "in need of improvement" ³	Percent of rated schools "in need of improvement" ³	
Alabama	1,358	83.7%	16.3%	1,367	85.6%	16.4%	148	10.8%	137	10.0%	-0.7	
Alaska	498	65.9	34.1	501	58.9	41.1	181	36.3	171	34.1	-2.2	
Arizona	1,841	72.0	28.0	1,875	72.5	27.5	165	9.0	290	15.5	+6.5	
Arkansas	1,035	61.5	38.5	1,062	50.6	49.4	325	31.4	374	34.6	+3.2	
California	9,653	66.1	33.9	9,654	52.1	47.9	2,217	23.0	2,251	23.3	+0.1	
Colorado	1,950	75.3	24.7	1,977	60.3	39.7	122	6.3	127	6.4	+0.2	
Connecticut	988	68.1	31.9	980	58.6	41.4	247	25.1	284	29.0	+3.9	
Delaware	193	70.5	29.5	189	63.3	36.7	38	19.7	45	23.8	+4.1	
District of Columbia	188	22.3	77.7	206	32.0	68.0	143	76.1	147	71.4	-4.7	
Florida	3,244	33.5	66.5	3,306	24.0	76.0	1,011	31.2	990	29.9	-1.2	
Georgia	2,100	82.2	17.8	2,153	79.9	20.1	323	15.4	307	14.3	-1.1	
Hawaii	282	65.2	34.8	283	42.0	58.0	162	57.4	125	44.2	-13.3	
Idaho	626	26.8	73.2	648	55.9	44.1	185	26.4	303	46.8	+20.4	
Illinois	3,792	76.4	23.6	3,803	68.6	31.4	708	18.7	813	21.4	+2.7	
Indiana	1,841	51.9	48.1	--	--	--	173	9.4	--	--	--	
Iowa	1,491	90.7	9.3	1,477	69.2	30.8	99	6.6	136	9.2	+2.6	
Kansas	1,381	89.0	11.0	1,365	90.0	10.0	25	1.8	33	2.4	+0.6	
Kentucky	1,167	75.7	24.3	1,145	70.6	29.4	155	13.3	119	10.4	-2.9	
Louisiana	1,241	84.9	15.1	1,263	74.4	25.6	85	6.8	148	11.7	+4.9	
Maine	639	63.5	36.5	632	65.6	34.2	95	14.9	109	17.2	+2.4	
Maryland	1,361	77.1	22.9	1,365	83.4	16.6	233	17.1	218	16.0	-1.1	
Massachusetts	1,771	51.9	48.1	1,772	36.6	63.4	630	35.6	862	48.6	+13.1	
Michigan	3,801	83.0	17.0	3,763	79.9	20.1	383	10.1	447	11.9	+1.8	
Minnesota	1,512	62.2	37.8	1,516	51.3	48.7	110	7.3	197	13.0	+5.7	
Mississippi	887	79.3	20.7	893	86.0	14.0	68	7.7	74	8.3	+0.6	
Missouri	2,196	52.7	47.3	2,209	42.5	57.5	529	24.1	780	35.3	+11.2	
Montana	826	89.9	10.1	820	71.8	28.2	59	7.2	73	8.9	+1.8	
Nebraska	732	83.9	16.1	--	--	--	23	2.9	--	--	--	
Nevada	631	68.8	31.2	654	62.4	37.6	239	37.9	125	19.1	-18.8	
New Hampshire	459	59.7	40.3	457	39.6	60.4	136	29.6	178	38.9	+9.3	
New Jersey	2,217	73.6	26.4	2,209	70.6	29.2	505	22.8	442	20.0	-2.8	
New Mexico	908	43.5	56.5	770	31.8	68.2	381	47.2	422	54.8	+7.7	
New York	837	28.1	71.9	--	--	--	734	87.7	--	--	--	
North Carolina	2,350	44.8	55.2	2,412	31.0	69.0	456	19.4	551	22.8	+3.4	
North Dakota	484	91.2	8.8	470	64.0	36.0	18	3.9	28	6.0	+2.1	
Ohio	3,840	62.1	37.9	3,785	64.1	35.9	1,016	26.5	1,099	29.2	+2.7	
Oklahoma	1,933	87.6	12.4	1,796	93.4	6.6	47	2.6	45	2.5	-0.1	
Oregon	1,234	77.6	22.4	1,240	62.9	37.1	45	3.6	248	20.0	+16.4	
Pennsylvania	3,104	77.7	22.3	3,105	72.0	28.0	316	10.2	409	13.2	+3.0	
Rhode Island	314	79.0	21.0	304	73.4	26.6	59	18.6	57	18.6	0.0	
South Carolina	1,097	38.2	61.8	1,111	19.6	80.4	211	19.2	267	24.0	^	
South Dakota	685	82.6	17.4	692	81.8	18.2	80	11.7	84	12.1	+0.5	
Tennessee	1,623	86.6	13.4	1,644	84.5	15.5	95	5.9	134	8.2	+2.3	
Texas	7,111	90.7	9.3	7,282	84.1	15.9	278	3.9	357	4.9	+1.0	
Utah	834	73.7	26.3	847	73.5	26.5	12	1.4	16	1.6	+0.1	
Vermont	308	88.0	12.0	306	62.7	37.3	41	13.3	39	12.7	-0.6	
Virginia	1,822	74.3	25.7	1,842	74.9	25.1	278	15.1	311	17.0	+1.9	
Washington	2,148	64.8	35.2	2,111	38.6	61.4	248	11.5	622	29.5	+17.9	
West Virginia	701	81.3	18.7	692	80.6	19.4	23	3.3	19	2.7	-0.6	
Wisconsin	2,149	95.7	4.3	2,155	92.8	7.2	45	2.1	56	2.6	+0.5	
Wyoming	358	94.7	5.3	354	75.4	24.6	11	3.1	7	2.0	-1.1	
U.S. Total	55,929	74.2%	25.8%	53,182	64.4%	35.6%	7,733	15.2%	14,876	17.9%	+2.4	

Note: States reported raw data to the EPE Research Center in fall 2008; some percentages are based on preliminary data. Improvement status is based on AYP data from the previous year. A (-) indicates that data were unavailable to the Editorial Projects in Education Research Center prior to deadline or that calculations could not be made because of missing data. Percentage of rated schools "in need of improvement" was calculated by dividing the number of schools identified for improvement by the total number of schools rated for AYP. U.S. total calculations of the percentage-point changes do not include data from Indiana, Nebraska, New York, and South Carolina.

- Percentage was calculated by dividing the total number of schools that made AYP or did not make AYP by the total number of schools rated for AYP.
- These columns report the increase or decrease in the percentage of schools making AYP or identified as "in need of improvement" from one school year to the next. A (-) indicates that percentage-point changes for South Carolina are not calculated because of a lack of comparable data.
- All states must include Title I schools in their designation of schools "in need of improvement." Federal law allows states to choose whether non-Title I schools are assigned a school improvement status and whether federal sanctions apply to those schools. As a result, some schools rated for AYP may not receive a school improvement designation. Percentage was calculated by dividing the total number of schools identified as "in need of improvement" by the total number of schools rated for AYP.
- Kentucky assigned 12 schools their districts' AYP rating; these have been excluded from all school AYP and "in need of improvement" data reported here.

SOURCE: EPE Research Center, 2008



year, a decrease of six percentage points from the previous school year. Sixteen percent of districts were labeled "in need of improvement" for the 2008-09 school year, up from 14 percent in the 2007-08 school year.

NCLB ADEQUATE YEARLY PROGRESS (AYP) FOR DISTRICTS							NCLB IMPROVEMENT STATUS FOR DISTRICTS				
School Year 2006-07			School Year 2007-08			Percentage point change in districts making AYP ²	School Year 2007-08		School Year 2008-09		Percentage point change in improvement ³
Number of districts rated for AYP	Percent of rated districts that made AYP ¹	Percent of rated districts that did NOT make AYP ¹	Number of districts rated for AYP	Percent of rated districts that made AYP ¹	Percent of rated districts that did NOT make AYP ¹		Number of rated districts "in need of improvement"	Percent of rated districts "in need of improvement"	Number of rated districts "in need of improvement"	Percent of rated districts "in need of improvement"	
Alabama	131	99.2%	0.8%	131	98.5%	1.5%	-0.8	1	0.8%	1	0.8%
Alaska	54	55.6	44.4	54	50.0	50.0	-5.6	28	51.9	25	46.3
Arizona	554	57.0	43.0	561	60.6	39.4	+3.6	63	11.4	69	12.3
Arkansas	287	85.4	14.6	245	78.4	21.6	-7.0	11	3.8	25	10.2
California	1,032	54.3	45.7	1028	39.8	60.2	-14.5	185	17.9	242	23.5
Colorado	184	56.5	43.5	184	42.4	57.6	-14.1	64	34.8	68	37.0
Connecticut	171	81.3	18.7	171	74.9	25.1	-6.4	28	16.4	27	15.8
Delaware	19	68.4	31.6	19	57.9	42.1	-10.5	2	10.5	6	31.6
District of Columbia	57	14.0	86.0	63	28.6	71.4	14.5	19	33.3	36	57.1
Florida	75	2.7	97.3	75	2.7	97.3	+0	70	93.3	70	93.3
Georgia	183	38.3	61.7	184	29.9	70.1	-8.4	26	14.2	32	17.4
Hawaii	--	--	--	--	--	--	--	--	--	--	--
Idaho	131	42.7	57.3	131	52.7	47.3	+9.9	67	51.1	76	58.0
Illinois	871	71.9	28.1	868	60.9	39.1	-10.9	171	19.6	176	20.3
Indiana	294	78.9	21.1	--	--	--	--	33	11.2	--	--
Iowa	365	98.4	1.6	364	90.4	9.6	-8.0	12	3.3	13	3.6
Kansas	296	88.9	11.1	296	91.6	8.4	+2.7	7	2.4	17	5.7
Kentucky	175	49.1	50.9	175	58.9	41.1	+9.7	97	55.4	67	38.3
Louisiana	68	41.2	58.8	--	--	--	--	0	0	--	--
Maine	230	95.7	4.3	226	95.6	4.4	-0.1	0	0	1	0.4
Maryland	24	29.2	70.8	24	33.3	66.7	+4.2	2	8.3	2	8.3
Massachusetts	386	30.1	69.9	386	41.5	58.5	+11.4	83	21.5	90	23.3
Michigan	552	96.9	3.1	545	96.3	3.7	-0.6	2	0.4	5	0.9
Minnesota	489	53.0	47.0	502	41.8	58.2	-11.1	112	22.9	162	32.3
Mississippi	152	30.9	69.1	152	48.7	51.3	+17.8	5	3.3	4	2.6
Missouri	546	36.6	63.4	558	26.3	73.7	-10.3	170	31.1	284	50.9
Montana	425	85.4	14.6	419	68.3	31.7	-17.2	49	11.5	58	13.8
Nebraska	227	78.4	21.6	--	--	--	--	0	0	--	--
Nevada	17	94.1	5.9	17	94.1	5.9	+0	1	5.9	0	0
New Hampshire	160	70.0	30.0	161	56.5	43.5	-13.5	32	20.0	35	21.7
New Jersey	622	93.1	6.9	621	88.4	11.6	-4.7	53	8.5	41	6.6
New Mexico	89	52.8	47.2	89	53.9	46.1	+1.1	36	40.4	39	43.8
New York	73	21.9	78.1	--	--	--	--	69	94.5	--	--
North Carolina	115	2.6	97.4	115	0	100.0	-2.6	60	52.2	62	53.9
North Dakota	195	86.7	13.3	187	61.0	39.0	-25.7	15	7.7	21	11.2
Ohio	613	30.0	70.0	612	51.6	48.4	+21.6	69	11.3	109	17.8
Oklahoma	539	84.8	15.2	539	94.2	5.8	+9.5	9	1.7	2	0.4
Oregon	196	48.5	51.5	196	41.3	58.7	-7.1	15	7.7	10	5.1
Pennsylvania	500	92.2	7.8	500	92.2	7.8	+0	22	4.4	18	3.6
Rhode Island	36	66.7	33.3	36	66.7	33.3	+0	10	27.8	10	27.8
South Carolina	85	0	100.0	85	0	100.0	0	42	49.4	49	57.6
South Dakota	165	97.6	2.4	160	94.4	5.6	-3.2	5	3.0	5	3.1
Tennessee	135	54.8	45.2	135	54.1	45.9	-0.7	7	5.2	6	4.4
Texas	1,205	88.7	11.3	1,215	67.2	32.8	-21.6	58	4.8	94	7.7
Utah	93	82.8	17.2	100	85.0	15.0	+2.2	10	10.8	6	6.0
Virginia	239	82.8	17.2	238	61.3	38.7	-21.5	38	15.9	39	16.4
Washington	132	44.7	55.3	132	43.2	56.8	-1.5	0	0	0	0
West Virginia	295	50.2	49.8	295	28.1	71.9	-22.0	30	10.2	57	19.3
Wisconsin	55	5.5	94.5	55	7.3	92.7	+1.8	19	34.5	23	41.8
Wyoming	425	99.5	0.5	426	99.1	0.9	-0.5	1	0.2	1	0.2
Total	48	100.0	0	48	91.7	8.3	-8.3	2	4.2	2	4.2
Total	14,010	68.6%	31.4%	13,323	63.1%	36.9%	-5.6	1,910	13.6%	2,185	16.4%

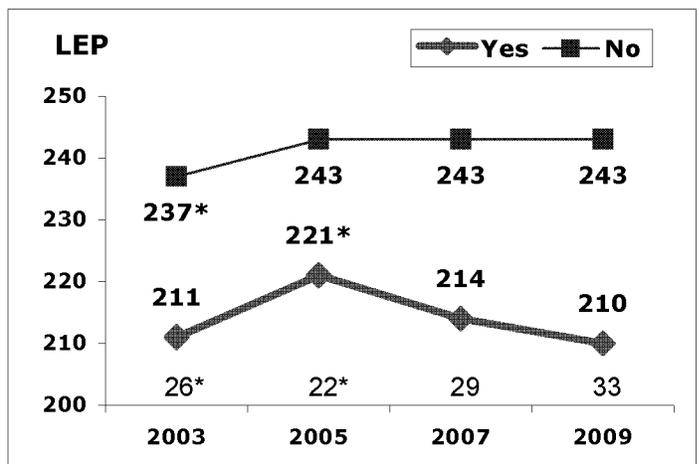
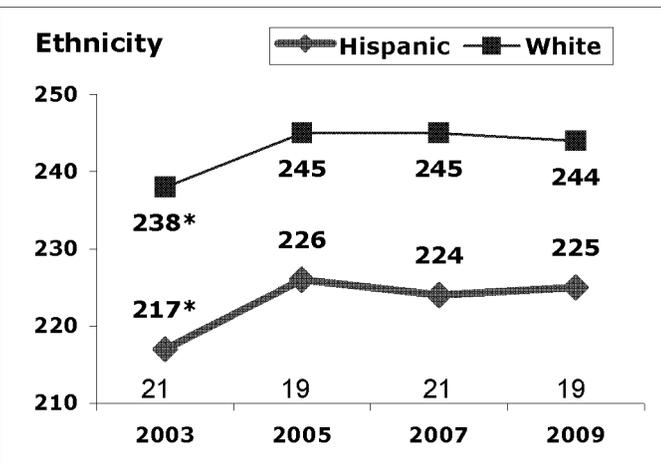
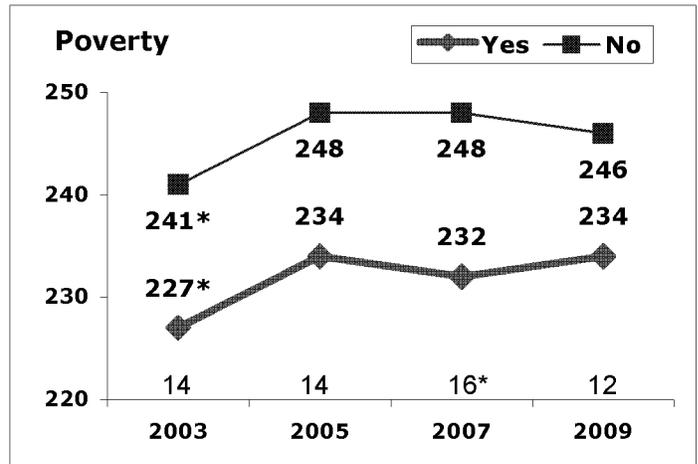
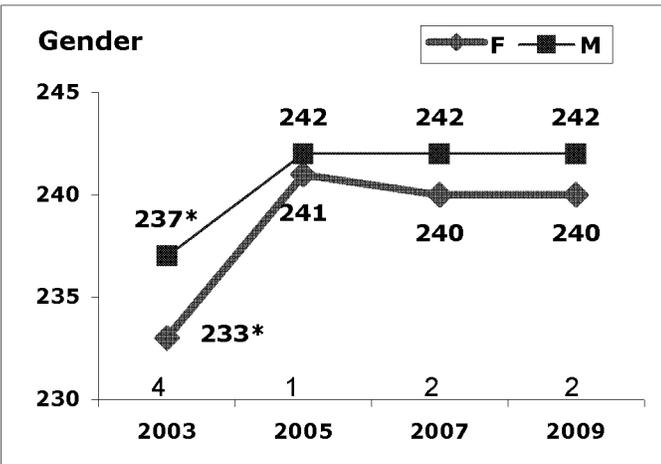
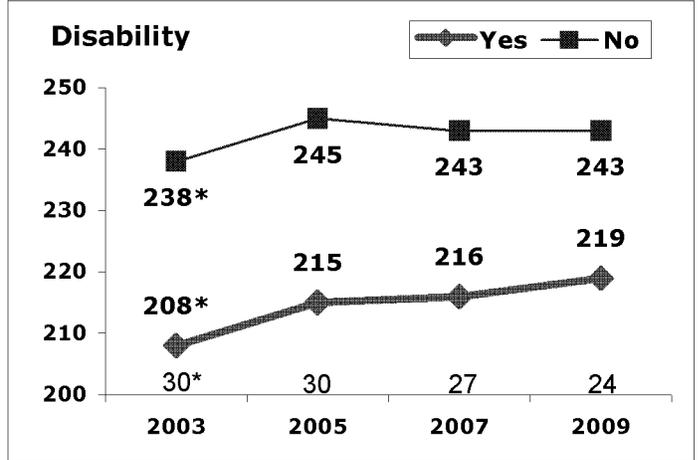
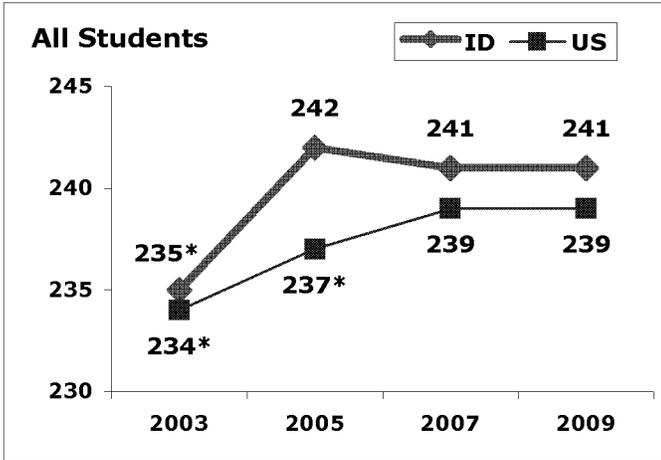
Note: States reported data to the EPE Research Center in fall 2008; some percentages are based on preliminary data. Improvement status is based on AYP data from the previous year. A (-) indicates that data were unavailable to the Editorial Projects in Education Research Center prior to deadline or that calculations could not be made due to missing data. U.S. total calculations of percentage-point changes do not include data from Indiana, Louisiana, Nebraska, New York, and South Carolina.

1. Percentage was calculated by dividing the total number of districts that made AYP or did not make AYP by the total number of districts rated for AYP.
2. These columns report the increase or decrease in the percentage of districts making AYP or identified as "in need of improvement" from one year to the next. A (-) indicates that percentage-point changes for South Carolina were not calculated because of a lack of comparable data.
3. All states must include Title I districts in their designation of districts "in need of improvement." Federal law allows states to choose whether non-Title I districts are assigned a district improvement status and whether federal

NAEP Exhibit 1. Mathematics in Idaho, Grade 4, 2003, 2005, 2007 & 2009

	All		Disability		Gender		Poverty		Ethnicity		LEP	
	ID	US	Yes	No	M	F	Yes	No	White	Hispanic	Yes	No
2003	235	234	208	238	237	233	227	241	238	217	211	237
2005	242	237	215	245	242	241	234	248	245	226	221	243
2007	241	239	216	243	242	240	232	248	245	224	214	243
2009	241	239	219	243	242	240	234	246	244	225	210	243

^ The difference between the average scale scores was significantly different (p<.05).

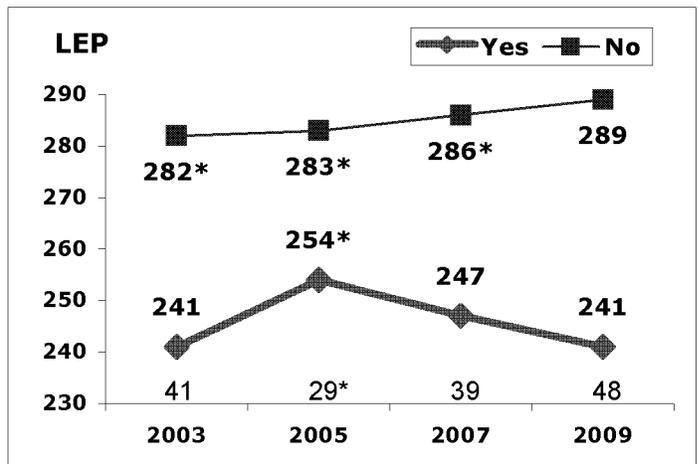
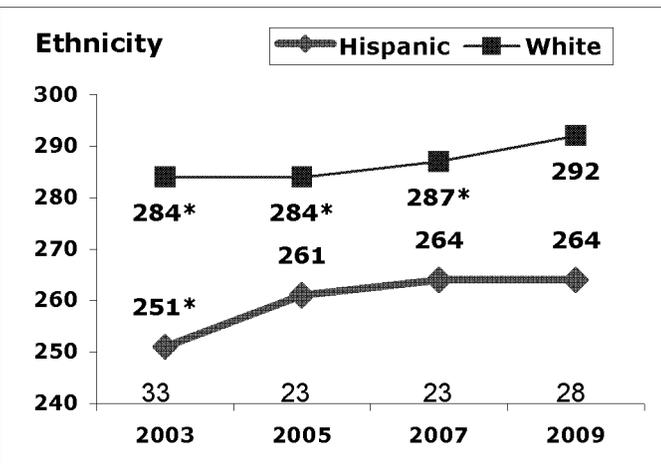
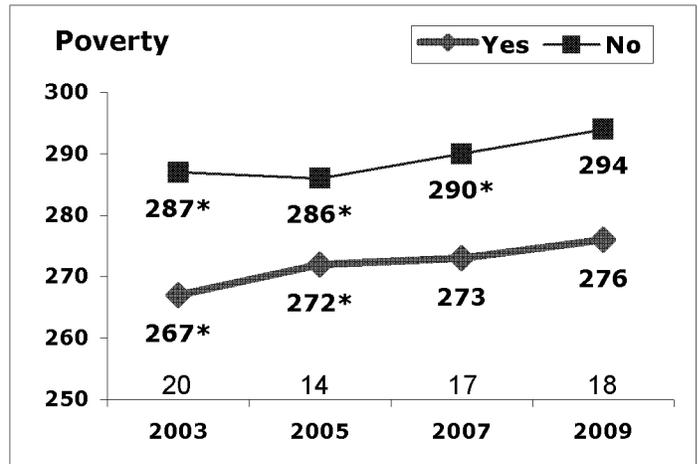
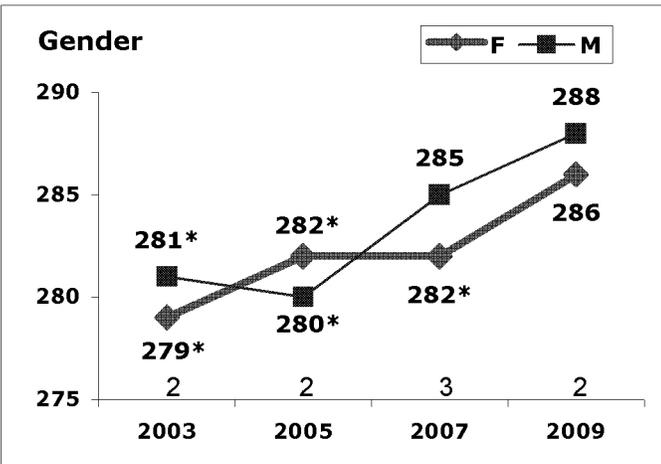
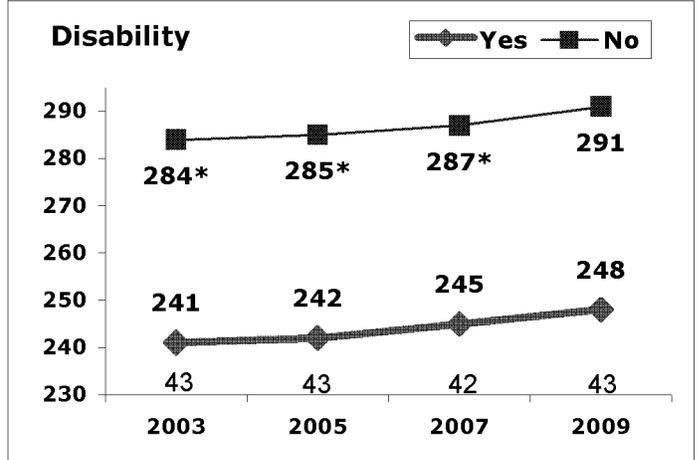
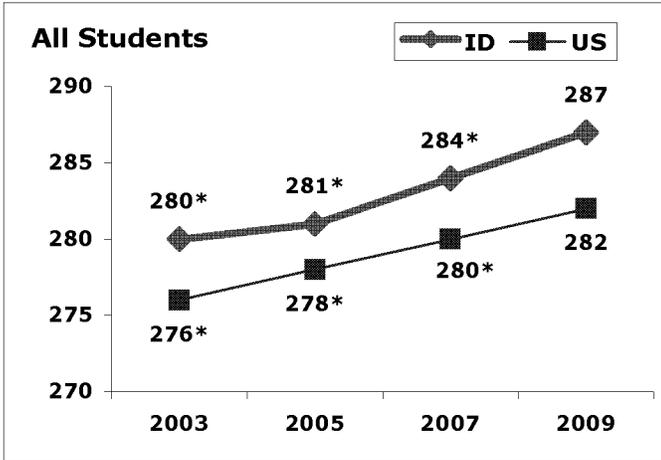


* This value was significantly different from the corresponding value in 2009 (p<.05).

NAEP Exhibit 2. Mathematics in Idaho, Grade 8, 2003, 2005, 2007 & 2009

	All		Disability		Gender		Poverty		Ethnicity			LEP	
	ID	US	Yes	No	M	F	Yes	No	White	Hispanic	Yes	No	
2003	280	276	241	284	281	279	267	287	284	251	241	282	
2005	281	278	242	285	280	282	272	286	284	261	254	283	
2007	284	280	245	287	285	282	273	290	287	264	247	286	
2009	287	282	248	291	288	286	276	294	292	264	241	289	

^ The difference between the average scale scores was significantly different (p<.05).

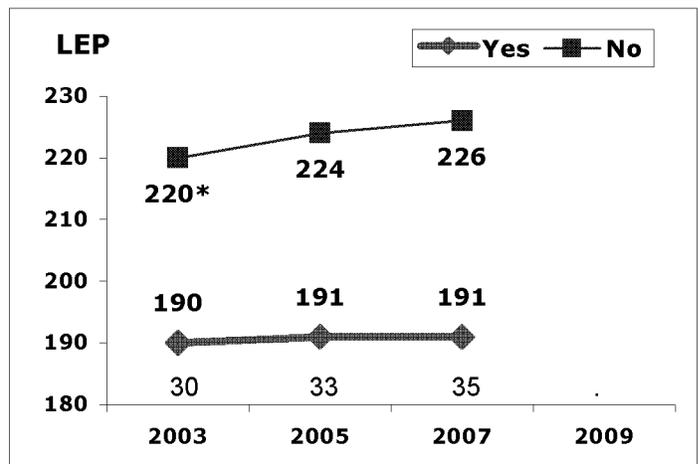
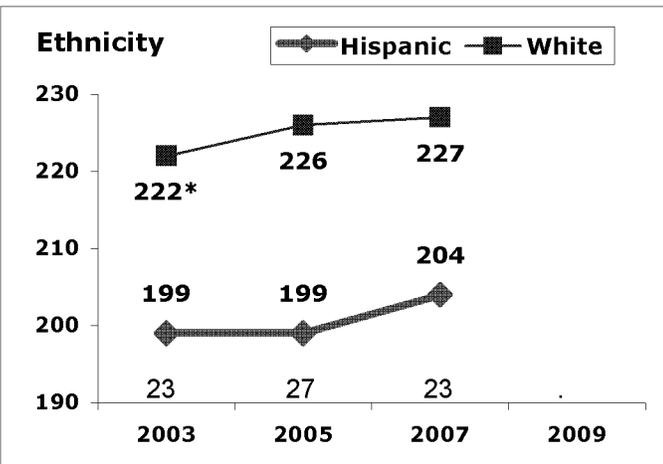
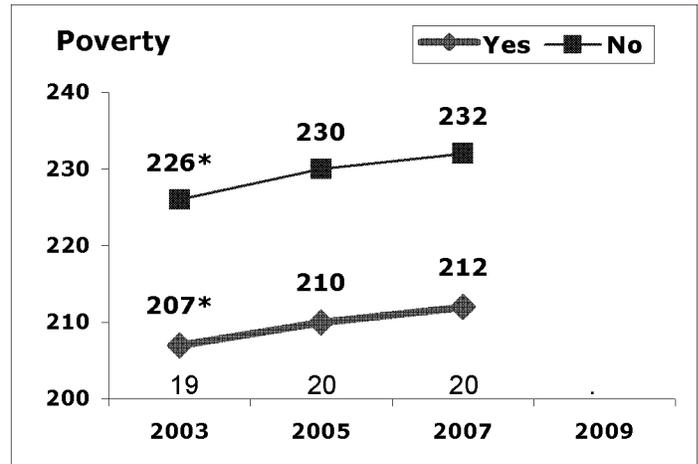
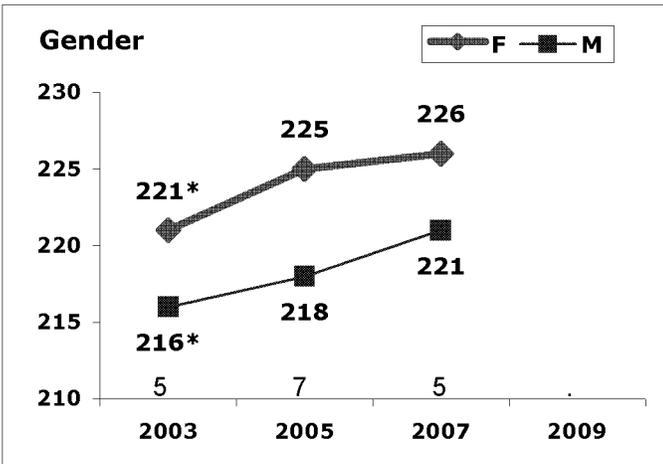
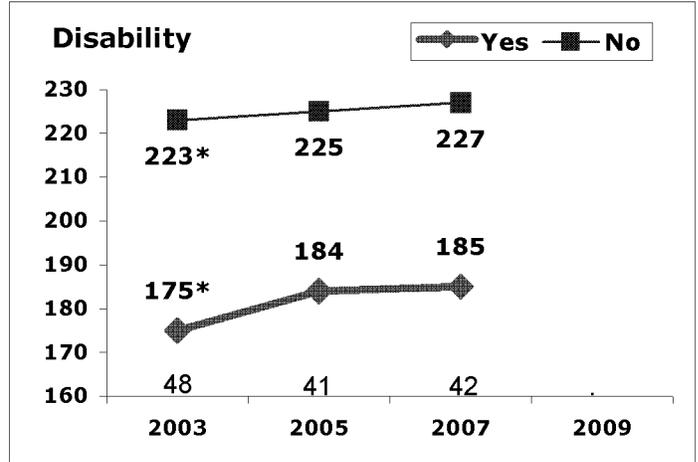
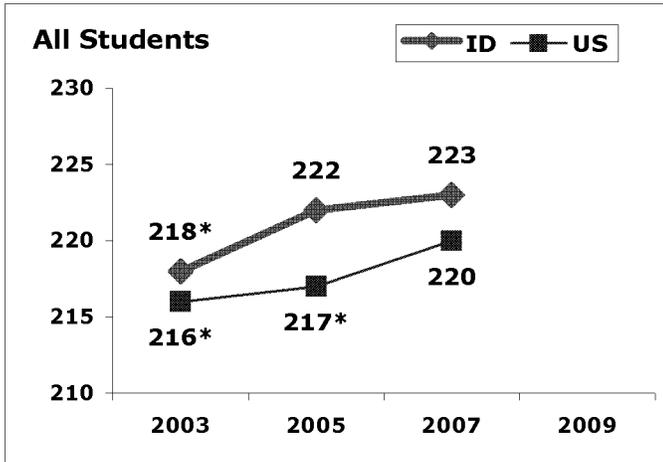


* This value was significantly different from the corresponding value in 2009 (p<.05).

NAEP Exhibit 3. Reading in Idaho, Grade 4, 2003, 2005, & 2007

	All		Disability			Gender			Poverty		Ethnicity		LEP				
	ID	US	Yes	No		M	F		Yes	No	White	Hispanic	Yes	No			
2003	218	216	175	223	^	216	221	^	207	226	^	222	199	^	190	220	^
2005	222	217	184	225	^	218	225	^	210	230	^	226	199	^	191	224	^
2007	223	220	185	227	^	221	226	^	212	232	^	227	204	^	191	226	^
2009																	

^ The difference between the average scale scores was significantly different (p<.05).

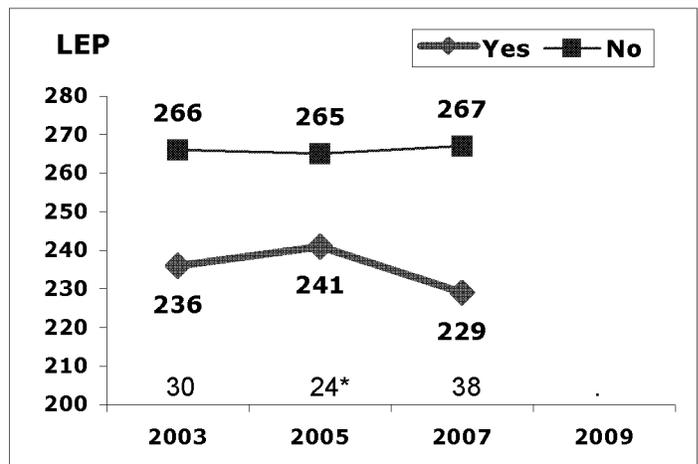
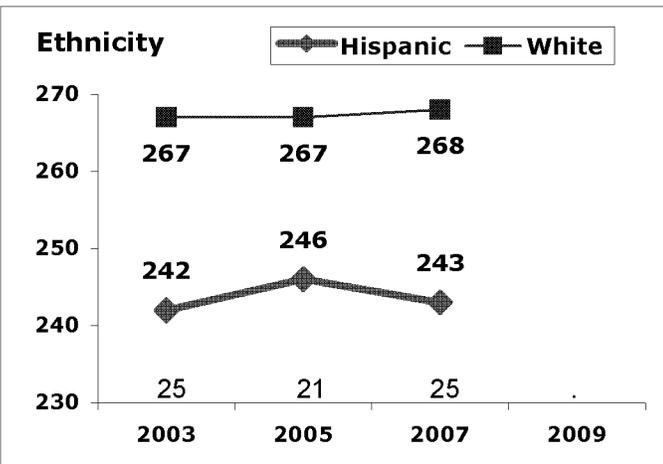
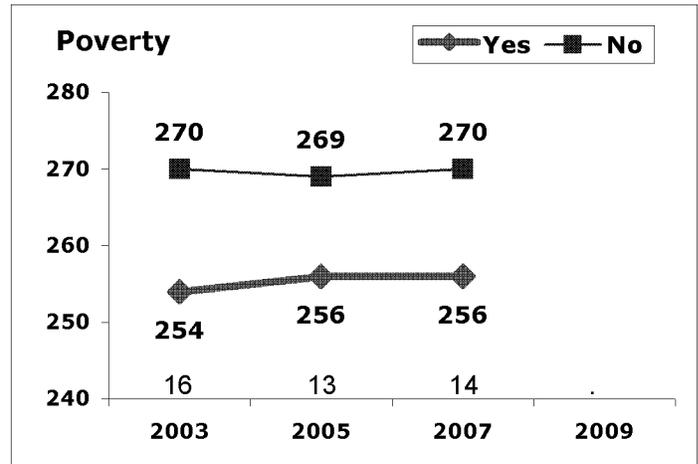
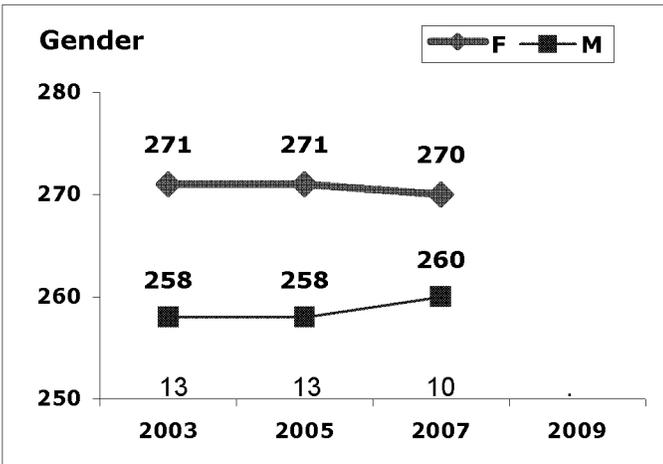
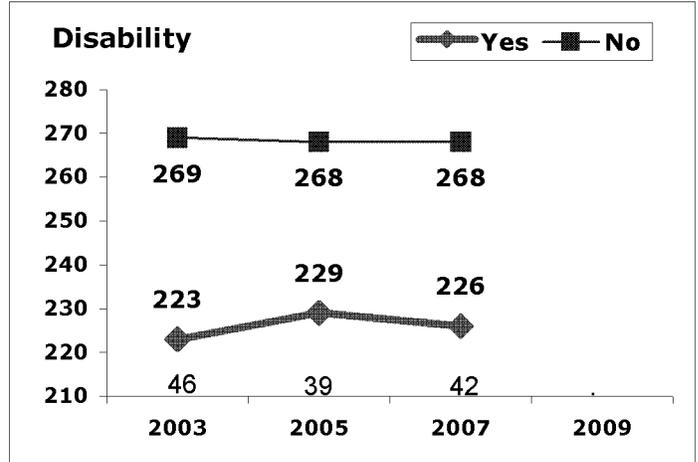
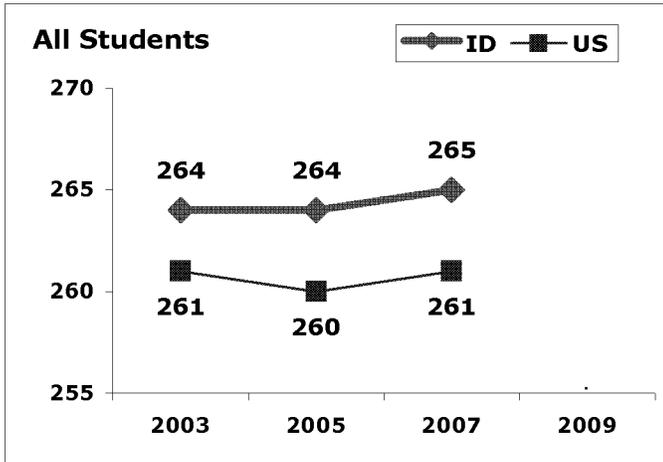


* This value was significantly different from the corresponding value in 2007 (p<.05).

NAEP Exhibit 4. Reading in Idaho, Grade 8, 2003, 2005, & 2007

	All		Disability		Gender		Poverty		Ethnicity		LEP	
	ID	US	Yes	No	M	F	Yes	No	White	Hispanic	Yes	No
2003	264	261	223	269	258	271	254	270	267	242	236	266
2005	264	260	229	268	258	271	256	269	267	246	241	265
2007	265	261	226	268	260	270	256	270	268	243	229	267
2009												

^ The difference between the average scale scores was significantly different (p<.05).



* This value was significantly different from the corresponding value in 2007 (p<.05).

Idaho Superintendent of Public Instruction Tom Luna

Tom Luna was sworn in as Idaho Superintendent of Public Instruction on January 1, 2007. Since he took office, Tom has worked diligently to raise student achievement by creating a customer-driven public education system that meets the needs of all students and ensures that every student will graduate from high school prepared to live, work and succeed in the 21st century.

Tom has already made a lot of progress in the short amount of time since he took office. Over the past two years, the number of schools making Adequate Yearly Progress has nearly tripled. Last year, 432 public schools made AYP, compared to 168 in 2007. For two years in a row, Idaho has led the nation in the increase in the number of schools making AYP.

During his first Legislative session as State Superintendent, which began just days after he took office, Tom secured \$20 million in ongoing funding for the Classroom Enhancement Package, which provides additional funding for textbooks, remediation programs, and a supplies and materials stipend for every classroom teacher. He also created the Rural Education Initiative to find solutions to the unique problems facing rural schools and conducted the Safe and Secure Schools Assessment to study the status of safety and security of all Idaho school facilities. He put together the Idaho Math Initiative Task Force with seed money from the Legislature to develop a comprehensive plan to improve math education across all grades. In 2008, the state rolled out the Idaho Math Initiative, providing targeted professional development for teachers, remediation tools for students who are struggling and advanced opportunities for students who are gifted in math.

Throughout his term, Tom has made an effort to travel across the state of Idaho and tour schools in every region. He has already visited more than 70 school districts and public charter schools in urban, suburban and rural parts of our great state. Before becoming Idaho's Superintendent of Public Instruction, Tom had a successful career in business spanning more than 25 years. Tom first got involved in the state's education system by serving on the Nampa School Board for seven years, including three years as chairman. Since then, Tom has served in education at the local, state and national levels.

Tom was appointed under former Governor Phil Batt to lead the Idaho Achievement Standards Commission. Under former Governor Dirk Kempthorne, he was appointed to chair the Idaho Assessment and Accountability Commission. The success of these two commissions resulted in the popular Achievement Standards and the Idaho Standards Achievement Test (ISAT), both useful tools for teachers and parents. Tom worked at the U.S. Department of Education from 2003 to 2005. Tom returned to Idaho in March 2005 where he continued to advocate for quality public education until he was elected state superintendent in November 2006.

Tom originally moved to Idaho with his wife Cindy 29 years ago to attend college at BYU-Idaho (formerly Ricks College). Tom also attended Boise State University and later

Appendix A1.23- Race to the Top Transition Team Biographies

graduated from Thomas Edison State College. Tom Luna and his wife Cindy have raised six children in Idaho. They are the proud grandparents of five grandchildren. Five of their children have graduated from public schools in Nampa and his youngest son currently attends public school.

Marybeth Flachbart, Ed.D. Deputy Superintendent, Student Achievement and School Improvement, Idaho Department of Education

In her role as Deputy Superintendent Marybeth is responsible for the supervision of the state's implementation of the Elementary and Secondary Act as well as Individuals with Disabilities Education for the Idaho State Department. Her current research interests involve building local capacity in rural areas. Marybeth has served as Associate Director for the Center for School Improvement and Policy Studies at Boise State University, Director of Reading First and Reading Coordinator for the state of Idaho. She holds a doctorate in curriculum and instruction from Boise State University, a master's degree in special education from Fairfield University, and bachelor's degree from Marymount Manhattan. Marybeth is certified as an Academic Language Therapist and a Dyslexia Specialist. Prior to moving to Idaho in 2000, Marybeth was on the faculty of the Neuhaus Education Center, a not-for-profit institution dedicated to teacher training and curriculum development in Houston, Texas. Her classroom experience includes ten years of both general and special education.

Dr. Carissa Miller, Deputy Superintendent, Assessment, Idaho Department of Education

Dr. Carissa Moffat Miller received her doctoral degree from the University of Idaho in Education and holds a master's degree in sociology with a minor in statistics from the University of Wyoming. Miller is well-versed in large scale data analysis and research design. Previously, Miller worked as a Research Associate for Boise State University under several different federal and state grants. In addition to analyzing statewide student data, Miller has used national datasets. For her dissertation, she created logistic regression models using the National Center for Education Statistics National Household Education Survey (NHES) data set which entailed the use of complex survey design statistics. Miller has also taught college courses in research methods and sociology at Boise State University for four years. Miller has been published in *The Journal of Rural Health* and *The Social Science Journal*.

Troy Wheeler, Chief Information Officer, Idaho Department of Education

Troy Wheeler is a speaker, international consultant, and business leader. He has over twenty years of expertise in project management and information technology. A former project leader for a Fortune 500 company, Troy is currently the CIO for the Idaho State Department of Education. Troy has a proven track record of results when it comes to helping global organizations overcome their challenges with information technology, human factors and business process. Troy began his career with IBM serving K-12 education.

Appendix A1.23- Race to the Top Transition Team Biographies

Christina Linder, Director of Certification

Christina Linder served as the director of the Master of Arts in Teaching program at George Fox University, where she enhanced teacher preparation programs before joining the State Department three years ago. During her 19 years in education, Linder also has served as an English teacher and a Title One director. She has a master's degree in education and is currently finishing her doctorate in adult and organizational leadership.

Steve Underwood, Coordinator Title I

Steve Underwood specializes in school turnaround. His work in the neediest schools in Idaho and his leadership as a Reading First Coordinator has given him the background and credibility to turn around Idaho's schools. Steve is a doctoral candidate at Boise State University. He holds a master's degree in curriculum and instruction from Biola University.

Jodie Mills, Systems Improvement Coordinator

Jodie Mills was a principal, director of testing, director of testing and teacher before joining the State Department of Education. She has a bachelor's degree from Western Montana College, a master's degree in Education from University of Idaho and holds multiple certifications and credentials. Jodie's intense focus on limited English proficient students, helped the high school was principal over make AYP in all subgroups.

Appendix A1.24- Math and Reading ESEA Results by Subgroup

Math	2003-2004	2004-2005	2005-2006		2006-2007	2007-2008	2008-2009
	% Proficient and Advanced	% Proficient and Advanced	% Proficient and Advanced		% Proficient and Advanced	% Proficient and Advanced	% Proficient and Advanced
All group	74.87%	76.43%	81.81%	*	75.89%	79.70%	80.11%
Female	74.22%	75.36%	81.22%	*	75.98%	80.02%	80.28%
Male	75.50%	77.44%	82.36%	*	75.81%	79.39%	79.94%
American Indian/Native. Alaskan	54.32%	57.99%	68.37%	*	58.68%	62.75%	62.46%
Asian	84.21%	85.59%	88.74%	*	85.29%	85.78%	84.59%
Black	64.68%	62.79%	71.39%	*	61.68%	64.09%	62.12%
Native Hawaiian/ PI	81.93%	75.70%	83.23%	*	73.97%	81.01%	77.89%
White	78.07%	79.75%	84.68%	*	79.45%	83.06%	83.54%
Hispanic	54.53%	57.14%	65.65%	*	56.82%	63.13%	64.22%
Economically Disadvantaged	64.54%	67.39%	74.55%	*	66.42%	70.61%	71.73%
Non- Economically Disadvantaged.	80.96%	82.84%	86.99%	*	82.76%	85.94%	86.60%
LEP	48.95%	51.56%	60.29%	*	43.45%	46.50%	44.02%
Non LEP	76.93%	78.44%	83.61%	*	78.06%	81.62%	82.34%
SWD	37.71%	42.13%	50.43%	*	41.72%	40.98%	41.01%
Non SWD	79.18%	80.52%	85.35%	*	79.69%	83.70%	84.13%

Appendix A1.24- Math and Reading ESEA Results by Subgroup

Reading	2003-2004	2004-2005	2005-2006		2006-2007	2007-2008	2008-2009
	% Proficient and Advanced	% Proficient and Advanced	% Proficient and Advanced		% Proficient and Advanced	% Proficient and Advanced	% Proficient and Advanced
All group	80.47%	82.00%	83.30%	*	79.92%	83.74%	87.06%
Female	82.38%	83.95%	85.06%	*	82.30%	86.09%	89.12%
Male	78.65%	80.16%	81.63%	*	77.66%	81.53%	85.12%
American Indian/Native Alaskan	59.50%	65.63%	69.70%	*	64.31%	68.82%	74.39%
Asian	85.42%	85.14%	88.44%	*	84.94%	87.30%	90.56%
Black	75.37%	74.72%	76.71%	*	70.90%	75.28%	73.10%
Native Hawaiian/ PI	81.93%	85.14%	84.32%	*	80.11%	82.29%	86.55%
White	83.81%	85.49%	86.59%	*	83.65%	87.08%	89.98%
Hispanic	58.79%	60.90%	64.34%	*	59.35%	66.55%	73.62%
Economically Disadvantaged	70.59%	72.87%	74.71%	*	70.24%	75.23%	80.20%
Non-Economically Disadvantaged.	86.88%	88.46%	89.41%	*	86.91%	89.58%	92.39%
LEP	49.75%	52.14%	56.66%	*	40.93%	45.28%	53.34%
Non LEP	82.81%	84.34%	85.46%	*	82.44%	85.98%	89.02%
SWD	38.19%	43.37%	45.47%	*	42.25%	45.35%	50.59%
Non SWD	85.37%	86.62%	87.58%	*	84.11%	87.73%	90.81%

Appendix A1.24- Math and Reading ESEA Results by Subgroup

* Represents a revision of Idaho content standards and new testing vendor.

Please note: The ISAT was not available in all grades in 2002-2003. The limited 2002-2003 ISAT data, by subgroup, is available in **Appendices A1.25- 2002-2003 ESEA Results by Subgroup**.

Idaho Standards Achievement Tests (ISAT)

September, 2003

Student Performance on State Proficiency Standards - Grades 4, 8 and 10 - Spring 2003 State-wide Results

Grade		Count	Percent of Students in Each Performance Category			
			Below Basic	Basic	Proficient	Advanced
4	Reading:	18132	5.6	18.8	36.0	39.6
	Language:	18021	5.3	14.9	50.0	29.8
	Mathematics:	18333	4.0	18.6	54.0	23.5
8	Reading:	18796	6.4	19.6	39.6	34.4
	Language:	18794	6.7	22.0	54.3	17.0
	Mathematics:	18717	16.1	30.9	40.1	12.9
10	Reading:	17243	5.7	19.2	47.6	27.5
	Language:	17229	5.4	20.1	54.3	20.3
	Mathematics:	17152	5.5	22.7	46.4	25.3

* All performance results for grades 4 and 8 are based exclusively on the fixed portion of the ISAT, the common 42 items. Results for grade 10 are based exclusively on the ISAT 10.

Report date: 15-Sep-03

Idaho Standards Achievement Tests (ISAT)

September, 2003

Student Performance on State Proficiency Standards - Grades 4, 8 and 10 - Spring 2003 State-wide Results by Gender

	Grade	Count	Percent of Students in Each Performance Category			
			Below Basic	Basic	Proficient	Advanced
4						
Female	Reading:	8797	< 5	17.9	36.9	40.7
	Language:	8721	< 5	12.4	48.9	34.3
	Mathematics:	8889	< 5	19.8	55.1	21.0
Male	Reading:	9325	6.7	19.5	35.2	38.5
	Language:	9258	6.1	17.2	51.1	25.6
	Mathematics:	9424	< 5	17.5	52.9	25.8
8						
Female	Reading:	9163	5.3	18.6	39.9	36.3
	Language:	9156	< 5	17.4	57.4	21.2
	Mathematics:	9094	15.8	31.5	40.9	11.8
Male	Reading:	9617	7.5	20.6	39.3	32.7
	Language:	9628	9.3	26.3	51.4	13.0
	Mathematics:	9567	16.3	30.3	39.3	14.0
10						
Female	Reading:	8482	< 5	17.5	48.5	29.4
	Language:	8458	< 5	15.3	56.0	25.3
	Mathematics:	8460	< 5	23.1	48.2	23.8
Male	Reading:	8761	6.7	20.9	46.8	25.6
	Language:	8771	7.3	24.8	52.6	15.4
	Mathematics:	8692	6.1	22.4	44.7	26.8

* All performance results for grades 4 and 8 are based exclusively on the fixed portion of the ISAT; the common 42 items. Results for grade 10 are based exclusively on the ISAT 10.

Report date: 15-Sep-03

Idaho Standards Achievement Tests (ISAT)

September, 2003

Student Performance on State Proficiency Standards - Grades 4, 8 and 10 - Spring 2003 State-wide Results by Free/Reduced Lunch Program Status

		Count	Percent of Students in Each Performance Category			
			Below Basic	Basic	Proficient	Advanced
<u>Grade 4</u>						
Free/Reduced Lunch	Reading:	7166	8.7	26.5	37.7	27.1
	Language:	7120	8.3	20.7	51.9	19.1
	Mathematics:	7262	6.3	25.8	52.6	15.3
non-Free/Reduced Lunch	Reading:	10956	< 5	13.7	34.9	47.8
	Language:	10859	< 5	11.0	48.8	36.8
	Mathematics:	11051	< 5	13.9	54.8	28.8
<u>Grade 8</u>						
Free/Reduced Lunch	Reading:	6197	11.9	27.9	39.0	21.2
	Language:	6208	12.1	29.8	49.4	8.7
	Mathematics:	6158	25.8	35.6	31.9	6.7
non-Free/Reduced Lunch	Reading:	12584	< 5	15.5	39.8	40.9
	Language:	12577	< 5	18.1	56.8	21.0
	Mathematics:	12503	11.3	28.6	44.1	16.0
<u>Grade 10</u>						
Free/Reduced Lunch	Reading:	4247	12.1	27.7	43.5	16.6
	Language:	4235	10.8	28.6	49.1	11.5
	Mathematics:	4233	10.8	32.1	42.9	14.2
non-Free/Reduced Lunch	Reading:	12996	< 5	16.4	48.9	31.0
	Language:	12994	< 5	17.3	55.9	23.1
	Mathematics:	12919	< 5	19.7	47.6	28.9

* All performance results for grades 4 and 8 are based exclusively on the fixed portion of the ISAT, the common 42 items. Results for grade 10 are based exclusively on the ISAT 10.
Report date: 23-Sep-03

Idaho Standards Achievement Tests (ISAT)

September, 2003

Student Performance on State Proficiency Standards - Grades 4, 8 and 10 - Spring 2003 State-wide Results by Special Program

Grade 4	Count	Percent of Students in Each Performance Category			
		Below Basic	Basic	Proficient	Advanced
Free/Reduced Lunch					
Reading:	7166	8.7	26.5	37.7	27.1
Language:	7120	8.3	20.7	51.9	19.1
Mathematics:	7262	6.3	25.8	52.6	15.3
Limited English Proficient					
Reading:	1179	18.2	43.0	31.0	7.8
Language:	1165	17.2	31.7	44.6	6.5
Mathematics:	1197	13.1	37.8	44.1	< 5
Migrant					
Reading:	542	21.8	38.9	30.8	8.5
Language:	532	19.2	32.7	42.9	5.3
Mathematics:	543	13.6	35.4	46.2	< 5
Special Education					
Reading:	1750	23.5	40.2	26.5	9.9
Language:	1748	20.5	34.7	38.0	6.8
Mathematics:	1800	17.9	38.0	36.8	7.3
Title 1					
Reading:	4441	9.0	31.7	37.4	21.9
Language:	4462	9.3	25.2	50.1	15.5
Mathematics:	4552	6.2	28.0	52.3	13.4

* All performance results for grades 4 and 8 are based exclusively on the fixed portion of the ISAT; the common 42 items. Results for grade 10 are based exclusively on the ISAT 10.

Report date: 15-Sep-03

Idaho Standards Achievement Tests (ISAT)

September, 2003

Student Performance on State Proficiency Standards - Grades 4, 8 and 10 - Spring 2003 State-wide Results by Special Program

<u>Grade 8</u>	<u>Count</u>	<u>Percent of Students in Each Performance Category</u>			
		<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
Free/Reduced Lunch					
Reading:	6196	11.9	27.9	39.0	21.2
Language:	6207	12.1	29.8	49.4	8.7
Mathematics:	6157	25.8	35.6	31.9	6.7
Limited English Proficient					
Reading:	872	23.6	40.9	27.9	7.6
Language:	860	22.9	39.0	34.5	< 5
Mathematics:	875	44.7	34.6	18.2	< 5
Migrant					
Reading:	384	28.9	38.3	26.6	6.3
Language:	375	28.0	38.4	30.1	< 5
Mathematics:	382	45.8	37.2	15.4	< 5
Special Education					
Reading:	1639	32.3	41.0	22.6	< 5
Language:	1628	34.0	45.5	19.2	< 5
Mathematics:	1630	59.4	30.3	8.9	< 5
Title 1					
Reading:	987	12.7	38.8	36.7	11.9
Language:	987	14.8	39.6	41.3	< 5
Mathematics:	985	33.0	39.7	23.9	< 5

* All performance results for grades 4 and 8 are based exclusively on the fixed portion of the ISAT; the common 42 items. Results for grade 10 are based exclusively on the ISAT 10.

Idaho Standards Achievement Tests (ISAT)

September, 2003

Student Performance on State Proficiency Standards - Grades 4, 8 and 10 - Spring 2003 State-wide Results by Special Program

<u>Grade 10</u>	<u>Count</u>	<u>Percent of Students in Each Performance Category</u>			
		<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
Free/Reduced Lunch					
Reading:	4247	12.1	27.7	43.5	16.6
Language:	4235	10.8	28.6	49.1	11.5
Mathematics:	4233	10.8	32.1	42.9	14.2
Limited English Proficient					
Reading:	670	28.7	42.7	25.8	< 5
Language:	669	23.2	41.3	32.6	< 5
Mathematics:	674	19.4	45.8	31.8	< 5
Migrant					
Reading:	301	34.6	33.6	26.6	5.3
Language:	304	30.6	32.6	32.2	< 5
Mathematics:	302	21.2	41.7	33.1	< 5
Special Education					
Reading:	1200	30.5	45.1	21.6	< 5
Language:	1217	30.4	50.0	18.2	< 5
Mathematics:	1183	30.3	49.2	18.9	< 5
Title 1					
Reading:	553	14.3	37.4	40.1	8.1
Language:	560	12.3	42.0	40.2	5.5
Mathematics:	554	14.3	45.3	32.9	7.6

* All performance results for grades 4 and 8 are based exclusively on the fixed portion of the ISAT; the common 42 items. Results for grade 10 are based exclusively on the ISAT 10.

Idaho Standards Achievement Tests (ISAT)

September, 2003

Student Performance on State Proficiency Standards - Grades 4, 8 and 10 - Spring 2003 State-wide Results by Special Education Status

		Count	Percent of Students in Each Performance Category			
			Below Basic	Basic	Proficient	Advanced
<u>Grade 4</u>						
Special Education	Reading:	1750	23.5	40.2	26.5	9.9
	Language:	1748	20.5	34.7	38.0	6.8
	Mathematics:	1800	17.9	38.0	36.8	7.3
Regular Education	Reading:	16372	< 5	16.5	37.1	42.7
	Language:	16231	< 5	12.7	51.3	32.3
	Mathematics:	16513	< 5	16.5	55.8	25.2
<u>Grade 8</u>						
Special Education	Reading:	1639	32.3	41.0	22.6	< 5
	Language:	1628	34.0	45.5	19.2	< 5
	Mathematics:	1629	59.4	30.3	8.9	< 5
Regular Education	Reading:	17142	< 5	17.6	41.2	37.3
	Language:	17157	< 5	19.7	57.6	18.5
	Mathematics:	17032	11.9	31.0	43.1	14.0
<u>Grade 10</u>						
Special Education	Reading:	1200	30.5	45.1	21.6	< 5
	Language:	1217	30.4	50.0	18.2	< 5
	Mathematics:	1183	30.3	49.2	18.9	< 5
Regular Education	Reading:	16043	< 5	17.3	49.6	29.3
	Language:	16012	< 5	17.8	57.0	21.7
	Mathematics:	15969	< 5	20.8	48.5	27.1

* All performance results for grades 4 and 8 are based exclusively on the fixed portion of the ISAT; the common 42 items. Results for grade 10 are based exclusively on the ISAT 10.
Report date: 23-Sep-03

Draft of Common Core Standards

**The Council of Chief State School Officers and
The National Governors Association Center for Best Practices**

**Common Core Standards
Memorandum of Agreement**

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and “end-of-high-school” expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
 - Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
 - Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
 - Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
 - Research and evidence-based.
- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.
- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.
- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.
- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	
Chief State School Officer:	

National Governors Association

Founded in 1908, the National Governors Association (NGA) is the collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations. Its members are the governors of the 50 states, three territories and two commonwealths. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. For more information, visit www.nga.org.

Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Achieve, Inc.

Created by the nation's governors and business leaders, Achieve is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments and strengthen accountability to prepare all young people for postsecondary success. At the 2005 National Education Summit, Achieve launched the American Diploma Project (ADP) Network, a coalition that has grown to 34 states, educating nearly 85% of public school students in the United States. The ADP Network is committed to aligning high school expectations with the demands of college, career and life. To learn more about Achieve, visit www.achieve.org.

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Foreword

We are living in a world without borders. To meet the realities of the 21st century global economy and maintain America's competitive edge into the future, we need students who are prepared to compete not only with their American peers, but with students from all across the globe for the jobs of tomorrow.

States have voluntarily taken the lead in developing standards-based education, but policymakers lack a critical tool for moving forward—international benchmarking. This report is intended to help states take the next steps toward ensuring that American students receive a world-class education that positions them to compete and innovate in the 21st century.

International benchmarking will help state policymakers identify the qualities and characteristics of education systems that best prepare students for success in the global marketplace. The stakes are high, and improving our educational system will require commitment and insight not just from state leaders but many other stakeholders as well. With this in mind, the National Governors Association, the Council of Chief State School Officers, and Achieve, Inc. have joined to provide to states a roadmap for benchmarking their K-12 education systems to those of top-performing nations.

The partners' recommendations were informed by an International Benchmarking Advisory Group consisting of education experts representing education institutions, the business community, researchers, former federal officials, and current state and local officials. The Advisory Group's expertise and experience helped the partners identify the need for international comparisons and provide guidance for benchmarking state education system practices in areas such as standards, accountability, educator workforce, and assessments. The partner organizations will work with states to develop and implement these recommendations.

Governors recognize that new economic realities mean it no longer matters how one U.S. state compares to another on a national test; what matters is how a state's students compare to those in countries around the globe. America must seize this moment to ensure that we have workers whose knowledge, skills, and talents are competitive with the best in the world.

Governor Janet Napolitano
Arizona

Governor Sonny Perdue
Georgia

Craig R. Barrett
*Chairman of the Board
Intel Corporation*

Co-Chairs, International Benchmarking Advisory Group

Acknowledgements

This report was researched and written by Craig D. Jerald, president of Break the Curve Consulting in Washington, D.C.

At the National Governors Association Center for Best Practices, Ilene Berman, program director in the education division, and Dane Linn, director of the education division, supervised the project. Leadership and staff of the National Governors Association (NGA), Council of Chief State School Officers (CCSSO), and Achieve, Inc. played instrumental roles in the project. The following individuals provided useful guidance and feedback in the development of the report: Achieve, Inc. President Mike Cohen and Vice President for Advocacy and Outreach Sandy Boyd; NGA Executive Director Ray Scheppach, NGA Center Director John Thomasian, NGA Communications Director Jodi Omeary, Senior Communications Manager Christopher Cashman, and Education, Early Childhood and Workforce Committee Director Joan Wodiska; CCSSO Executive Director Gene Wilhoit, Deputy Executive Director Scott Montgomery, Legislative Director Scott Frein, and Communications Director Kara Schlosser. Within the NGA Office of Communications, Publications and Communications Manager Andrea Brachtesende provided editing and design assistance.

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International Benchmarking Advisory Group

To develop this report, the National Governors Association (NGA), Council of Chief State School Officers (CCSSO), and Achieve, Inc. invited national, state, and local education and policy leaders to serve on an International Benchmarking Advisory Group. The Advisory Group provided the three partner organizations with valuable insights and helped frame this bipartisan Call to Action. They collectively support the recommendations herein for internationally benchmarking state K-12 education systems.

Co-Chairs:

Governor Janet Napolitano, Arizona
Governor Sonny Perdue, Georgia
Craig R. Barrett, Chairman of the Board, Intel Corporation

Members:

Steven A. Ballmer, Chief Executive Officer, Microsoft Corporation
Governor Donald L. Carcieri, Rhode Island
Mitchell Chester, Commissioner of Education, Massachusetts Department of Elementary and Secondary Education
Christopher Edley, Jr., Dean and Professor of Law, University of California–Berkeley
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Phillip Uri-Treisman, Executive Director, The Charles A. Dana Center at the University of Texas at Austin
Bob Wise, President, Alliance for Excellent Education and former Governor of West Virginia

I. Executive Summary

Around the globe, governments are eagerly comparing their educational outcomes to the best in the world. The goal is not just to see how they rank, but rather to identify and learn from top performers and rapid improvers—from nations and states that offer ideas for boosting their own performance. This process, known as “international benchmarking,” has become a critical tool for governments striving to create world-class education systems.

In American education, “benchmarking” often simply means comparing performance outcomes or setting performance targets (or “benchmarks”). But in business and among education leaders in other countries, it means much more. The American Productivity and Quality Center puts it this way: “Benchmarking is the practice of being humble enough to admit that someone else has a better process and wise enough to learn how to match or even surpass them.”

Countries and states have good reason to make the effort. Technological, economic, and political trends have combined to increase demand for higher skills while heightening competition for quality jobs. Rule-bound jobs on factory floors and in offices are being automated and outsourced. The world’s knowledge- and innovation economy favors workers who have postsecondary education or training, strong fundamental skills in math and reading, and the ability to solve unfamiliar problems and communicate effectively.

At the same time, new technologies and corporate strategies have opened the global labor market to billions of people from places like Eastern Europe, India, China, and Brazil who had been left out. An increasing variety of work tasks can be digitized and performed nearly anywhere in the world. More jobs are going to the best educated no matter where they live, which means that Americans will face more competition than ever for work.

International trade agreements, such as China’s membership in the World Trade Organization in 2001, have hastened this transformation. Since 1980, global trade has grown 2.5 times faster than the global gross domestic product (GDP). Recent estimates put today’s world exports at \$12.5 trillion, nearly 20 percent of world GDP.

The global economy is here to stay, with recent research suggesting that it is evolving and its impact intensifying at a stunning pace. “Globalization is happening faster than people think,” says Vivek Wadhwa, Wertheim Fellow at Harvard Law School’s Labor and Worklife program and Duke University Executive in Residence. His recent research shows that companies are no longer just outsourcing production but are farming out *innovation* as well. “Having India and China conduct such sophisticated research and participate in drug discovery was unimaginable even five years ago,” he says.

Education is a tremendously important lever for ensuring competitiveness and prosperity in the age of globalization, albeit not the only one. Recent economic studies show that high skills lead to better wages, more equitable distributions of income, and substantial gains in economic productivity. Higher math performance at the end of high school translates into a 12 percent increase in future earnings. If the United States raised students’ math and science skills to globally competitive levels over the next two decades, its GDP would be an additional 36 percent higher 75 years from now.

The race is on among nations to create knowledge-fueled innovation economies. In Singapore, Germany, China, Brazil, Korea, and other countries around the world, educational improvement is viewed as a critical part of that mission. Nations and states are therefore working hard to benchmark their education systems to establish a solid foundation for economic development in the 21st century. Some are finding innovative ways to measure their students’ progress internationally. Others are examining high-performing and fast-improving nations to learn about best practices that they then adapt or adopt to improve their own systems.

American education has not adequately responded to these new challenges. The United States is falling behind other countries in the resource that matters most in the new global economy: human capital. American 15-year-olds ranked 25th in math and 21st in science achievement on the most recent international assessment conducted in 2006. At the same time, the U.S. ranked high in inequity, with the third largest gap in science scores between students from different socioeconomic groups.

The U.S. is rapidly losing its historic edge in educational attainment as well. As recently as 1995, America still tied for first in college and university graduation rates, but by 2006 had dropped to 14th. That same year it had the second-highest college dropout rate of 27 countries.

State leaders already are deeply engaged in efforts to raise standards, advance teaching quality, and improve low-performing schools. International benchmarking provides an additional tool for making that process more effective, offering insights and ideas that cannot be garnered solely from looking within and across state lines. To that end, the partner organizations and International Benchmarking Advisory Group call on state leaders to take the following actions:

State leaders also should tackle “the equity imperative” by creating strategies for closing the achievement gap between students from different racial and socioeconomic backgrounds in each of the action steps above. Reducing inequality in education is not only socially just, it’s essential for ensuring that the United States retain a competitive edge.

Research shows that education systems in the United States tend to give disadvantaged and low-achieving students a watered down curriculum and place them in larger classes taught by less qualified teachers—exactly opposite of the educational practices of high-performing countries.

Action 1: Upgrade state standards by adopting a common core of internationally benchmarked standards in math and language arts for grades K-12 to ensure that students are equipped with the necessary knowledge and skills to be globally competitive.

Action 2: Leverage states’ collective influence to ensure that textbooks, digital media, curricula, and assessments are aligned to internationally benchmarked standards and draw on lessons from high-performing nations and states.

Action 3: Revise state policies for recruiting, preparing, developing, and supporting teachers and school leaders to reflect the human capital practices of top-performing nations and states around the world.

Action 4: Hold schools and systems accountable through monitoring, interventions, and support to ensure consistently high performance, drawing upon international best practices.

Action 5: Measure state-level education performance globally by examining student achievement and attainment in an international context to ensure that, over time, students are receiving the education they need to compete in the 21st century economy.

The federal government can play an enabling role as states engage in the critical but challenging work of international benchmarking. First, federal policymakers should offer funds to help underwrite the cost for states to take the five action steps described above. At the same time, policymakers should boost federal research and development (R&D) investments to provide state leaders with more and better information about international best practices, and should help states develop streamlined assessment strategies that facilitate cost-effective international comparisons of student performance.

As states reach important milestones on the way toward building internationally competitive education systems, the federal government should offer a range of tiered incentives to make the next stage of the journey easier, including increased flexibility in the use of federal funds and in meeting federal educational requirements and providing more resources to implement world-class educational best practices. Over the long term, the federal government will need to update laws to align national education policies with lessons learned from state benchmarking efforts and from federally funded research.

Nations around the world are facing a new education imperative, and many are seizing the historical moment to provide their citizens with better opportunities and stronger economies.

America must seize this moment too, with states leading the way. Many states already are working hard to improve standards, teaching quality, and accountability, but policymakers lack a critical tool—international benchmarking.

The U.S. can take pride in many aspects of its education system, from the high performance of its teenagers on international civics tests to the strength of its higher education institutions.

But if state leaders want to ensure that their citizens and their economies remain competitive, they must look beyond America's borders and benchmark their education systems with the best in the world. The state mandate to educate all students remains, but the world that students will enter after school has changed.

For Andreas Schleicher, head of the Indicators and Analysis Division at the Organisation for Economic Co-Operation and Development's Directorate for Education, the case for adopting a global view to improving education is undeniable:

It is only through such benchmarking that countries can understand relative strengths and weaknesses of their education system and identify best practices and ways forward. The world is indifferent to tradition and past reputations, unforgiving of frailty and ignorant of custom or practice. Success will go to those individuals and countries which are swift to adapt, slow to complain, and open to change.

II. The Need for Action

Around the globe, governments are eagerly comparing their educational outcomes to the best in the world. The goal is not just to see how they rank, but rather to identify and learn from top performers and rapid improvers—from nations and states that offer ideas for boosting their own performance. This process, known as “international benchmarking,” has become a critical tool for governments striving to create world-class education systems.

In American education, “benchmarking” often simply means comparing performance outcomes or setting performance targets (or “benchmarks”). But in business and among education leaders in other countries, it means much more: Comparing outcomes to identify top performers or fast improvers, learning how they achieve great results, and applying those lessons to improve one’s own performance. The American Productivity and Quality Center puts it this way: “Benchmarking is the practice of being humble enough to admit that someone else has a better process and wise enough to learn how to match or even surpass them.”¹

A Skills-Driven Global Economy

Governments have good reason to benchmark and improve their education systems. Technological, economic, and political trends have increased demand for higher skills while heightening competition for quality jobs. In the U.S., outsourcing and automation have dramatically altered the mix of jobs in the labor force. The proportion of American workers in blue-collar and administrative support jobs plummeted from 56 percent to 39 percent between 1969 and 1999, and the share of jobs requiring more education and specialized skills—work that is managerial, professional, and technical in nature—increased from 23 percent to 33 percent over the same period.²

Skill demands *within* jobs are rising as well. A study that analyzed typical tasks in the American workplace found that routine manual and cognitive tasks that follow a set of prescribed rules are rapidly being taken over by computers or workers in other countries. But more sophisticated tasks are on the rise, specifically those that require workers to “bring facts and relationships to bear in problem solving, the ability to judge when one problem-solving strategy is not working and another should be tried, and the ability to engage in complex communication with others,” along with “foundational skills” in math and reading.³

Technology is changing not just how work gets done, but also where it can be done. Advances in telecommunications allow companies to digitize work tasks and products so that jobs can be performed virtually anywhere in the world. And new management software has enabled firms to shift from “vertical” production—where all tasks are done in sequence in the same place—to “horizontal” production in which tasks are carved up and shipped out to wherever they can be done best and cheapest. The result, according to a blue-ribbon commission report released last year, “is a world in which it is just as easy to create work teams on four continents as it is to create work teams composed of people from four divisions of the same firm located in the same city.”⁴

While all these changes took place, political and economic developments opened the doors of this new global economy to more than a billion new workers from Russia, Eastern Europe, China, India, and other developing countries who now compete for jobs with those in developed nations. Harvard economist Richard Freeman calls this “The Great Doubling” of the global workforce. At first, low-skilled, low-paying jobs were outsourced to these workers, but now some higher skilled jobs—from analyzing X-rays to tutoring high school students to preparing tax returns—are migrating abroad, too.⁵ The twin forces of globalization and computerization mean that any job reducible to a set of scripted rules is vulnerable to outsourcing or automation.⁶

International trade agreements, such as China's membership in the World Trade Organization in 2001, have sped this transformation along. Although some firms have long had global links, globalization is now pervasive: More nations are joining the marketplace, more goods and services are traded globally, and more of the production process is interconnected in a worldwide supply web. Since 1980, global trade has grown 2.5 times faster than the global gross domestic product (GDP). Recent estimates put today's world exports at \$12.5 trillion, nearly 20 percent of world GDP.⁷

Recent research suggests that globalization is not only here to stay, it is evolving and intensifying at a rapid pace. In June, Harvard and Duke University researchers published the first in a series of studies documenting how corporations are no longer just outsourcing production; they are beginning to outsource *innovation* as well. For example, big pharmaceutical companies such as Merck, Eli Lilly, and Johnson & Johnson are relying on India and China not only for manufacturing and clinical trials, but also for advanced research and development. As a result, scientists in those countries are rapidly increasing their ability to innovate and create their own intellectual property; the global share of pharmaceutical patent applications originating in India and China increased fourfold from 1995 to 2006.⁸

"Globalization is happening faster than people think," says Vivek Wadhwa, the researcher and former entrepreneur who led the study. "Having India and China conduct such sophisticated research and participate in drug discovery was unimaginable even five years ago."⁹ Wadhwa's team is finding the same kind of rapid change in a wide range of industries—from telecommunications and computer networking to aerospace and computers. Indeed, the National Academy of Engineering recently noted that nearly all of the top 20 U.S.-based semiconductor companies have opened design centers in India, nine of them since 2004.¹⁰ "Our take is that the global technology landscape has changed dramatically over the last decade," says Wadhwa, "and that we're at the beginning of a new wave of globalization."¹¹

Education for Economic Growth

As a result of these trends, American workers are competing not only with skilled workers here, but with those living in far-away places. Labor economists Frank Levy and Richard Murnane argue that "over the long run, better education is the best tool we have to prepare the population for a rapidly changing job market."¹² Studies show that higher math performance at the end of high school translates into substantially higher future earnings; an increase of one standard deviation in math scores translates into a 12 percent boost in wages.¹³ Family income for households headed by someone with a college degree grew by nearly 40 percent from 1973 to 2006, compared with less than 6 percent for families headed by someone with only a high school diploma.¹⁴

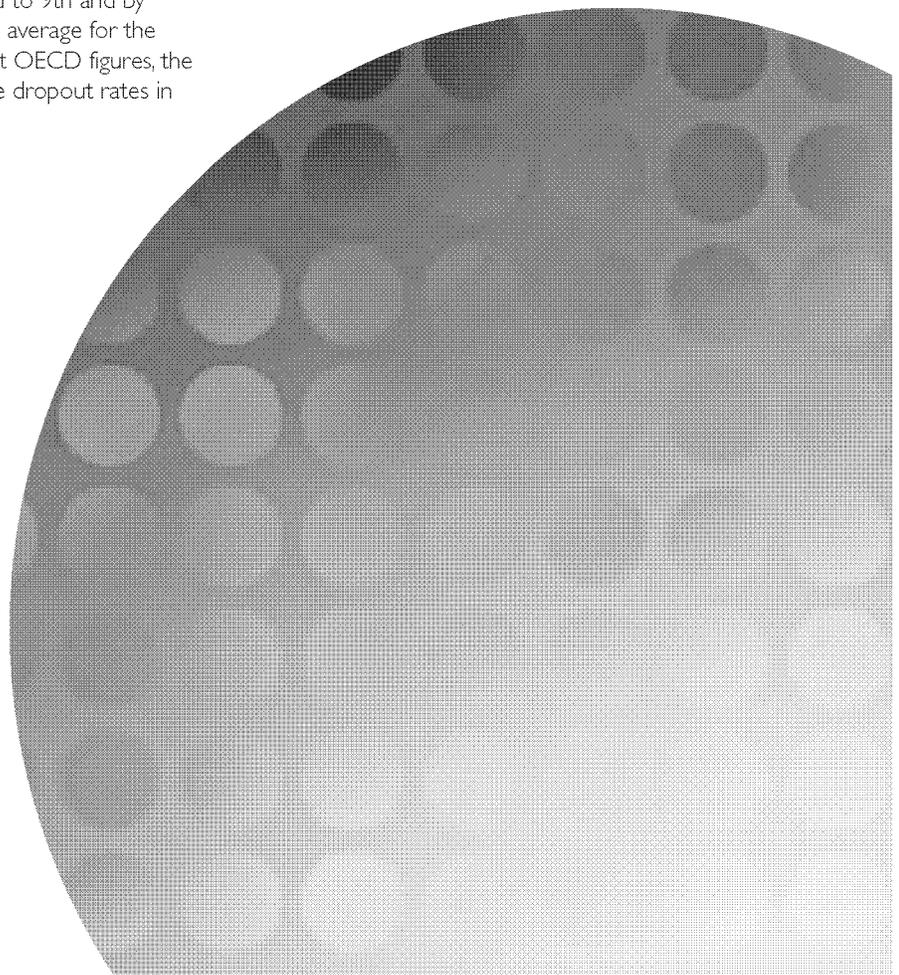
Fortune may favor the prepared mind, but it also favors the prepared *place*—whether that place is a nation, a region, or an individual state. To lay a solid foundation for widespread economic growth, governments around the world are adopting policies aligned with a 21st century economy that is increasingly knowledge-fueled, innovation-driven, and global in scope. The Organisation for Economic Co-Operation and Development (OECD) estimates that each additional year of schooling among the adult population raises a nation's economic output by between 3 percent and 6 percent.¹⁵ New studies by Stanford economist Eric Hanushek and others have found strong evidence that high skills lead to elevated individual wages, a more equitable distribution of income, and substantial gains in economic productivity.¹⁶

Indeed, Hanushek estimates that if the U.S. improved enough to become a top-performing nation on international assessments between 2005 and 2025, by 2037 its GDP would be an additional 5 percent higher than if skills stayed the same. Improving human capital pays off even more handsomely over a longer time horizon: By 2080, America's GDP would be *36 percent higher* than would be the case if the U.S. remained mediocre in math and science.¹⁷

The implications are clear: In today's world, high wages follow high skills, and long-term economic growth increasingly depends on educational excellence. Unfortunately, American education has not adequately responded to these challenges. As other countries seize the opportunity to improve their education systems so their citizens can benefit from new economic opportunities, the United States is rapidly losing its leading edge in the resource that matters most for economic success: human capital.

Four decades ago America had the best high school graduation rate in the world, but by 2006 it had slipped to 18th out of 24 industrialized countries.¹⁸ For most of the 20th century, the U.S. set the standard for quality in higher education—and, in many respects, it still does. But other countries learned from our success and are now catching up or pulling ahead. As recently as 1995 America was still tied for first in the proportion of young adults with a college degree, but by 2000 it had slipped to 9th and by 2006 to 14th—below the OECD average for the first time.¹⁹ According to the latest OECD figures, the U.S. has one of the highest college dropout rates in the industrialized world.²⁰

Even if the U.S. improves its high school and postsecondary graduation rates, it will be difficult if not impossible to maintain its historic dominance in the supply of educated workers. Already, America's share of the world's college students has dropped from 30 percent in 1970 to less than half that today.²¹ And because of their sheer size, China and India will surpass both Europe and the United States in the number of secondary and postsecondary graduates produced over the next decade.²² Many experts have concluded that since the U.S. can no longer compete in *quantity* of human capital, it will have to compete in *quality* by providing its young people with the highest level of math, science, reading, and problem-solving skills in the world.



But so far American education has not adequately responded to the skills challenge either. Out of 30 industrialized countries participating in the OECD's Programme for International Student Assessment (PISA) in 2006, the U.S. ranked 25th in math and 21st in science achievement (**Figure 1**). The performance gap between the United States and top-performing nations is huge: American students lag about a full year behind their peers in the countries that perform best in mathematics.²³ Even our "best and brightest" cannot compete with excellent students elsewhere. According to the OECD, "the United States does not just have more students performing badly—it also has many fewer students performing well."²⁴ America's best math students performed worse than the best math students in 22 other OECD nations. Moreover, only 1.3 percent of U.S. 15-year-olds performed at the highest PISA level in mathematics, while among the top 10 countries the share of high performers was three to seven times as large.²⁵

American students seemed to perform better on the most recent Trends in International Mathematics and Science Study (TIMSS), conducted in 2003. For example, fourth-graders scored "above average" in mathematics among participating countries while eighth-graders scored either above average or about average depending on the calculation.²⁶ However, when compared only with more developed nations that are America's economic competitors, U.S. performance on TIMSS looks more like its performance on PISA. In 2005, the American Institutes for Research (AIR) analyzed a group of industrialized nations participating in both TIMSS and PISA; among that group, U.S. students consistently performed below average across international assessments. "U.S. performance is below the 12-country average at both low- and high-skill levels and low and high-levels of item difficulty."²⁷

American students tend to perform better on international assessments of reading than they do in math and science. But U.S. 15-year-olds perform only about average among industrialized countries, and fourth graders' reading scores have stagnated while other countries have made sizeable gains. "Reforms aimed at improving reading achievement seem to have propelled Russia, Hong Kong, and Singapore from middle to top rankings [on the Progress in International

Reading Literacy Study (PIRLS)]," *Education Week* reported last year, "even as U.S. performance stood still."²⁸

Moreover, a 2003 PISA assessment of students' ability to solve real-world problems found that fewer than half of U.S. 15-year-olds are analytical problem-solvers who can communicate well about solutions. Among 29 industrialized nations, the U.S. had the fifth highest percentage of very weak problem-solvers and the sixth lowest percentage of strong problem-solvers.²⁹ Such results suggest that U.S. schools not only are failing to provide many students with strong foundational skills in subjects like math and science, but they also are not providing enough students with the broader skills that the modern workplace increasingly demands.

Schools also must find ways to provide students with the "global awareness" that the globalization of work requires.³⁰ To collaborate on international work teams, manage employees from other cultures and countries, and communicate with colleagues and clients abroad, Americans will need to know and understand much more about the rest of the world than they do now.³¹ "A pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in the global marketplace and [to] produce an informed citizenry," the National Academy of Sciences warned last year.³²

The Equity Imperative

Some might argue that it is enough to produce the next generation of elite "rocket scientists" who can invent new technologies and spur innovation. There is a widespread belief that providing America's top students with a world-class education is the single most important way to boost economic growth. This notion is often paired with a conviction that focusing on educational equity for all sacrifices excellence for the few who are already advanced. But these are myths. Our national commitment to closing achievement gaps is not only compatible with a global competitiveness agenda, it is essential for realizing that agenda.

Figure 1: U.S. 15-Year-Old Performance Compared with Other Countries*Programme for International Student Assessment (PISA)*

- Average is measurably higher than the U.S.
 ○ Average is measurably lower than the U.S.

Mathematics (2006)			Science (2006)			Reading (2003)			Problem Solving (2003)		
Rank		Score	Rank		Score	Rank		Score	Rank		Score
1	Finland	548	1	Finland	563	1	Finland	543	1	Korea	550
2	Korea	547	2	Canada	534	2	Korea	534	2	Finland	548
3	Netherlands	531	3	Japan	531	3	Canada	528	3	Japan	547
4	Switzerland	530	4	New Zealand	530	4	Australia	525	4	New Zealand	533
5	Canada	527	5	Australia	527	5	New Zealand	522	5	Australia	530
6	Japan	523	6	Netherlands	525	6	Ireland	515	6	Canada	529
7	New Zealand	522	7	Korea	522	7	Sweden	514	7	Belgium	525
8	Belgium	520	8	Germany	516	8	Netherlands	513	8	Switzerland	521
9	Australia	520	9	United Kingdom	515	9	Belgium	507	9	Netherlands	520
10	Denmark	513	10	Czech Republic	513	10	Norway	500	10	France	519
11	Czech Republic	510	11	Switzerland	512	11	Switzerland	499	11	Denmark	517
12	Iceland	506	12	Austria	511	12	Japan	498	12	Czech Republic	516
13	Austria	505	13	Belgium	510	13	Poland	497	13	Germany	513
14	Germany	504	14	Ireland	508	14	France	496	14	Sweden	509
15	Sweden	502	15	Hungary	504	15	United States	495	15	Austria	506
16	Ireland	501	16	Sweden	503	16	Denmark	492	16	Iceland	505
17	France	496	17	Poland	498	17	Iceland	492	17	Hungary	501
18	United Kingdom	495	18	Denmark	496	18	Germany	491	18	Ireland	498
19	Poland	495	19	France	495	19	Austria	491	19	Luxembourg	494
20	Slovak Republic	492	20	Iceland	491	20	Czech Republic	489	20	Slovak Republic	492
21	Hungary	491	21	United States	489	21	Hungary	482	21	Norway	490
22	Luxembourg	490	22	Slovak Republic	488	22	Spain	481	22	Poland	487
23	Norway	490	23	Spain	488	23	Luxembourg	479	23	Spain	482
24	Spain	480	24	Norway	487	24	Portugal	478	24	United States	477
25	United States	474	25	Luxembourg	486	25	Italy	476	25	Portugal	470
26	Portugal	466	26	Italy	475	26	Greece	472	26	Italy	469
27	Italy	462	27	Portugal	474	27	Slovak Republic	469	27	Greece	448
28	Greece	459	28	Greece	473	28	Turkey	441	28	Turkey	408
29	Turkey	424	29	Turkey	424	29	Mexico	400	29	Mexico	384
30	Mexico	406	30	Mexico	410						
	OECD average	498		OECD average	500		OECD average	494		OECD average	500

Source: Organisation for Economic Co-Operation and Development and U.S. Department of Education.

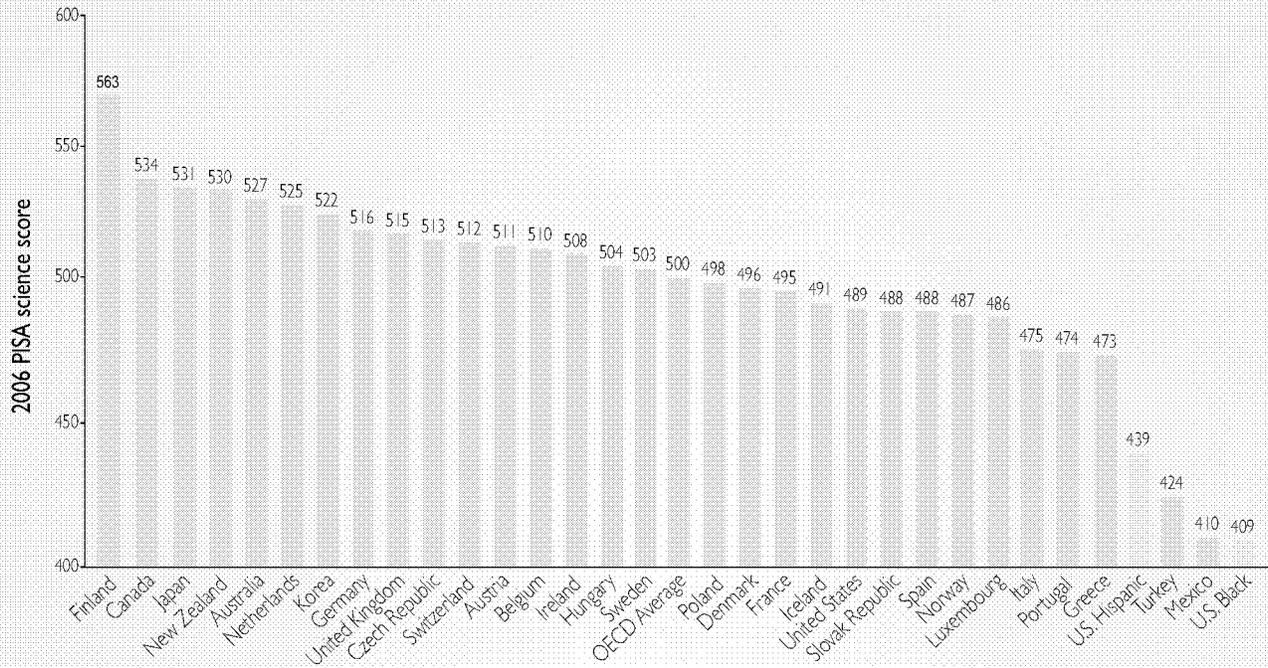
Recent studies offer compelling evidence that educational equity is just as important for economic competitiveness as it is for social justice. Hanushek and colleagues specifically analyzed economic data to answer this question: “Which is more important for growth—having a substantial cadre of high performers or bringing everyone up to a basic level of performance?” They found that to truly maximize growth, it is not enough to produce a high-achieving elite; a nation’s economic success also depends on closing achievement gaps to ensure that all students attain a solid foundation of knowledge and skills.³³ Another recent study of 14 developed countries concluded that “increasing the average level of literacy will have a greater effect on growth than increasing the percentage of individuals who achieve high levels of literacy skills.”³⁴

But the U.S. has a long way to go before it achieves that goal. While American 15-year-olds rank in the *bottom-third* of developed nations in overall performance in math and science, they rank in the *top-third* when it comes to gaps between students from different family backgrounds.³⁵ In fact, the difference in science scores between students from different socioeconomic backgrounds is bigger in the United States than in almost any other country.³⁶ Fortunately, international assessments also show that it is possible to realize high average performance alongside more equitable performance. Across several continents, countries like Japan, Korea, Finland, and Canada demonstrate that students from disadvantaged backgrounds need not automatically perform poorly in school.³⁷

Learning how some countries achieve performance that is both higher and more equitable has tremendous implications in this country given America’s long-term demographic outlook. Demographers now predict that “minorities” will constitute the majority of schoolchildren by 2023 and of working-age Americans by 2039.³⁸ In 2006, U.S. Hispanic 15-year-olds performed below the average of every OECD country except Turkey and Mexico in science literacy, and black students performed even worse (**Figure 2**).³⁹ America cannot remain competitive if half of its population graduates from high school so poorly prepared that it is unable to thrive in the global knowledge economy. States that plan to grow their economies *must* find ways to close their achievement gaps.

Of course, some critics of international assessments claim that America’s disappointing performance is inevitable precisely because of its demographic challenges. But the data do not support such beliefs: Overall, U.S. 15-year-olds are slightly above the international average when it comes to families’ social, economic, and cultural status.⁴⁰ The problem is that America’s education system does a poor job supporting students and offering equal learning opportunities. According to OECD, in 2006, the U.S. ranked fourth out of 30 countries in the relative *impact* that socioeconomic background had on students’ PISA science achievement.⁴¹ Another recent study measuring the impact of family background on TIMSS results found a similar pattern: “The U.S. falls in the top quarter of the most unequal countries.”⁴²

Figure 2: U.S. Minority Performance Below Averages of Most Industrialized Nations



Source: Baldi, S., Y.Jin., M. Skemer, P.J. Green, and D. Herget. Highlights from PISA 2006: Performance of U.S. 15-Year-Old Students in Science and Mathematics Literacy in an International Context. Washington, DC: U.S. Department of Education, National Center for Education Statistics, December 2007, pp. 6 & 15.

Other Countries Pulling Ahead

America's global position is slipping not because U.S. schools are getting worse. Rather, America is losing ground because its educational outcomes have mostly stagnated while those in other countries have surged. Nations that formerly lagged far behind the U.S. have caught up with and in some cases even surpassed it.

Korea, for instance, has gone from well behind to significantly ahead of the United States in high school attainment in just a few generations—an education triumph that has helped fuel the country's tremendous progress (**Figure 3**). In 1960, Mexico's economic productivity was twice as large as Korea's, but by 2003 Korea's GDP was twice as large as Mexico's. According to the World Bank, "the contribution of knowledge ... was a key factor in Korea's miracle of rapid economic growth."⁴³

Other countries have made rapid strides in building competitive knowledge-and-innovation economies. "At the end of World War II, a single nation stood atop Mount Innovation, and it was the United States," notes former Harvard Business School professor John Kao in his 2007 book *Innovation Nation*. "Now, powerful new climbers have emerged to challenge U.S. supremacy. ... Some may be surprising—Brazil, Denmark, Estonia, Finland, New Zealand, Singapore, and Taiwan."⁴⁴ Not surprisingly, some of those same nations also top the list of countries achieving high performance or seeing big gains on international assessments.

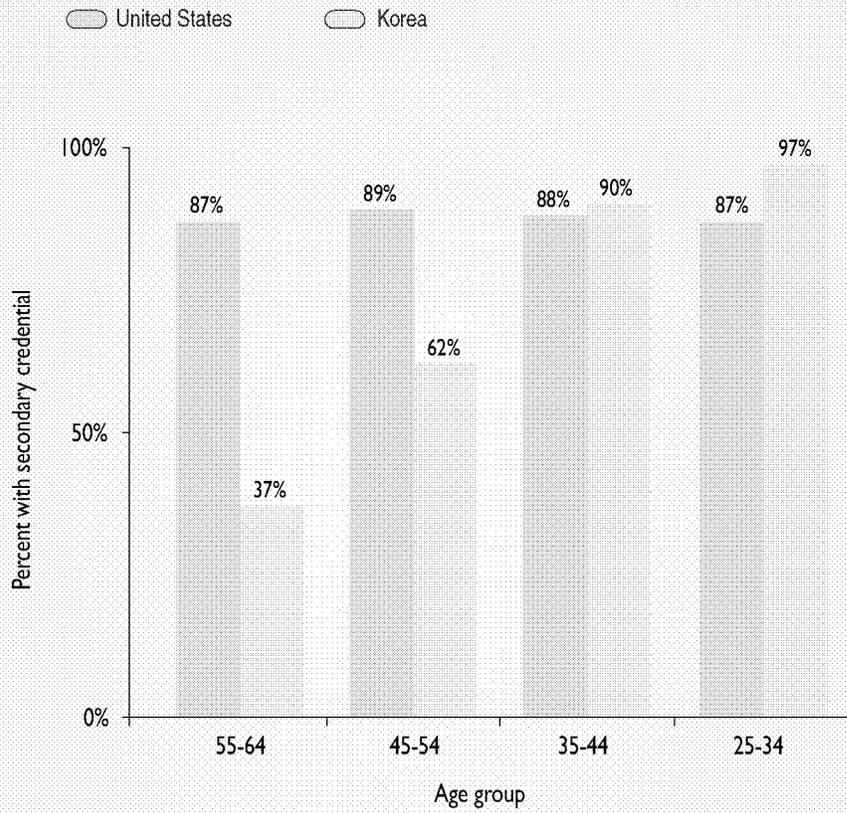
"Young Chinese, Indians, and Poles are not racing us to the bottom," *New York Times* columnist Thomas Friedman observed in 2005. "They do not want to work for us; they don't even want to be us. They want to dominate us—in the sense that they want to be creating the companies of the future ..."⁴⁵

These governments are giving their people an edge by making major efforts to improve K-12 education. Between 2000 and 2006, Poland increased its PISA reading achievement by 29 points—almost a year's worth of learning—while decreasing the proportion of achievement variation across schools from 51 percent to 12 percent. Improving average skills while decreasing the achievement gap is no accident: Poland's major education reforms are now bearing fruit.⁴⁶

Some countries are working hard to compare their performance internationally and to use those comparisons to drive improvement. Mexico plans to link its national assessment to PISA and has set presidential targets for 2012 and for 2030. Brazil has benchmarked every secondary school against PISA so that each one receives two scores—one benchmarked to the national metric and one benchmarked to PISA. The goal is to have all Brazilian secondary schools achieving at the international average by 2021. "Instead of spending years complaining that they don't do well, they turned it around to talk about what to do about it and to measure progress," says Andreas Schleicher, head of the Indicators and Analysis Division at OECD's Directorate for Education.⁴⁷

Many nations are going beyond performance to benchmark their policies and practices with the world's top performers—and making major strategic changes as a result. When Germany received disappointing results on the PISA 2000 assessment, leaders commissioned a team of experts from high-performing and innovative countries to investigate best practices and provide advice. In 2003, the German government launched a \$4.6 billion package of education reforms, including a program to expand learning time by introducing 10,000 all-day schools across the country.⁴⁸ And by 2004, Germany's 16 *Länder* (states) began to adopt common, jointly developed "national education standards"—something that previously had been considered politically daunting if not impossible.⁴⁹

Figure 3: Korea's Education Advancement



Source: Organisation for Economic Co-Operation and Development, *Education at a Glance 2008*, Paris: OECD, September 2008, p. 43, Table A1.2a.

Germany is not alone in its response to international assessment results. A recent evaluation of the policy impact of PISA found that the assessment has had a major influence on educational policy and practice in many OECD countries, most notably on educational standards and curricula as well as on systems of evaluation and accountability.⁵⁰

Countries have responded to TIMSS and PIRLS results as well. A 2005 study found that 10 out of 18 developing nations had changed their science curricula in response to the TIMSS 1999 results, and eight had changed their math curricula—including “relocating into grade 8 topics that had been taught later.”⁵¹ Hong Kong’s reading reforms, which boosted its fourth-grade PIRLS achievement from significantly below the U.S. to significantly above it, were enacted in response to disappointing results on the 2001 assessment.⁵² Singapore’s impressive math and science performance on TIMSS assessment is hardly a mistake; rather, the outcomes resulted from major education reforms the country launched in response to poor performance on the Second International Science Study (a precursor of TIMSS) in the mid-1980s.⁵³

Vivien Stewart, vice president of the Asia Society, says she is often impressed by the openness and eagerness of education leaders in other countries to learn from and apply international best practice. “Singapore is currently at the top and China is rapidly improving and India is just beginning to improve, but they are all very interested in using international best practices,” she says. “China, before it engages in any reforms, will send teams to examine best practices around the world. Although this is mostly done at the national level, it’s increasingly done at the province level too. China is doing this with a vengeance because they traditionally have been cut off from the rest of the world, and they want to catch up quickly. A lot of the Chinese curriculum reforms are based on looking at systems in other parts of the world.”⁵⁴

China’s educational efforts are well matched with its economic aspirations. In 2006, the country’s Eleventh Five-Year-Plan put technological innovation squarely at the center, emphasizing the need to develop a “rich talent base” and calling for the government to “cultivate talents with creativity and completely improve our capacity of self-innovation so top universities in China will become an important force for the establishment of an innovation nation.”⁵⁵ A July 2008 study found that the University of California, Berkeley had been displaced by not one but two Chinese universities as the top undergraduate feeder institutions for U.S. Ph.D. programs.⁵⁶ In addition, while America could once expect talented foreigners studying here to stay and contribute to the U.S. economy after graduation, foreign-born specialists educated in this country are increasingly returning home to take advantage of new economic opportunities in their own countries.

Many other regions and nations are working to benchmark and improve education to attract high-skilled, high-paying jobs. In 2000, the European Union (EU) heads of state adopted the goal of becoming “the most competitive and dynamic knowledge-based economy in the world,” encouraging member nations to introduce a host of education and other reforms. Since then, the EU has adopted educational goals that are internationally benchmarked, and publishes an annual report that allows national leaders to compare results within Europe as well as with the U.S. and other countries around the world. The 2008 edition emphasizes the critical role of international benchmarking: “All Member States can learn from the best performers in the Union. . . . This is why the Council asked for the three best performing countries (leaders) in specific policy areas to be identified.”⁵⁷

Such attitudes stand in stark contrast to the United States, which so far has largely ignored the international benchmarking movement in education. “The U.S. education system in general is very introverted,” observes Sir Michael Barber, a former top education official in Great Britain who now focuses on international benchmarking at McKinsey and Company, a global management consulting firm.⁵⁸ The U.S. participates in far fewer international benchmarking studies than do many other countries, especially compared with those working hardest to improve. In June, a group of governors attending an NGA- and Hunt Institute-sponsored seminar on educational competitiveness learned that the U.S. is the only OECD country with a federal-style education system where most state leaders have no regular and reliable information to compare student performance internationally.

Barber argues that will need to change if the U.S. wants to remain competitive. “All around the world,” he says, “governments are seeking insights into how to improve education systems, and many understand that the only way for a country or a state to keep up globally is to look at what’s happening with best practice around the world.”⁵⁹

Of course, the U.S. education system has strengths as well as weaknesses, and plenty to teach other countries. For example, U.S. ninth-graders scored well above average on the 1999 Civic Education Study, ranking sixth out of 28 countries overall and first in students’ ability to critically interpret political information. Moreover, the U.S. was one of only two countries whose students scored above average not only in civics content, but also on measures of positive civic engagement and attitudes.⁶⁰ Clearly, educators in emerging democracies can look to the U.S. for lessons in how to prepare students for active civic engagement.

Many countries also find much to admire about America’s higher education system and reforms around the globe have been informed by the U.S. “You have created a public-private partnership in tertiary education that is amazingly successful,” Singapore’s Education Minister Tharman Shanmugaratnam told *Newsweek* in 2006. “The government provides massive funding, and private and public colleges compete, raising everyone’s standards.” Moreover, some Asian countries have looked to U.S. schools for ideas on how to encourage innovation and risk taking. “America has a culture of learning that challenges conventional wisdom, even if it means challenging authority,” says Shanmugaratnam. “These are the areas where Singapore must learn from America.”⁶¹

But the U.S. cannot afford to rest on its past accomplishments. The global knowledge economy is here, and if state leaders want to ensure that their citizens can compete in it, they must seize the initiative, looking beyond America’s borders and benchmarking their education systems with the best in the world. The state mandate to educate all students remains, but the world that schools are preparing students for has changed—and will continue to change—dramatically.

OECD’s Schleicher says the case for adopting a global perspective on improving education is undeniable:

It is only through such benchmarking that countries can understand relative strengths and weaknesses of their education system and identify best practices and ways forward. The world is indifferent to tradition and past reputations, unforgiving of frailty and ignorant of custom or practice. Success will go to those individuals and countries which are swift to adapt, slow to complain, and open to change.⁶²

Myths and Realities about International Comparisons

Myth: *Other countries test a more select, elite group of students.*

Reality: That might have been true for early international assessments, but it is no longer true today. According to Jim Hull, who examined international assessments for the National School Boards Association, "Since the 1990s, due to better sampling techniques and a move by more countries to universal education, the results represent the performance of the whole student population, including students who attend public, private, and vocational schools, students with special needs, and students who are not native speakers of their nation's language."⁶³

While the U.S. still sets a relatively high age for compulsory education among OECD nations, that does not automatically translate into higher rates of school enrollment. U.S. enrollment rates in primary and secondary education are the same as or below those in other industrialized nations. For example, among OECD member nations, the U.S. ranks only 22nd in school enrollment of 5- to 14-year-olds and 23rd in enrollment of 15- to 19-year-olds.⁶⁴

Moreover, on the most recent PISA assessment, OECD member nations on average tested a *higher* proportion of 15-year-olds than did the U.S. (97 percent versus 96 percent of those enrolled in schools, and 89 percent versus 86 percent of the entire 15-year-old population), which refutes the idea that the U.S. was disadvantaged by testing a broader population.⁶⁵ While no assessment is perfect, PISA, TIMSS, and PIRLS all have tight quality-control mechanisms, including very strict and transparent guidelines for sampling students and administering assessments. All exclusions must be thoroughly documented and justified, and total exclusions must fall below established thresholds.

Myth: *The U.S. performs poorly because of poverty and other family factors.*

Reality: According to the U.S. Department of Education, the U.S. looks about average compared with other wealthy nations on most measures of family background.⁶⁶ Among the OECD's 30 member nations, U.S. 15-year-olds are slightly *above* the international average on a composite index of economic, social, and cultural status (ESCS); only 11 percent of U.S. students fall within the lowest 15 percent of the ESCS internationally.⁶⁷ Moreover, America's most affluent 15-year-olds ranked only 23rd in math and 17th in science on the 2006 PISA assessment when compared with affluent students in other industrialized nations.⁶⁸ In fact, when the OECD uses statistical methods to estimate how PISA scores would look if the ESCS index were equalized across all countries—a leveling of the playing field—U.S. performance actually looks worse rather than better.⁶⁹

This is not to say that demographics are unimportant in American schools: The U.S. ranks high in the impact that family background has on student achievement (fourth out of 30 countries),⁷⁰ in part because its education system does a particularly poor job supporting students and equalizing learning opportunities. For example, a 2006 study published in the *European Journal of Political Economy* found that out of 18 developed nations, the U.S. is the only country where weaker students are more likely to be enrolled in larger classes.⁷¹ Another study found that the U.S. has one of the largest gaps in access to qualified teachers between students of high and low socioeconomic status.⁷²

Myth: *Cultural factors prevent U.S. students from performing as well as those in other nations, particularly Asian countries.*

Reality: U.S. 15-year-olds reported spending *more* time on self study or homework in science, math, and reading than did students on average across the 30 OECD nations taking the 2006 PISA assessment, including those in Japan and, except for math, in Korea.⁷³ Moreover, high-performing nations and states can be found all over the world, not just in Asia. For example, the five top-scoring nations in the 2006 PISA science assessment were located on four different continents, reflecting a range of cultures: Europe (Finland), North America (Canada), Asia (Japan), and Oceania (New Zealand and Australia).

Singapore is often singled out for its top performance on the TIMSS math assessment, which some say must be due to an unusually strong work ethic. But that belief was challenged in a 2005 study by the American Institutes for Research (AIR): "Singaporean students are hardworking, but if Singapore's success is attributable only to work ethic, how can we account for the fact that its high achievement is a comparatively recent development? On the Second International Science Study in the mid-1980s, Singaporean fourth graders scored only 13th out of 15 participating nations, and Singaporean eighth graders did no better than their U.S. counterparts In response to these poor scores, Singapore's Ministry of Education re-engineered and strengthened the education system, reforming both the science and mathematics curriculum."⁷⁴

Countries such as Finland, Korea, and Hong Kong have achieved major improvements in learning outcomes over time without changing their national cultures. In fact, as recently as the mid-1980s Finnish students performed only about average among OECD nations on tests used at the time.⁷⁵ Hong Kong instituted numerous reading reforms that boosted its fourth-graders' performance from significantly below the U.S. in 2001 to significantly above it in 2006.⁷⁶

Of course, cultural attitudes can play a role in achievement. Studies conducted in the 1980s found that mothers and students in some Asian countries were likely to attribute success in math more to effort than to innate ability, while the reverse was true for Americans.⁷⁷ But experimental studies have shown that students' beliefs can be changed in ways that positively impact learning; the National Mathematics Panel recommended that such strategies be used more widely in American classrooms.⁷⁸

Myth: *Other countries are less diverse.*

Reality: The U.S. is a diverse nation, but that diversity should not prevent states from improving student achievement. Among the 11 other OECD countries that like the U.S. had more than 10 percent immigrant students, all of them performed higher in math and nine performed higher in science.⁷⁹ And Singapore, which scored at the top of the most recent TIMSS math assessment, is not as homogeneous as many assume. According to the 2005 AIR report, "Arguments about Singapore's homogeneity are not persuasive. ... Singapore has three major ethnic groups. About three-fourths of Singapore's population is Chinese, but almost a quarter is Malay or Indian. Like the United States, Singapore experienced serious ethnic strife in the 1960s."⁸⁰

Cultural homogeneity has been cited as a factor in Finland's high achievement in that it lends itself to a great deal of agreement about education and education reform. But Finland's success also is attributable to very different educational policies and practices in areas like teacher recruitment and student support.⁸¹

Myth: *Wealthier countries spend more than the U.S. on education.*

Reality: The U.S. is wealthier and spends more on education than most other countries. Among the OECD's 30 member nations, the U.S. ranks highest in GDP per capita and second highest in educational expenditures.⁸² A report on the U.S. economy published by OECD last year observed, "On average, and relative to other OECD countries, U.S. students come from well-educated, wealthy families and ... go to schools that are unusually well-financed. Given any of these factors, U.S. students might be expected to be among the world leaders."⁸³ However, while the U.S. ranks high in education spending, it ranks only near the middle of OECD nations in its "effort" to fund education when expenditures are compared with wealth (gross national product).⁸⁴

Myth: *U.S. attainment rates cannot be compared with other countries' because the U.S. tries to educate many more students.*

Reality: The U.S. does rank higher than average on access to higher education, but that does not explain its very low college-completion rates. While America's entry rate for four-year and advanced postsecondary programs exceeds the OECD average by 10 percentage points (64 percent to 54 percent), its college "survival rate" trails the OECD average by 17 points (54 percent to 71 percent).⁸⁵ According to OECD, "Comparatively high drop out rates in the United States are [negatively] contributing to the United States' relative standing against other countries" in educational attainment.⁸⁶

Myth: *Education does not really affect the economy anyway. A Nation at Risk warned that America's economy would suffer, but that never happened.*

Reality: While *A Nation at Risk* erred in linking the recession of the early 1980s to educational stagnation (other factors such as the business cycle are more important over the short term), the report was correct that improving education is critical to America's economic competitiveness. New research based on extensive data from many countries over several decades confirms that cognitive skills as measured by international tests strongly influence long-term economic growth.⁸⁷

Other factors matter too, of course. In fact, America's historic advantages in other areas have made up for its students' mediocre skills and allowed the U.S. to grow its economy without significantly improving its schools. First, the sheer size of the U.S. and its much earlier investment in mass secondary and postsecondary education gave it a significant numerical advantage in human capital. Second, its open and agile economy, flexible labor markets, and intellectual property protections enabled industry to make better use of the human capital available.⁸⁸

But those historic advantages are eroding as other countries imitate the U.S. example. America already has lost its lead in educational attainment, and many countries are instituting economic reforms. "Eventually, our competitors will narrow our economic lead as they learn how to create their own versions of agility and scale," says economist Anthony Carnevale. "At that point, the competition will really come down to who has the best human capital."⁸⁹

III. Five Steps Toward Building Globally Competitive Education Systems

States have both the authority and the responsibility to provide students with a high-quality education, and state leaders *already* are deeply engaged in efforts to raise standards, improve teaching quality, and help low-performing schools and students improve. For example, 34 states now belong to the American Diploma Project Network, an initiative dedicated to making sure that every high school graduate is prepared for college or work. In those states, governors, state superintendents of education, business executives, and college leaders are working to improve high school standards, assessments, and curricula by aligning expectations with the demands of postsecondary education and work.

International benchmarking provides an additional tool for making every state's existing education policy and improvement process more effective, offering insights and ideas that cannot be garnered by examining educational practices only within U.S. borders. State leaders can use benchmarking to augment their "database of policy options" by adding strategies suggested by international best practice to the range of ideas already under consideration. Indeed, international benchmarking should not be a stand-alone project, but rather should function as a critical and well-integrated component of the regular policy planning process.

The following action steps were carefully chosen to help states focus their efforts on the policy areas that have both a high impact on student performance and also a high potential for best practice learning—in other words, where existing research has shown significant differences in how high-performing nations or states organize education compared with traditional approaches in most U.S. states. However, this should not be viewed as a static checklist. Benchmarking is a process of discovery as well as adaptation, and state leaders should keep an open mind as they collect information on practices abroad to expand their policy toolkits.

For example, action steps two through four address the major elements of what can be thought of as the "instructional delivery system"—the people, tools, and processes that translate educational expectations into teaching and, ultimately, into learning for students. Other countries have shown that all of these elements can be tightly aligned and focused through systematic reform, so they should not be considered in isolation. And because benchmarking is meant to broaden the policy lens, revealing lessons that might not be apparent in a limited state or national context, state leaders should be attuned to all the ways that other nations are delivering instruction more efficiently and effectively—from educational technology to school finance to governance.

Finally, higher education leaders should be asked to join international benchmarking efforts as full participants so existing initiatives are better coordinated with pre-K-12 and higher education policies through P-16 councils and other mechanisms. For example, higher education plays a key role in the recruitment and training of teachers and an increasingly important role in ensuring that high school graduation standards reflect college- and career-readiness requirements. Partnering with higher education also will facilitate a robust discussion about college graduation rates, which are very low in the United States and have contributed to the erosion of America's preeminence in higher education. Since the responsibility probably lies both with K-12 preparation and with higher education practice, leaders from both sectors should work together to ensure that attainment rates are internationally competitive.

The Action Steps



Action 1: Upgrade state standards by adopting a common core of internationally benchmarked standards in math and language arts for grades K-12 to ensure that students are equipped with the necessary knowledge and skills to be globally competitive.

Research has revealed striking similarities among the math and science standards in top-performing nations, along with stark differences between those world-class expectations and the standards adopted by most U.S. states. According to Bill Schmidt, a Michigan State University researcher and expert on international benchmarking, standards in the best-performing nations share the following three characteristics that are not commonly found in U.S. standards:

Focus. World-class content standards cover a smaller number of topics in greater depth at every grade level, enabling teachers to spend more time on each topic so that all students learn it well before they advance to more difficult content. In contrast, state content standards in the U.S. typically cover a large number of topics in each grade level—even first and second grade. U.S. schools therefore end up using curricula that are “a mile wide and an inch deep.”

Rigor. By the eighth grade, students in top-performing nations are studying algebra and geometry, while in the U.S., most eighth-grade math courses focus on arithmetic. In science, American eighth-graders are memorizing the parts of the eye, while students in top-performing nations are learning about how the eye actually works by capturing photons that are translated into images by the brain.⁹⁰ In fact, the curriculum studied by the typical American eighth-grader is two full years behind the curriculum being studied by eighth-graders in high-performing countries.⁹¹

Coherence. Math and science standards in top-performing countries lay out an orderly progression of topics that follow the logic of the discipline, allowing thorough and deep coverage of content. In contrast, standards in many U.S. states resemble an arbitrary “laundry list” of

topics, resulting in too much repetition across grades. “In the United States the principle that seems to guide our curriculum development is that you teach everything everywhere,” says Michigan researcher Schmidt, “because then somehow somebody will learn something somewhere.”⁹²

To upgrade state standards, leaders will be able to leverage the Common State Standards Initiative, an upcoming joint project of NGA, CCSSO, Achieve, the Alliance for Excellent Education, and the James B. Hunt, Jr. Institute for Educational Leadership and Policy. The initiative will enable all states to adopt coherent and rigorous standards in K-12 math, reading, and language arts that are fully aligned with college and career expectations and also internationally benchmarked against leading nations. Achieve is developing an important tool for the initiative: a set of voluntary, globally competitive reference standards based on the existing American Diploma Project (ADP) framework. Because of how it was originally developed, the ADP framework *already* reflects the skills necessary to succeed in college and in well-paying jobs in today’s labor market. Achieve is now working to further calibrate the framework to reflect international expectations as well as recent research on college and career readiness.

A key goal of the initiative will be to ensure that standards reflect all three of the critical dimensions exemplified by high-performing nations—not only rigor but also focus and coherence. In a study published last year, Schmidt and a colleague found that trying to cover too many topics per grade clearly has a negative influence on student learning, even when the order of topics is otherwise coherent. At the eighth-grade level, the researchers found “a decrease of fifty in the number of intended topics and grade combinations would predict an increase in achievement of almost three-fourths of a standard deviation. . . . The amount of ‘clutter’ created by covering too many topics . . . must be kept small.”⁹³ Therefore, the internationally benchmarked common core of standards should not be seen as an addition to existing standards, but rather the foundation for states to establish rigorous standards that also are fewer and clearer (**Figure 4**).

Figure 4: Mathematics Topics in Content Standards of 21 States

Topic	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Whole number meaning	●	●	●	●	⊙	○		
Whole number operations	●	●	●	●	⊙	○		
Measurement units	⊙	●	●	○	●	●	●	○
Common fractions	○	⊙	○	○	●	○	○	○
Equations and formulas	○	○	⊙	⊙	⊙	●	●	●
Data representation and analysis	●	●	●	●	●	●	●	○
2-D geometry: basics	⊙	⊙	○	○	○	○	○	○
Polygons and circles	●	●	●	●	●	○	○	○
Perimeter, area and volume		○	○	○	○	●	●	○
Rounding and significant figures								
Estimating computations	○	○	⊙	⊙	⊙	⊙	⊙	⊙
Properties of whole number operations	○	○	○	○				
Estimating quantity and size			○					
Decimal fractions			○	○	○	○	○	○
Relationship of common and decimal fractions				○	○	○		
Properties of common and decimal fractions								
Percentages					○	⊙	⊙	○
Proportionality concepts						○	○	
Proportionality problems						○	○	○
2-D coordinate geometry			○	○	○	○	○	○
Geometry: transformations	○	○	○	○	○	○	○	○
Negative numbers, integers, and their properties						○	○	○
Number theory					○	○	○	○
Exponents, roots and radicals						○	○	●
Exponents and orders of magnitude							○	○
Measurement estimation and errors	○	○	○	○	○	○	○	○
Constructions w/ straightedge/ruler and compass								
3-D geometry	●	●	●	○	●	○	●	○
Congruence and similarity					○	○	○	○
Rational numbers and their properties						○	○	○
Patterns, relations, and functions	○	●	●	●	○	●	●	●
Slope and trigonometry								
Intended by 67 percent of the 21 states	○							
Intended by 83 percent of the 21 states	⊙							
Intended by all of the 21 states	●							

Bold yellow line shows content coherence typical of top-performing countries

Source: Schmidt, W.H., C.H. Wang, and C.C. McKnight. Curriculum Coherence: An Examination of U.S. Mathematics and Science Content Standards from an International Perspective. *Journal of Curriculum Studies* 37, no. 5, 2005, pp. 525-559. (p. 541, Figure 4)



Action 2: Leverage states' collective influence to ensure that textbooks, digital media, curricula, and assessments are aligned to internationally benchmarked standards and draw on lessons from high-performing nations and states.

Research shows that top-performing countries support rigorous, coherent standards with a wide range of tightly aligned instructional tools—from assessments to classroom curriculum materials. In the U.S., while each state retains its own authority to make decisions in those areas, states can more efficiently reflect international best practice by working cooperatively on ways to upgrade those elements of their standards-based education systems.

Assessment offers a good example. Top-performing countries administer assessments that are more rigorous and better aligned with standards than the tests U.S. students typically take. For example, AIR found that Singapore's math assessments expect greater rigor and depth in mathematical knowledge; to test that knowledge, they employ fewer multiple choice questions and more problems that require multistep solutions and finding unknowns. In fact, Singapore's sixth-grade assessment proved more challenging than the eighth-grade math tests given in seven states as well as the eighth-grade National Assessment of Educational Progress.⁹⁴

Such assessments typically are more expensive to develop and administer than the multiple-choice exams commonly used in the U.S. However, states can save time and money by sharing resources and expertise to develop high-quality voluntary assessments or a common pool of assessment items. That kind of collective effort also can ensure the availability of voluntary assessments or assessment items that are aligned with the internationally benchmarked standards to be developed through the Common State Standards Initiative.

The same is true when it comes to the components of the curriculum. Schmidt and colleagues found that the coherence typical of math standards in high-performing countries “is translated into textbooks, workbooks, diagnostic tests for teacher use, and other classroom materials that enable teachers to bring the curriculum into the classroom in a relatively consistent, effective way. In turn, the curriculum serves as an important basis for the nation’s preservice teacher education and for ongoing professional development.”⁹⁵

While textbooks are only one of many kinds of instructional tools, they usefully illustrate the power of state collaboration to address international best practice. Researchers have found that U.S. textbooks, compared with those used in high-performing countries, are less aligned with standards and much less focused and coherent in the topics they cover. “If you look at U.S. textbooks,” Schmidt and colleagues observe, “you’ll find there is no textbook in the world that has as many topics as our mathematics textbooks, bar none.”⁹⁶ For example, common elementary math textbooks in the U.S. cover almost twice as many topics per grade as do Singapore’s. As a result, math textbooks in Singapore expect students to complete about one thorough lesson on a single topic per week, while U.S. students are expected to complete about one lesson on a narrowly focused topic each day.⁹⁷

The problem is not simply a lack of focus and coherence in individual state standards, but also a lack of agreement *across* state standards. Publishers of math textbooks market them nationally by cramming them with enough topics to cover states’ widely divergent standards. The Common State Standards Initiative partly solves this problem by providing a more focused and coherent set of expectations around which to develop textbooks and digital media. By working in concert to address concerns about length, focus, and coherence with commercial publishers, states can ensure that new expectations for textbooks, digital media, and other instructional materials are being addressed by the industry.

Finally, states can pool resources to develop entirely new tools, such as replacement units or diagnostic assessments that align with internationally benchmarked standards. In doing so, leaders should collaborate to ensure that curriculum supports take advantage of the newest technologies, including multimedia strategies, to support instruction. Harvard Business School professor Clayton Christensen predicts that by 2019 half of all high school courses will be delivered online.⁹⁸ Some research indicates that countries are pursuing a wide range of strategies and goals to encourage the use of computers and information technology for instruction, suggesting that there might be much to learn in this area from international benchmarking.⁹⁹



Action 3: *Revise state policies for recruiting, preparing, developing, and supporting teachers and school leaders to reflect the human capital practices of top-performing nations and states around the world.*

Beyond establishing world-class educational standards, high-performing nations also adopt policies to ensure that students receive the best instruction possible. Recent studies have identified major differences in how top-performers and fast-improvers recruit, train, and support their teachers and school leaders compared with the policies in place in most U.S. states. Tackling these challenges can yield big dividends. Studies by U.S. researchers have found that assigning students to strong teachers for three years in a row can boost their test scores by as much as 50 percentile points above what they would gain with three ineffective teachers in a row.¹⁰⁰

According to a study by Sir Michael Barber and Mona Mourshed of McKinsey and Company, the best-performing nations begin by recruiting top talent to the teaching profession: Korea recruits from the top 5 percent of graduates, Finland the top 10 percent, and Singapore the top 30 percent. The McKinsey researchers found that some countries accomplish this by setting a high initial bar and limiting access to teacher training to prevent an oversupply of candidates—especially weak ones—which, along with other strategies, raises the status of the profession and aids in recruitment.¹⁰¹ “Finns have come to cherish good educators as Texans do ace quarterbacks,” Kao writes in *Innovation Nation*.¹⁰²

In contrast, the U.S. teacher pipeline seems to discourage individuals with competitive academic skills from entering and remaining in the profession. College students with high SAT and ACT scores are less likely to train to become teachers, less likely to take a teaching job, and less likely to stay in the classroom after a few years.¹⁰³ The likelihood that a highly talented female in the top 10 percent of her graduating class would become a teacher shrank by half, from about 20 percent to about 10 percent, between 1964 and 2000.¹⁰⁴

Top-performing nations and provinces also use a range of strategies to provide teachers with excellent training and ongoing professional development—both of which are mostly mediocre in the United States. An international study released last year by the International Association for the Evaluation of Educational Achievement (IEA) and Michigan State University found that college students preparing to be teachers have weaker knowledge of mathematics and take less rigorous math courses than those in other countries. “What’s most disturbing is that one of the worst is algebra, and algebra is the heart of middle school math,” say Bill Schmidt, who directed the study.¹⁰⁵

Top-performing nations are going well beyond recruitment and initial training to build a 21st century teaching force, however. According to Schleicher and Stewart, “These countries are abandoning the traditional factory model, with teachers at the bottom of the production line receiving orders from on high, to move toward a professionalized model of teachers as knowledge workers. In this model, teachers are on a par with other professionals in terms of diagnosing problems and applying evidence-based practices and strategies to address the diversity in students’ interests and abilities.”¹⁰⁶ Such countries recognize that quality of classroom instruction is the most critical element of any education system, and they work to build cultures that combine high expectations with strong support and empowerment of teachers.

However, bolstering teacher professionalism does not mean asking teachers to create everything from scratch. Korea's Institute for Curriculum and Evaluation operates a Teaching and Learning Center that offers information about the national curriculum; promotes aligned instructional practices; and provides educators with a wide range of teaching materials, guidelines, and assessment tools.¹⁰⁷ The New Zealand Ministry of Education has supported development of tools for formative assessment, including Assessment Tools for Teaching and Learning, which can be used to assess literacy and numeracy of upper elementary and lower secondary students, as well as national curriculum exemplars in all subject areas. Teachers use the tools to evaluate the impact of instruction on student learning and adjust teaching to better meet students' needs.¹⁰⁸

Based on conversations with many local educators across the United States, Education Trust President Kati Haycock underscores that benchmarking efforts should consider the immediate concerns of classroom teachers: "What do the leading countries do with children who arrive behind? What is international best practice for improving the performance of language minorities? How do teachers differentiate instruction without losing sight of rigorous standards?"¹⁰⁹ Since educators ultimately will be responsible for ensuring that students meet the new globally competitive standards, policymakers should take care to incorporate such questions into their benchmarking research.

Top nations and states also focus on developing excellent school leaders and charge principals with ensuring that teachers provide consistently high-quality instruction. The state of Victoria in southeastern Australia recently implemented an intensive strategy to improve educational leadership that has been dubbed "cutting edge" by international experts. The strategy is closely aligned with the state's comprehensive effort to improve schools and includes a rigorous principal selection process; mentoring programs for new principals and a coaching program for experienced ones; a "balanced scorecard" approach to principal performance management; an accelerated program for high-potential leaders; and a program to develop high-performing principals. The government has established 19 separate leadership-development opportunities, each firmly rooted in research and best practice (**Figure 5**).¹¹⁰

Singapore's approach to developing leaders is widely admired too. Singapore screens prospective school leaders using a rigorous process and then provides a six-month training program run by the National Institute of Education. The program includes management and leadership courses from leading executive training programs; one day per week spent in schools to come up with innovative solutions to practical problems; group projects; two-week overseas placements with major corporations; and rigorous evaluation.¹¹¹ Great Britain recently revamped its national approach to developing principals based on a careful study of that model.¹¹²

Sir Michael Barber emphasizes that there are important lessons for improving teaching and leadership that can be adapted and applied across nations—and vigorous policy efforts can result in rapid improvements. When the British government surveyed adults aged 24 to 35 in the year 2000 about switching jobs, teaching ranked 92nd out of 150 career choices. But in a follow-up survey conducted in 2005, after improvements to teacher training coupled with a vigorous marketing campaign, teaching came out on top.¹¹³ "Our benchmarking suggests that the same broad policies are effective in different systems irrespective of the cultural context in which they are applied," Barber and Mourshed conclude in their report.¹¹⁴ U.S. state leaders could learn much from such examples; particularly during the current economic downturn, there might be many adults with strong content backgrounds who could be induced to switch to a career in teaching.

In the U.S., costs related to human capital account for the vast majority of education spending. The goal for international benchmarking should be to ensure the most effective and efficient use of funds for preparation, recruitment, training, ongoing development, and support. This will require a careful examination of how higher education institutions and systems in top-performing countries are structured to encourage young people to enter the teaching field and prepare them to become quality instructors at the elementary and secondary level.

Figure 5: Leadership Development Opportunities in Victoria, Australia

Name of Programme	Open to	Description	Aspirant leaders	Assistant principals	Principals
Master in School Leadership	All after 5 years teaching	Taught modules, in-school elements and mentoring or shadowing; 2 years	√	√	√
Building capacity for improvement	Teams of teachers	Briefing, residential and day workshops, coaching support and feedback; 1 year	√	√	√
Building the capacity of school leadership teams	School leadership teams	Three-day residential, action research in school, 3 coaching sessions, follow-up workshop; 1 year	√	√	√
Leading across effective small schools	Small school teams	Three 1-day forums, action learning project, Web-based support, mentor with small school experience; 1 year	√	√	√
Leading in effective schools (strategic planning)	High potential leaders	Briefing, preparatory activities and 360-degree feedback, two workshops, 4 coaching sessions and ongoing e-mail contact; 1 year	√	√	
Preparing for leadership	Experienced teachers	Two-day conference, four-day workshops, background reading, pre- & post-programme 360-degree feedback, school based project, shadowing; 1 year	√		
Leading for student learning	Expert teachers	Five days workshops, reading and data collection, 360-degree feedback, peer learning groups; 1 year	√		
Leading professional learning	Professional development coordinators	One year part-time programme	√	√	
Scholarships for postgraduate study	Postgraduate teachers	Range of postgraduate courses	√	√	
Eleanor Davies school leadership programme	Female leading teachers / APs	Five months including mentoring, reading, seminars, school based project	√	√	
Leaders in the making	Assistant principals	One year with workshops and strategic planning project	√	√	
Stepping up to the principalship	Assistant principals	One year, including data-collection, workshop, shadowing, reviews		√	
Educational leadership: shaping pedagogy	APs and principals	One year, including preparation, intensive workshop, review, feedback, action planning		√	√
Human leadership: developing people	APs and principals	One year, development and implementation of a professional learning plan		√	√
Technical leadership: thinking and planning strategically	APs and principals	One year, including strategic planning project		√	√
Mentoring for first time principals	First time principals	One year			√
Coaching to enhance the capabilities of experienced principals	Experienced principals	One year with assigned coach			√
Development programme for high performing principals	Principals	Over a two-year period including contribution to system development and individual professional development			√
Building the capacity of the principals of small schools	Principals of small schools	One year			√
Teachers professional leave	All teachers	30 days	√		

Source: Matthews, P., H. Moorman, and D. Nusche, in Pont, B., D. Nusche, and D. Hopkins (Eds.), *Improving School Leadership, Volume 2: Case Studies on System Leadership*. Organisation for Economic Co-Operation and Development, Paris: OECD, 2008, pp. 179–213, (p. 196, Box 7.5)



Action 4: *Hold schools and systems accountable through monitoring, interventions, and support to ensure consistently high performance, drawing upon international best practices.*

Top-performing nations exhibit a wide range of different approaches to the functions commonly defined in the U.S. under the rubric of “accountability.” But recent research suggests that such nations share several key strategic priorities and employ a broader range of tools for managing those priorities than is evident in this country.

First, most high-performing nations use multiple mechanisms to monitor school performance, including annual student assessments in key grades and whole-school reviews or “inspections.” Such inspections evaluate the performance of a school against a broad set of criteria, including, but not limited to, student achievement and also examine the school *practices* that contribute to student results. Inspections take many different forms in different countries, including annual reviews conducted by an external agency; annual self evaluations complemented by an external review every few years; and self reviews coupled with external reviews on a much more occasional basis, often initiated by schools themselves.¹¹⁵ New York City recently adopted a system of school inspections based on the British model.¹¹⁶

One advantage of such an approach is that leaders can more precisely diagnose the root causes of underperformance and, consequently, better match interventions with specific needs. According to a benchmarking report commissioned by Achieve for the state of Ohio, the British system “takes account of each school’s day-to-day working and its capacity for change. . . . When [the Office for Standards in Education] finds poor student outcomes and poor quality leadership, for instance, it calls for stronger measures than it would for a school with bad test scores but competent leadership.”¹¹⁷

Second, some top-performing countries have adopted policies to ensure that every student succeeds by monitoring students’ progress and intervening to prevent them from falling too far behind. In Finland, every school employs “special education teachers” who receive additional training to provide

individual or small-group support to students who need it, mainly in Finnish language arts and mathematics. On average, about 30 percent of students receive such additional help every year; sometimes even the best students. The goal is to identify any student who is having difficulty at a particular point in time and get that student caught up and able to handle a rigorous classroom curriculum.¹¹⁸

In Singapore, schools use a national examination to identify upper elementary grade students who are having difficulty in math. Those students then receive special instruction based on an adapted curriculum framework taught by trained Mathematics Support Teachers. Importantly, they also receive about 30 percent *more* math instruction than their peers so that they can cover the same rigorous content, only at a slower pace.¹¹⁹

According to Schleicher and Stewart, many of the countries that perform well on PISA have established strong norms and mechanisms to support students. Teachers in such countries “don’t have the option of making students repeat the school year—retention is not permitted—or transferring students to schools with lower performance requirements,” they say. “Even where retention or transfers are technically possible, incentive structures for teachers and schools encourage teachers to address and solve challenges rather than hand them to others.”¹²⁰

Moreover, a thoughtful approach to accountability can help ensure that students experience a curriculum consistent with state standards and also that academic expectations do not vary too much across schools and classrooms. Even though Finland has an educational culture that greatly values the autonomy granted to local educators, its government recently tightened the national core curriculum after evaluations revealed too many gaps between students’ classroom grades and their assessment results. “Another reason for the new approach is the fact that students use their final school reports in basic education when applying to upper secondary education institutions,” says Reijo Laukkanen of the Finnish National Board of Education. “Thus, the new rules also safeguard the equality of students.”¹²¹

Finally, top-performing nations balance accountability with greater school autonomy. A number of studies based on PISA, TIMSS, and PIRLS have found that students perform better in systems that give schools greater freedom to hire and reward teachers, purchase supplies and make other school-specific budget allocations, and choose curriculum materials and teaching methods.¹²² Those studies also show that decentralization works best when it is combined with various forms of accountability. According to one team of researchers, the positive impact of school autonomy coupled with choice and accountability amounts to more than one-and-a-half grade-level equivalents on the PISA assessment.¹²³

In general, however, there is still much to learn about forms of accountability in other nations. One area that states might examine closely as part of their benchmarking work is how other nations use assessment for accountability. What kinds of assessments do they administer in which grades and subjects? What content and skills do those tests measure? What kinds of questions do they use—multiple choice or more open-ended problems? How are assessments scored? And how are the results published and used for accountability purposes?



Action 5: *Measure state-level education performance globally by examining student achievement and attainment in an international context to ensure that, over time, students are receiving the education they need to compete in the 21st century economy.*

As states establish world-class standards and adopt other policies based on international best practice, leaders will want information on whether students are benefiting from the changes and are meeting higher expectations. “States are no longer competing with just the states next door but with countries around the world,” argues Vivien Stewart. “Their students are competing with students in Singapore, Shanghai, and Salzburg; it’s important to have a sense of whether they are being prepared to thrive in a global, knowledge-based economy.”¹²⁴ Over time such data also can help prevent newly upgraded, internationally benchmarked state standards from slipping back below globally competitive levels.

In most industrialized countries with a federal-style education system, state leaders already have access to that kind of information because most take part in PISA at state levels and some also participate in TIMSS.

In the U.S., governors and chief state school officers would welcome the opportunity to compare student performance internationally. However, state leaders are concerned about the number of tests students already are required to take for various purposes as well as the costs of administering additional assessments. Currently the U.S. is characterized by an overly cumbersome and fragmented testing system in which the federal government, states, districts, and schools together administer many different assessments to meet a wide variety of purposes.

Therefore, states can best address this action step through cooperative action to find a streamlined and cost-effective solution for generating international student achievement comparisons. Since all states already are required to participate in the National Assessment of Educational Progress (NAEP), leaders can use their collective leverage to work with the National Assessment Governing Board (NAGB) to explore the feasibility of upgrading NAEP to yield results that are comparable with existing international assessments such as TIMSS, PIRLS, and PISA. The strategy should permit states to secure representative school-level samples to analyze the relationship between school-level practices and student achievement, which in turn would enable leaders to craft policies promoting more widespread use of effective practices.

Adapting NAEP to yield internationally comparable results will be easier to accomplish in the case of TIMSS and PIRLS. TIMSS is more closely aligned with NAEP, and they both assess students in math and science in grades four and eight. Similarly, PIRLS tests students in reading in grade four, though a recent U.S. Department of Education study found that PIRLS incorporates easier reading passages than NAEP while also assessing some kinds of reading tasks that NAEP does not.¹²⁵

Since PISA assesses 15-year-olds in participating nations, NAGB would need to explore how to adjust NAEP samples to include a comparable group of young people, as well as how to incorporate the more open-ended assessment items that characterize PISA. (PISA relies on “constructed response” items over multiple choice questions by a margin of two to one, while the reverse is true for TIMSS and NAEP.¹²⁶) However, many consider PISA to be an important complement to TIMSS and PIRLS because, while the majority of countries participating in TIMSS are low-

and middle-income countries, PISA focuses on the lead industrialized countries that are the main economic competitors of the United States (**Appendix A, pg. 41**). In addition, PISA assesses students near the end of compulsory education on whether they can *apply* what they have learned in math, science, and reading to solve real-world problems.

Governors, chief state school officers, and other leaders also should work to develop assessments that indicate whether students are on track for college readiness. The best example of such an initiative is California's Early Assessment Program (EAP), a collaborative effort among the California State Board of Education, the California Department of Education, and California State University (CSU). EAP allows students to take an additional component of the Grade 11 California Standards Test in reading and mathematics. The results provide an "early warning" that signals the student's college-readiness status; students who meet the benchmark are exempt from having to take the CSU placement test, which is normally given to students after they enroll.¹²⁷ Fourteen states in the American Diploma Project Network are developing a common end-of-course exam for Algebra II that is intended to serve the same purpose.

Of course, each state has the authority to make its own decisions regarding assessment and leaders always can choose to administer one or more of the existing international tests. For many policymakers, the most significant difference between TIMSS and PISA is in the type of content and skills each assesses. According to an analysis by the U.S. Department of Education, "TIMSS and NAEP appear to have the most in common, with a focus on material that is more likely to be taught through the school curriculum than PISA, which is more situation and phenomena-based. . . . TIMSS and PISA differ in a number of respects, including a greater focus on factual knowledge in mathematics and science in TIMSS than in PISA, and a greater focus on problem solving and the critical evaluation of information in PISA than in TIMSS. Moreover, PISA has a greater focus on data analysis, statistics and probability in mathematics than either TIMSS or NAEP [**Table 1**]."¹²⁸

Some U.S. states already have participated in the TIMSS assessment, including Massachusetts and Minnesota in 2007. The IEA and the U.S. Department of Education are working to develop cost models for various levels of state participation in the next admin-

istrations of TIMSS and PIRLS in 2011. While no U.S. state has yet participated in PISA, most federal education systems around the world—including Australia, Belgium, Canada, Germany, Italy, Mexico, Spain, Switzerland, and the United Kingdom—have worked with OECD to report PISA results for states or provinces. Across OECD nations, state-level results are generated using a variety of strategies, offering U.S. states several proven models to consider:

A few nations and states have experimented with approaches that do not require students to take the full international assessment every few years. One option is to embed a selection of PISA or TIMSS items into existing state assessments. Another is to generate a statistical "link" using NAEP tests that can then be used to estimate state PISA or TIMSS performance. Such options are less expensive, and in practice are less burdensome on schools that must administer the tests, but what they save in dollars, time, and effort, they sacrifice in depth of data, since policymakers will not be able to dig beneath overall averages.

In addition to achievement, state leaders should gather information to compare educational *attainment* with top-performing and fast-improving nations, starting with indicators published by the OECD in its annual *Education at a Glance* report. Many of the raw data necessary are already collected by federal statistical agencies. For the OECD's 2008 report, the United States provided comparable data on the following key indicators:

- Percentage of 25- to 34-year-olds who have attained at least a high school degree;
- Percentage of 25- to 34-year-olds who have attained a postsecondary degree;
- Upper secondary graduation rate;
- Postsecondary entry rate;
- Postsecondary graduation and completion rates; and
- Number of postsecondary science degree holders per 100,000 employed among 25- to 34-year-olds.

Finally, state leaders should create an explicit plan to ensure that their investment yields more than a new set of numbers—including a strategy for communicating the results; a strategy for analyzing the results to dig beneath averages and identify significant patterns, strengths, and weaknesses; and the designation

Table 1. The Three Major International Assessments

	PISA	TIMSS	PIRLS
Sponsor	Organisation for Economic Co-Operation and Development	International Association for the Evaluation of Educational Achievement	International Association for the Evaluation of Educational Achievement
Grades or ages tested	15-year-olds	Fourth and eighth graders	Fourth graders
Subjects tested	Math, science, and reading every three years; special problem solving assessment in 2003	Math and science	Reading
Content tested	Ability to apply math, science, and reading to solve real-world problems	Attainment of knowledge and skills in math and science curriculum	Reading comprehension skills
Testing cycle	Every 3 years	Every 4 years	Every 5 years
Last administration	2006	2007	2006
Next administration	2009	2011	2011
Cost for state participation	2009: \$250,000 to \$550,000 depending on level of participation	2007: \$600,000 for full participation including both 4th and 8th grades, or \$350,000 for a full sample in just one grade 2011: To be determined	2011: To be determined
Type of test questions	About two-thirds constructed response and one-third multiple choice	About one-third constructed response and two-thirds multiple choice	About one-half constructed response and one-half multiple choice
Sub-topics for which scores are reported	Math (2003): Quantity; space and shape; change and relationships; uncertainty Science (2006): Overall knowledge; knowledge about earth and space; knowledge about living systems; knowledge about physical systems; identifying scientific issues; explaining phenomena scientifically; using scientific evidence Reading (2000): Retrieving information; interpreting texts; reflection and evaluation	Math: Grade 4–Number; patterns and relationships; measurement; geometry; data. Grade 8–Number; algebra; measurement; geometry; data Science: Grade 4–Life science; physical science; earth science. Grade 8–Life science; chemistry; physics; earth science; environmental science	Reading for literary purposes; reading for informational purposes; retrieving and straightforward inferencing; interpreting, integrating, and evaluating
Technical alignment with NAEP: Can scores be equated to NAEP?	Little alignment; not enough to cross-walk scales and scores	Significant alignment; enough for some researchers to crosswalk scales and scores*	Unknown
Nations participating	<i>Please refer to Appendix A for a complete list of countries participating in each.</i>		

* See for example Phillips, G.W. (2007). *Chance Favors the Prepared Mind: Mathematics and Science Indicators for Comparing States and Nations*. Washington, DC: American Institutes for Research.

of an agency or agencies responsible for collecting additional information and making recommendations for improvement.

Addressing the Equity Imperative

Rather than addressing equity as an isolated action step, state leaders should approach it as an overarching or “interdisciplinary” imperative as they tackle each of the action areas described above. Recent research shows that other nations arrange their education systems more equitably. For example, the U.S. falls short across the following dimensions:

- An opportunity gap in access to qualified teachers that is among the largest in the world;¹²⁹
- The only country where lower performing students and children with less-educated parents are likely to be taught in *larger* classes;¹³⁰ and
- Math teachers less likely than those in high-performing countries to include conceptual strategies along with basic computation for low-achieving students.¹³¹

In other words, education systems in the United States tend to give disadvantaged and low-achieving students a watered down curriculum in larger classes taught by less qualified teachers—*exactly the opposite of what high-performing countries do.*

States could greatly improve their repertoire of policy strategies for promoting academic equity by examining specific strategies in other countries. Korea, for example, has two major policies for encouraging more equal access to qualified teachers. First, teachers are rotated within districts on a regular basis every five years. Second, the government offers educators a wide range of attractive incentives to teach in remote areas and regions with disadvantaged populations, including smaller class size, less in-class teaching time, salary stipends, the chance to choose the next school placement, and a competitive advantage when seeking administrative positions.¹³²

Many high-performing countries also provide intensive, targeted academic supports to students, such as the Finnish and Singaporean intervention strategies described above. The Finnish example is particularly interesting in that it is one of four overlapping “layers” of intensifying interventions for students who fall behind. The first line of attack is formed by regular

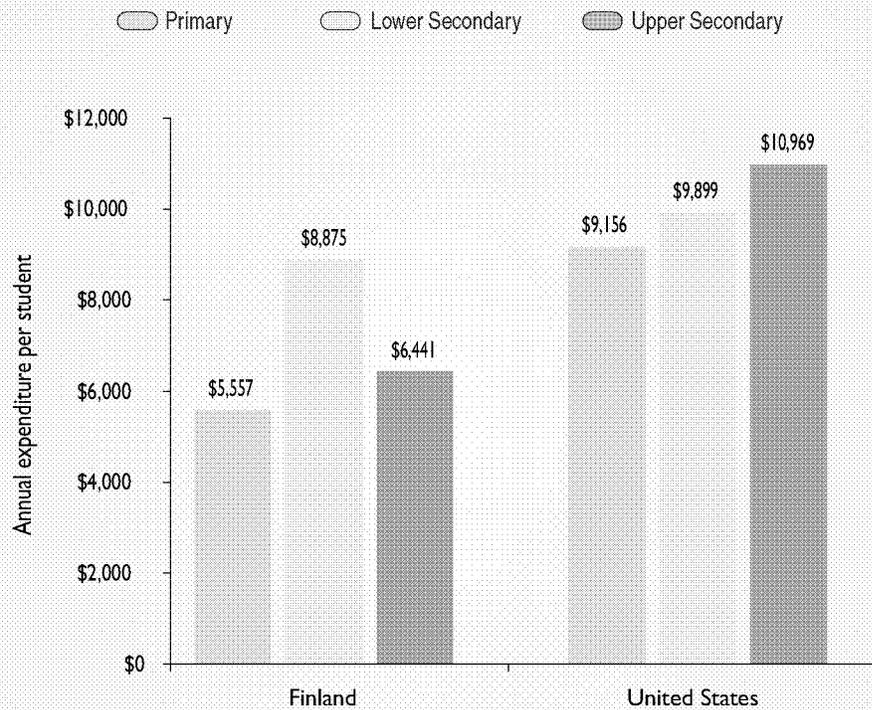
classroom teachers who receive intensive training to deal with diverse learning challenges through teacher preparation internships, which might deal with “students performing at different levels to the special needs of immigrant children to more difficult cases of fetal alcohol syndrome or attention deficit hyperactivity disorder.”¹³³

The second line of attack is made up of classroom teaching aides who often work with individuals or small groups of students, followed by the highly trained “special education” teachers described above. Finally, students whose lack of progress is due to family or social difficulties outside of school can be referred to “multi-disciplinary teams.”¹³⁴ According to a recent case study by the OECD, “Overall, these approaches to minimizing the number of students falling behind display two features: intensification (providing more time by more instructors) and alternative approaches (rather than ‘more of the same’) ... But they do so in consistent ways, working with the classroom teacher on the specific subjects students are having trouble with, rather than relying on a grab bag of after-school programs and tutoring efforts randomly distributed by grade levels and subjects.”¹³⁵

Such supports continue through lower secondary education, including a “class teacher” who follows a particular group of students for three years to monitor individual progress.¹³⁶ Indeed, when Finland ended early tracking of students and moved toward a more equitable system in the 1980s, leaders realized that lower secondary education would be a problem spot in the pipeline where vulnerable students might fall off track, so they specifically targeted greater funding toward the lower secondary grades—and continue to do so today (**Figure 6**).¹³⁷

Some would argue that the U.S. cannot learn from Finland because it is a more equitable country socially and economically. However, it is telling that Finland’s commitment to equity does not stop at the schoolhouse door; rather, the education system itself has been carefully constructed to maximize equity and ensure consistently high levels of performance for all students. According to an OECD report on educational equity best practices published last year, “Many countries could usefully follow the successful Finnish approach to learning difficulties, offering a sequence of intensifying interventions which draw back into the mainstream those who fall behind.”¹³⁸

Figure 6: Finland Targets Funds Toward Lower Secondary Where Needs Are Greatest



Source: Organisation for Economic Co-operation and Development. *Education at a Glance 2008*. Paris: OECD, September 2008, p. 219, Table B1.1.a. Figures represent annual expenditure on educational institutions per full-time equivalent students for all services in 2005, in equivalent U.S. dollars converted using purchasing power parity for gross domestic product.

IV. The Federal Role

If benchmarking were only about measuring and comparing outcomes, the federal government might be able to play a leading role. However, because benchmarking is also—and most critically—about improving policy, states must take the lead. States have primary authority over the policy areas that other nations are most eager to benchmark and improve: standards, assessments, curriculum, and the education workforce. States already have led in raising standards, with 16 having adopted a common core of college- and career-ready expectations in math and reading for high school graduation.

The United States is not alone in this regard. Countries such as Canada, Australia, Germany, and Spain have federal-style education systems where states retain a great deal of authority over education. And in many of those countries, states are taking a leading role in benchmarking educational performance and policies. For example, the public outcry over mediocre results on the 2000 PISA assessment led to a historic new partnership between Germany's federal government and its 16 *Länder* (states), with the *Länder* taking responsibility for the establishment of shared education standards and assessments for schools across the nation while the federal government provided support for those and other state reforms.

America can learn from that example, too: While states must take the lead, the federal government can help. And the federal government can do that best by playing an *enabling* role grounded in a new vision for the historic state–federal partnership in education—one that is *less* restrictive and mandate-driven and *more* encouraging of innovation. As states take on the important work of benchmarking their education systems to the best in the world, the federal government can assist states in specific ways at each stage of the journey:

- As soon as possible, the federal government should offer new funding or allow existing funds to be used to help underwrite the cost for states to take the five action steps described above related to standards and assessment, curriculum, human capital, and accountability.
- At the same time, the federal government should increase its own investment or focus existing resources toward better research and development in this area to provide state leaders with more and better information about tools for

benchmarking and international best practice in education. For example, the U.S. Department of Education should:

- 1) Support efforts to collect and share international achievement and attainment data relevant to states; help state leaders identify good comparison nations or provinces for benchmarking; and collect and disseminate information about best practices of high-performing and fast-improving nations and provinces around the world; and
 - 2) Convene a technical advisory committee on assessment to make recommendations for generating internationally benchmarked results by state without adding significantly to costs and testing time. The committee should disseminate useful technical information about existing assessments, share policy options for improving and streamlining state assessment systems, and review the feasibility of adapting NAEP to generate international comparisons as described above.
- As states reach important milestones on the way toward building internationally competitive education systems, the federal government should offer a range of tiered incentives to make the next stage of the journey easier. With accountability at the core for greater results, such incentives could include:
 - 1) Increased flexibility in the use of federal funds;
 - 2) Increased flexibility in meeting requirements of existing federal education laws so that states are not thwarted in their efforts to adapt and adopt international best practices; and
 - 3) Additional funds to help states implement world-class practices.
 - Over the *long term*, the federal government should change existing federal laws to align national education policies with the lessons learned from state benchmarking efforts and from federally funded research.

Over time, the combination of better information, additional support, and more flexibility for innovation would greatly accelerate state progress in developing and implementing world-class education systems. And that, in turn, will benefit all Americans, safeguarding U.S. economic security and ensuring continued prosperity in the new global economy.

V. Conclusion

Other nations have benefited from America's historic example by expanding educational opportunities for their own citizens. Now it is time for U.S. leaders to ensure that Americans develop the skills they need to compete—and help the U.S. remain competitive—in a rapidly changing world.

The federal government can help, but states must lead. They must look beyond their borders and America's shores to fully understand how to benchmark expectations for student learning. They must significantly broaden the policy lens by drawing lessons from the highest performing, most equitable, and fastest advancing nations and states around the globe and adapting the very best educational practices to incorporate here at home.

If states in other countries can shape the response to the global education imperative, states in America must do so as well. And state leaders have both the authority and an obligation to ensure that students attend globally competitive schools and school districts. America cannot maintain its place in the world—economically, socially, or culturally—unless all of its students gain the skills that allow them to compete on a global scale. The United States will only achieve true international competitiveness when state education policies and institutions are restructured to meet 21st century realities.

Appendix A: Countries Participating in International Assessments

Table reflects the most recent test year for which participation information is available.

	PISA 2009	TIMSS 2007 4th 8th	PIRLS 2006		PISA 2009	TIMSS 2007 4th 8th	PIRLS 2006
Africa				Europe			
Algeria		X X		Albania	X		
Botswana		X		Armenia		X X	
Djibouti		X		Austria	X	X	X
Egypt		X		Belgium	X		X
Ghana		X		Bosnia & Herc		X	
Morocco		X X	X	Bulgaria	X	X	X
South Africa		X	X	Croatia	X		
Tunisia	X	X X		Cyprus		X X	
Asia				Czech Republic	X	X X	
Azerbaijan	X			Denmark	X	X	X
Bahrain		X		England	X	X X	X
Chinese Taipei	X	X X	X	Estonia	X		
Dubai (UAE)	X			Finland	X		
Hong Kong SAR	X	X X	X	France	X		X
Indonesia	X	X	X	Georgia		X	X
Iran, Islamic Republic		X X	X	Germany	X	X	X
Israel	X	X	X	Greece	X		
Japan	X	X X		Hungary	X	X	X
Jordan	X	X		Iceland	X		X
Kazakhstan	X			Ireland	X		
Korea, Republic of	X	X		Italy	X	X X	X
Kuwait		X X	X	Latvia	X	X	X
Kyrgyzstan	X			Liechtenstein	X		
Lebanon		X		Lithuania	X	X X	X
Macao-China	X			Luxembourg	X		X
Malaysia		X		Macedonia, Republic of			X
Mongolia		X X		Malta		X	
Oman		X		Moldova, Republic of	X	X X	X
Palestinian Authority		X		Montenegro, Republic of	X		
Qatar	X	X X	X	Netherlands, The	X	X	X
Saudi Arabia		X		Norway	X	X X	X
Shanghai (China)	X			Poland	X		X
Singapore	X	X X	X	Portugal	X		
Syria		X		Romania	X	X	X
Thailand	X	X		Russian Federation	X	X X	X
Turkey	X	X		Scotland	X	X X	X
Uzbekistan		X		Serbia, Republic of	X	X	
Yemen		X		Slovak Republic	X	X	X
South America				Slovenia	X	X X	X
Argentina	X			Spain	X	Basque	X
Brazil	X			Sweden	X	X X	X
Chile	X			Switzerland	X		
Colombia	X	X X		Ukraine		X X	
Dominican Republic	X			North America			
Panama	X			Belize			
Peru	X			Canada	X	X X	X
Trinidad and Tobago	X			El Salvador		X X	
Uruguay	X			Honduras		X X	
Oceania				Mexico	X		
Australia	X	X X		Trinidad and Tobago			X
New Zealand	X	X	X	United States	X	X X	X
				Totals	68	40 55	40

Source: National Center for Education Statistics and Organisation for Economic Co-Operation and Development.

Endnotes

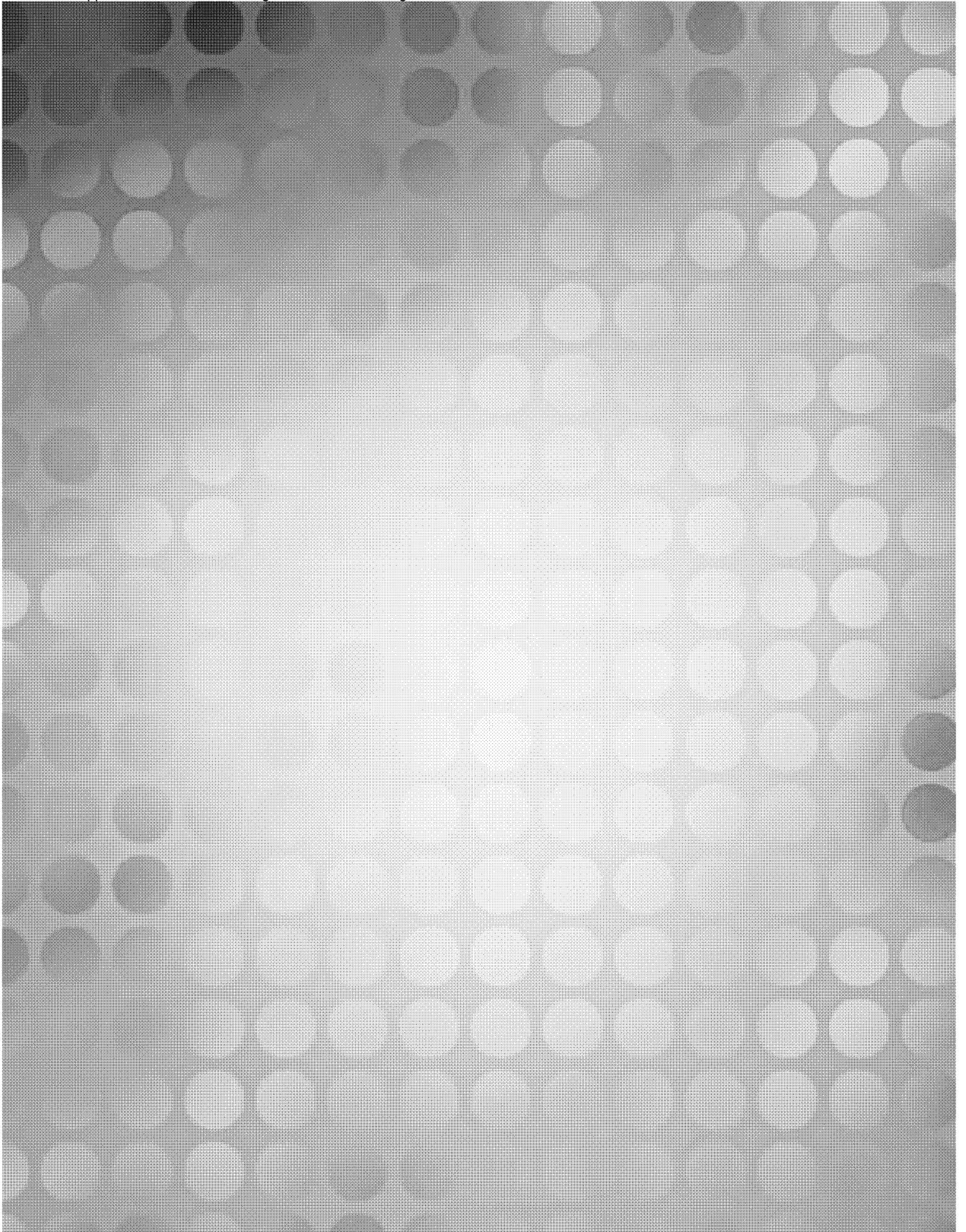
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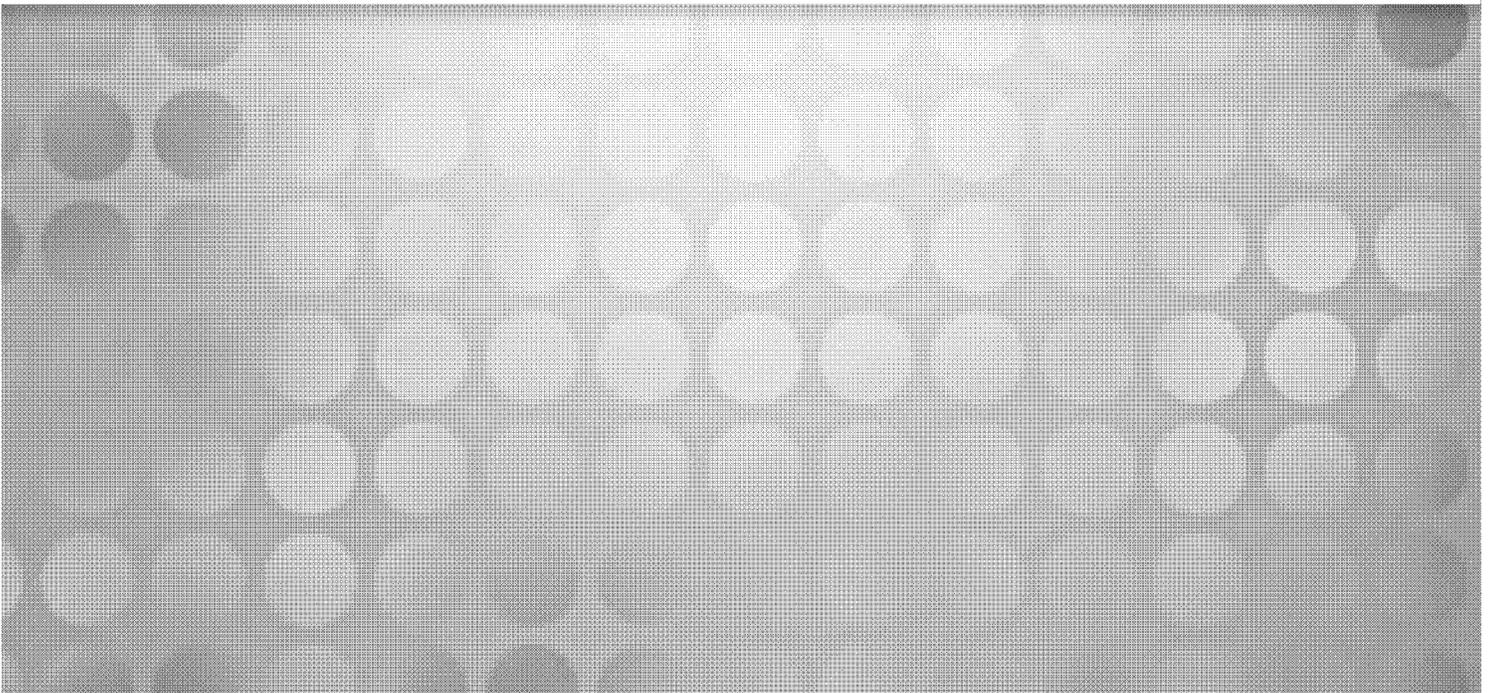
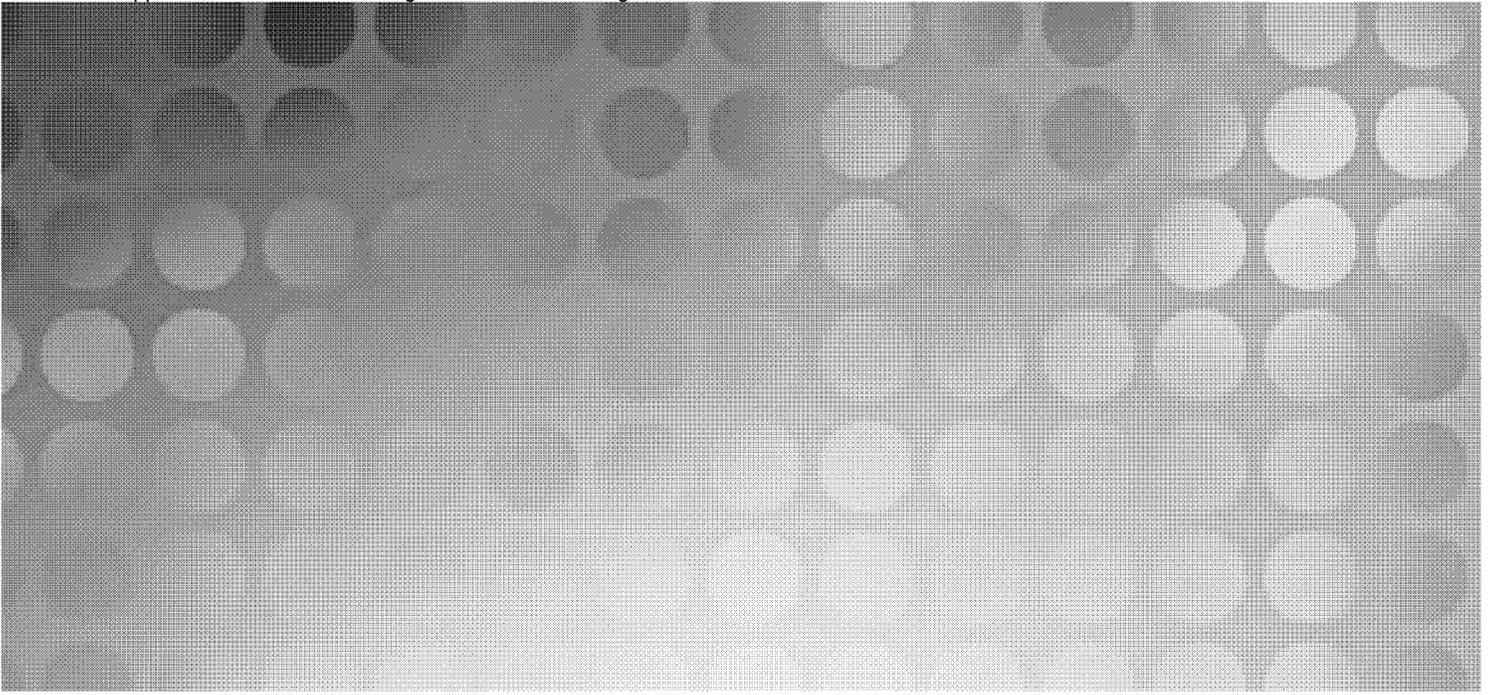
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Common Core State Standards Initiative
Participating States and Territories

Alabama	Arizona
Arkansas	California
Colorado	Connecticut
Delaware	Florida
Georgia	Hawaii
Idaho	Illinois
Indiana	Iowa
Kansas	Kentucky
Louisiana	Maine
Maryland	Massachusetts
Michigan	Minnesota
Mississippi	Missouri
Montana	Nebraska
Nevada	New Jersey
New Mexico	New York
North Dakota	Ohio
Oklahoma	Oregon
Pennsylvania	Puerto Rico
Rhode Island	South Dakota
Tennessee	Utah
Vermont	Virgin Islands
Virginia	Washington
West Virginia	Wisconsin
Wyoming	North Carolina
South Carolina	New Hampshire
District of Columbia	

**IDAPA 44
TITLE 01
CHAPTER 01**

IDAPA 44 - OFFICE OF THE ADMINISTRATIVE RULES COORDINATOR

44.01.01 - RULES OF THE ADMINISTRATIVE RULES COORDINATOR

000. LEGAL AUTHORITY.

In accordance with Section 67-5206(1), Idaho Code, the Administrative Rules Coordinator shall promulgate rules implementing the provisions of Sections 67-5203, 67-5204, and 67-5205, Idaho Code. (7-1-93)

001. TITLE AND SCOPE.

These rules shall be cited as IDAPA 44.01.01, “Rules of the Administrative Rules Coordinator,” IDAPA 44, Title 01, Chapter 01. These rules constitute the minimum style, format and numbering requirements for administrative rules in Idaho. (7-1-97)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, this agency has written statements which pertain to the interpretation of the rules of this chapter, or to the documentation of compliance with the rules of this chapter. The document is available for public inspection and copying at cost at the Office of the Administrative Rules Coordinator, 650 West State Street -- Room 100, P.O. Box 83720, Boise, Idaho, 83720-0306. (3-30-01)

003. ADMINISTRATIVE APPEALS.

This chapter does not provide for appeal of the administrative requirements for agencies. (7-1-93)

004. INCORPORATION BY REFERENCE.

There are no documents that have been incorporated by reference into this rule. (3-30-01)

005. INCLUSIVE GENDER

For all sections and subsections of all administrative rules in Idaho, the terms and references used in the masculine include the feminine and vice versa, as appropriate. (7-1-93)

006. SEVERABILITY.

The sections and subsections of all administrative rules in Idaho are presumed severable unless specifically provided to the contrary. If any rule, or part thereof, or the application of such rule to any person or circumstance is declared invalid, that invalidity does not affect the validity of any remaining portion. (7-1-93)

007. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.

The principal place of business of the Office of the Administrative Rules Coordinator is in Boise, Idaho. The office is located at 650 W. State Street, Room 100, Boise, Idaho and is open from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. The mailing address is: Office of Administrative Rules, P.O. Box 83720, Boise, Idaho 83720-0306. The telephone of the office is (208) 332-1820. The facsimile number of the office is (208) 334-2395. (3-30-01)

008. PUBLIC RECORDS ACT COMPLIANCE.

The rules contained herein have been promulgated according to the provisions of Title 67, Chapter 52, Idaho Code, and are public records. (3-30-01)

009. (RESERVED).

010. DEFINITIONS.

01. APA. The Idaho Administrative Procedure Act, Title 67, Chapter 52, Idaho Code. (7-1-93)

02. Agency. Each state board, commission, department or officer authorized by law to make rules or to determine contested cases, but does not include the legislative or judicial branches, executive officers listed in section

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1, article IV, of the constitution of the state of Idaho in the exercise of powers derived directly and exclusively from the constitution, the state militia or the state board of correction. (7-1-93)

- 03. Agency Action.** In these rules means the whole or part of a rule, or the failure to issue a rule. (7-1-93)
- 04. Agency Head.** An individual or body of individuals in whom the ultimate legal authority of the agency is vested by any provision of law. (7-1-93)
- 05. Bulletin.** The Idaho Administrative Bulletin established in Section 67-5203, Idaho Code. (7-1-93)
- 06. Catchline.** A short description of the section or subsection used to introduce a block of text at the major section level and first sublevel. (7-1-93)
- 07. Certified Rules.** Rules certified in effect during a specified period in time after July 1, 1993. Only the coordinator shall certify rules as the officially promulgated rules of Idaho. (7-1-93)
- 08. Code.** The Idaho Administrative Code established in Title 67, Chapter 52, Idaho Code. (7-1-93)
- 09. Coordinator.** The office of the Administrative Rules Coordinator, as created in Section 67-5202, Idaho Code. (7-1-97)
- 10. Document.** Any proclamation, executive order, notice, rule or statement of policy of an agency. (7-1-93)
- 11. Form or Format.** The internal organization, structure and presentation of the rules in Idaho as set forth in this chapter. (7-1-93)
- 12. IDAPA.** A numbering designation for all administrative rules in Idaho which denotes rules promulgated in accordance with the Idaho Administrative Procedure Act, Title 67, Chapter 52, Idaho Code. The numbering scheme denotes a distinct agency code, a title code, a chapter code, and section, subsection, paragraph, and subparagraph numbering as appropriate. (3-30-01)
- 13. Legal Citation.** The specific reference to a document or passage of a document using the generally accepted method of notation. For all rules, the designation incorporates a form of the IDAPA numbering scheme. (7-1-93)
- 14. Legislative Format.** A form of displaying modifications to text by underscoring new text and overstriking deleted text. (7-1-97)
- 15. Numbering.** The alpha-numeric display schematic for the rules in Idaho, also known as the IDAPA system, as set forth in this chapter. (7-1-93)
- 16. Official Text.** Text of a document promulgated by an agency in accordance with Title 67, Chapter 52, Idaho Code, and is the only legally enforceable text of such document. (7-1-93)
- 17. Page.** One (1) page is one (1) impression side of the official text published in the Code or Bulletin. (7-1-97)
- 18. Publish.** To bring before the public by publication in the bulletin or administrative code, or as otherwise specifically provided by law. (7-1-93)
- 19. Regulation.** A federal rule promulgated in accordance with the federal Administrative Procedures Act, Public Law 404, 60 Stat. 237 (1946), as amended. (7-1-93)
- 20. Rule.** The whole or a part of an agency statement of general applicability that has been promulgated in compliance with the provisions of Title 67, Chapter 52, Idaho Code. (7-1-93)

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21. Rule Drafter. A person who creates, modifies, or proposes change to the administrative rules of the state of Idaho. (7-1-93)

22. Rulemaking. The process for formulation and promulgation, in order to adopt, amend, or repeal a rule. (7-1-93)

23. Section, Subsection, Paragraph, and Subparagraph. Section, subsection, paragraph, and subparagraph are divisions that breakdown the text of a rule into separate blocks of text that are numbered using the numbering schematic set forth in this rule. If further breakdown of the rule beyond the subparagraph level is required, approval must be granted by the Administrative Rules Coordinator. The text of a rule is subdivided in the following format: (3-30-01)

a. Section. This will include all text that appears at the main three (3) digit level. As an example, this text is part of the larger main Section “010.” The entire section is cited as Section 010. (3-30-01)

b. Subsection. This is the further breakdown of a main section and will use a numeric code. As an example, this subsection is “.23” and is cited as Subsection 010.23. (3-30-01)

c. Paragraph. This is the further breakdown of a subsection and will use a lower case alphabetic code. As an example, this paragraph is “c.” and is cited as Paragraph 010.23.c. (3-30-01)

d. Subparagraph. This is a further breakdown of a paragraph and will use a lower case roman numeral code. As an example, a further breakdown of this paragraph would be cited as Subparagraph 010.23.d.i. (3-30-01)

24. Style. A method of writing rules denoting standard elements of consistency, simplicity, and clarity as set forth in this chapter. (7-1-93)

011. -- 049. (RESERVED).

050. ADMINISTRATIVE CODE ACCOUNT.

All moneys received by the Coordinator from APA-related products or services shall be deposited in the Administrative Code Account as provided in Section 67-5205(4), Idaho Code. (7-1-97)

051. AGENCY PAYMENT FOR RULEMAKING.

The Coordinator is authorized to allocate costs of publication and distribution to each participating agency on a per page basis. (7-1-93)

01. Less Than a Full Page. The cost per page may be imposed even though less than a full page of publication is required. (7-1-97)

02. Cost to Agencies for Code Publication. Pursuant to Section 67-5205(4), Idaho Code, the fee for rules of each agency contained in the Code billed to the respective agency shall not exceed fifty-six dollars (\$56) for each page of the Code. The fee shall be calculated based on actual pages published by the coordinator for each agency within the official copy of the Code. The cost allocations to each participating agency will coincide with the annual publication of the Code and each agency must promptly pay into the Administrative Code Account such costs. (3-20-04)

03. Cost to Agencies for Bulletin Publication. Pursuant to Section 67-5205(4), Idaho Code, the fee for rules of each agency contained in the Bulletin billed to the respective agency shall not exceed sixty-one dollars (\$61) for each page per publication event. This fee shall be calculated based on actual pages published by the coordinator for each agency within the official copy of the Bulletin. The cost allocations to each participating agency shall be made monthly by the coordinator, and each participating agency shall promptly pay into the Administrative Code Account such costs. (3-20-04)

052. COSTS OF PUBLICATIONS.

The coordinator is authorized to charge for copies of all APA-related publications. (3-20-04)

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01. Cost of Individual Rule Chapters. The prices to be charged for chapters of rules or portions thereof will not exceed the larger of five dollars (\$5), or ten cents (\$.10) per page. (7-1-97)

02. Cost of Certified Rules. Certified rules will be provided without charge and will include an affidavit of certification, notarized by the coordinator, and a copy of specific rules in effect on a specific date after July 1, 1993. (7-1-97)

03. Cost of the Administrative Bulletin. The prices to be charged for the Bulletin in the form of an annual subscription will not exceed four hundred dollars (\$400) per year. The price for individual, monthly issues, which are subject to availability, shall not exceed the larger of forty dollars (\$40) per volume or twenty cents (\$.20) per page, plus sales tax, if applicable. (3-16-04)

04. Cost of the Administrative Code. The prices to be charged for the Administrative Code in the form of an annual subscription will not exceed four hundred and fifty dollars (\$450) plus sales tax, if applicable, per year. Individual copies of the Administrative Code may be purchased but are subject to availability. The cost per volume will not exceed seventy-five dollars (\$75). (3-16-04)

05. Free Distribution of Publications. In accordance with Section 67-5205(2), Idaho Code, the coordinator will distribute copies free of charge as follows: (3-20-04)

a. One (1) to each county clerk for the use of the county law library. (7-1-93)

b. One (1) each to the senate and the house of representatives. (7-1-93)

c. One (1) to the attorney general. (7-1-93)

d. One (1) to the legislative council. (7-1-93)

e. One (1) each to the state universities and colleges, and one (1) to each community college. (7-1-93)

f. One (1) to the state law library. (7-1-93)

g. One (1) to the state library. (7-1-93)

h. One (1) each to the following state depository libraries: Boise Public Library, East Bonner County Library, Idaho Falls Public Library, Lewiston City Library, Pocatello Library, College of Idaho Library, BYU-Idaho Library, Northwest Nazarene University Library and Twin Falls Public Library. (9-7-94)

06. Other Free Publications. The coordinator may distribute free copies for official use and may provide for the free reciprocal exchange of publications between this state and other states and foreign jurisdictions. (3-20-04)

053. -- 099. (RESERVED).

100. REVIEW AND SUBMISSION OF AGENCY RULES.

The coordinator shall prescribe a uniform style, form, and numbering system which shall apply to all rules adopted by all Idaho agencies. The coordinator shall review all submitted rules for style, format, and numbering, and may return a rule that is not in the proper style, form, or number. (7-1-93)

01. Submission of Rules. All agencies shall submit a copy of their respective rules for publication in the Bulletin, certified by the agency director or designee, in the following formats: (6-7-94)

a. All submitted rules shall be printed, one-sided only, on eight and one-half (8 1/2) inch wide by eleven (11) inch long paper denoting all changes in legislative format, and (7-1-97)

b. All submitted rules shall be provided electronically denoting legislative format. Electronic filing may include, but is not limited to, electronic mail, FTP, diskette, or other electronic transfer methodology. (7-1-97)

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c. All rules submitted to the coordinator shall be obtained from the most current document available from the coordinator. (7-1-97)

02. Submitted Rules. All submitted rules shall be numbered, styled and formatted in accordance with these rules. (7-1-97)

101. UNIFORM STYLE AND FORMAT OF RULES.

In accordance with Section 67-5206(1)(b), Idaho Code, The coordinator shall establish a uniform style and format applicable to rules adopted by all agencies. (7-1-93)

01. Standard Requirements of Style. Text used within a rule shall include three (3) distinct elements: (7-1-97)

a. Consistency denotes standardized arrangement of specific organizational division of text as well as language structures. Rule text shall appear with consistent application of terms, sentences, structures, formats, numbering, and other structures to avoid confusion to the reader. (7-1-93)

b. Simplicity denotes presentation of complex ideas into easily understood concepts within the text of the rule. (7-1-93)

c. Clarity in rule drafting avoids unclear, ambiguous and obscure terms. Rules shall be simple, concrete combinations of text that conveys the meaning while avoiding vagueness and the need for varying interpretations. (7-1-93)

02. Uniform Format Requirements. Uniform format shall be required for all rules adopted in accordance with the APA. All rules shall incorporate consistent organizational structure and content which will allow the coordinator to consistently index and reference all rules. Rules not formatted as described in this chapter shall not be inserted in the administrative code and shall not be considered valid for the purposes of Section 67-5231(1), Idaho Code. Specific requirements are as follows: (7-1-97)

a. All major sections shall include the numbering scheme provided in this chapter followed by the catchline capitalized. (7-1-97)

b. The first required section of each rule chapter, the “000” section, shall be entitled “LEGAL AUTHORITY.” This section shall include all statutory authorities granted or implied which allow rulemaking authority to the agency as set forth Section 67-5231(1), Idaho Code. (7-1-93)

c. The second required section of each rule chapter, the “001” section, shall be entitled “TITLE AND SCOPE.” This section shall include a precise description of the legal citation of the chapter. Also, this section shall include a brief descriptive summary of the scope of the rule. (7-1-93)

d. The third required section of each rule chapter, the “002” section, shall be entitled “WRITTEN INTERPRETATIONS.” This section shall indicate if the agency has or relies on any written interpretive statements of the rule chapter in accordance with Section 67-5201(19)(b)(iv), Idaho Code. (3-30-01)

e. The fourth required section of each rule chapter, the “003” section, shall be entitled “ADMINISTRATIVE APPEALS.” This section is used to describe any appeal or hearing rights for affected individuals relating to the programs or services described in the rule chapter. (7-1-93)

f. The fifth required section of each rule chapter, the “004” section, shall be entitled “INCORPORATION BY REFERENCE.” This section is used to describe and list all documents being incorporated by reference into the rule pursuant to, and in accordance with, Section 67-5229, Idaho Code. (3-30-01)

g. The sixth required section of each rule chapter, the “005” section, shall be entitled “OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.” This section includes the principal location of the main office, the hours the office is open to the public, the mailing address where documents may be filed or obtained, and the physical address of the main office of the agency. (3-30-01)

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h. The seventh required section of each rule chapter, the “006” section, shall be entitled “PUBLIC RECORDS ACT COMPLIANCE” and shall state that the rule has been promulgated in accordance with the Administrative Procedure Act, Title 67, Chapter 52, Idaho Code, and is a public record. (3-30-01)

i. The eighth required section of each rule chapter, one (1) of “007” through “010” sections, shall be entitled “DEFINITIONS.” This section lists alphabetically all terms distinct to the rule chapter. Definitions are used to describe specific terms of art and other words or phrases to aid the user in describing the intent of the rule. (3-30-01)

j. Reserved major sections may be used as appropriate to allow for expansion, segregation, and flexibility within the chapter. Subsections, paragraphs, and subparagraphs shall not be designated as reserved. (3-30-01)

k. The remaining sections within the body of the rule chapter, the “011” through “999” sections, may be used as the agency deems necessary for describing the programs, services, requirements, focus and intent of the rule. (7-1-93)

l. A paragraph of descriptive references may be used at the end of the major section after all sublevel sections. This descriptive paragraph may include: effective dates set by the legislature, cross-references, compiler’s notes, references or extractions of written interpretations, or other reference tools approved by the coordinator. The descriptive paragraph shall include a format and style distinct from the text of the rules as approved by the coordinator. (7-1-97)

03. Maps, Charts, Graphs, Diagrams, and Other Visual Aids. Rules may contain maps, charts, graphs, diagrams, illustrations, forms, or similar descriptive text within the body of the rule. (7-1-97)

a. Agencies are encouraged to include written interpretations of the rule where the requirement to list the material in the rule is in question. (7-1-97)

b. Agencies are encouraged to include written interpretations by incorporating such documents by reference, in accordance with Section 67-5229, Idaho Code. (7-1-97)

04. Legislative Format. All modified rule text shall underscore text to be added and overstrike text to be deleted. (7-1-97)

a. In the case of amendment to a current rule, the desired amendments to text are made using legislative format. The effective date shall be overstruck followed by parentheses surrounding eight (8) underscored spaces, flushed right. (7-1-93)

b. When an agency proposes to enact a new section within an existing rule, the entire proposed text shall be underscored. All effective dates are noted as parentheses surrounding eight (8) underscored spaces, flushed right. (7-1-93)

c. When an agency proposes to repeal a complete chapter, overstriking is not required. The bulletin will note that the chapter has been “REPEALED IN ITS ENTIRETY.” (7-1-93)

d. When an agency proposes to adopt a complete chapter of rules, underscoring is not required. The effective date shall be noted as parentheses surrounding eight (8) spaces, flushed right after each block of text. (3-30-01)

e. Modifications to text appearing in the paragraph of descriptive references shall not appear in legislative format. (7-1-97)

102. UNIFORM NUMBERING OF RULES.

In accordance with Section 67-5206(1)(a), Idaho Code, the coordinator shall establish a uniform numbering system applicable to rules adopted by all agencies. (7-1-93)

IDAHO ADMINISTRATIVE CODE
Office of the Administrative Rules Coordinator
**IDAPA 44.01.01 - Rules of the
Administrative Rules Coordinator**

01. IDAPA Numbering. The uniform numbering system is known as the “IDAPA” system. For complete citation, rule numbering is preceded with the term “IDAPA,” followed by a two (2) numerical digit agency code followed by a period, a two (2) numerical digit division or title code followed by a period, and a two (2) numerical digit program or chapter code. For example, this chapter is numbered as follows: IDAPA 44.01.01. (3-30-01)

02. Internal Numbering. All chapters of agency rules consist of major sections identified by three (3) numerical digits beginning with “000” and ending with “999.” (7-1-93)

03. Sublevels. Three (3) sublevels shall be allowed following the major section code. (3-30-01)

a. The first sublevel, called a Subsection, shall be a two (2) digit numeric code, beginning with “01.” (3-30-01)

b. The second sublevel, called a Paragraph, shall be a single digit alphabetic code beginning with “a.” and ending with “z.” On a case-by-case basis, the coordinator may allow additional characters for expansion of this sublevel, using a double digit alphabetic code beginning with “aa.” and ending with “zz.” (3-30-01)

c. The third sublevel, called a Subparagraph, shall be a lower case roman numeral code, beginning with “i.” (3-30-01)

d. On a case-by-case basis, the coordinator may allow additional sublevels consisting of an alternating code of numbers and letters enclosed in parentheses. (3-30-01)

04. Cross-Referencing. In order to clarify intent or avoid repetition, references to other rules are allowed. Such references are divided as follows: (7-1-93)

a. Internal Reference/Citation. References to a section or sections within a chapter shall provide a thorough notation of the identity of the text referenced. A citation to this section is “Paragraph 102.04.a.” Internal references may also utilize the complete legal citation using the complete IDAPA numbering system. A citation to this section is “IDAPA 44.01.01.102.04.a.” (3-30-01)

b. External Reference/Citation. References outside the chapter shall identify the complete legal citation using the IDAPA numbering system and shall include the name of the agency, the name of the chapter being referenced and the complete legal citation of the chapter being referenced. (3-30-01)

c. External referencing of documents other than Idaho administrative rules shall follow the provisions of Section 67-5229, Idaho Code, regarding incorporation by reference. (7-1-93)

103. -- 599. (RESERVED).

600. IDAHO ADMINISTRATIVE BULLETIN.

The coordinator shall receive all documents required in the APA to be published in the bulletin. (7-1-93)

01. Information. The bulletin shall contain specific information concerning the use of the bulletin, the rulemaking process in general, specific information concerning the documents being promulgated, and other information deemed necessary by the coordinator to describe the documents being published. (7-1-93)

02. Table of Contents. Each issue of the bulletin shall contain a table of contents. (7-1-93)

03. Cumulative Index. A cumulative index shall be published at least every three (3) months. (7-1-93)

04. Documents to Be Published. Such documents are identified in Section 67-5203(4), Idaho Code. (7-1-93)

05. Other Documents. Each issue of the Bulletin may include other reference-related documents as

IDAHO ADMINISTRATIVE CODE
Office of the Administrative Rules Coordinator
IDAPA 44.01.01 - Rules of the
Administrative Rules Coordinator

determined by the coordinator.

(7-1-97)

601. IDAHO ADMINISTRATIVE BULLETIN PUBLICATION SCHEDULE.

Agencies shall file documents designated for publication in the bulletin with the Office of the Administrative Rules Coordinator. Documents must be submitted no later than 5:00 p.m. on the filing date which is published in the “Bulletin Publication Schedule” in the preface of the Idaho Administrative Bulletin. A copy of the “Bulletin Publication Schedule” may be obtained by contacting the Office of the Administrative Rules Coordinator. (7-1-99)

01. Time. The documents must be submitted no later than 5 p.m. on the filing date as published in the “Bulletin Publication Schedule” in the preface of the Idaho Administrative Bulletin. (7-1-99)

02. Date of Submission. Documents shall be submitted by the closing date for agency filing as published in the “Bulletin Publication Schedule” in the preface of the Idaho Administrative Bulletin. All documents filed after the closing date shall be published at the discretion of the Office of Administrative Rules with the permission of the Administrative Rules Coordinator. (7-1-99)

602. -- 699. (RESERVED).
700. IDAHO ADMINISTRATIVE CODE.

The coordinator shall publish a compilation of all final agency rules in the code. No negotiated, proposed, or pending rules shall be included in the code. Temporary rules, that meet the requirements of Section 67-5226, Idaho Code, and that are in effect at the time of publication, shall be included in the Administrative Code. (7-1-99)

701. IDAHO ADMINISTRATIVE CODE PUBLICATION SCHEDULE.

All documents filed in accordance with Section 67-5224(5), 67-5224(6), and 67-5224(7), Idaho Code, and IDAPA 44.01.01, shall be published in the administrative code. Other documents required for publication in the administrative code shall be received by the coordinator or the Office of the Administrative Rules Coordinator no later than June 1 of each year. (7-1-99)

702. -- 799. (RESERVED).
800. UNIFORM INDEXING SYSTEM FOR AGENCY ORDERS.

The coordinator shall establish a uniform indexing system for agency orders. All agencies shall code each order using the following: (7-1-93)

01. Numbering. A two (2) digit numeric code representing the agency followed by a sequential number assigned by the agency shall be placed on the agency order. (7-1-93)

02. Filing. Each such order shall be filed with the main and regional offices of the agency including an index. (7-1-93)

03. Index. Each agency shall maintain a complete index of their orders in column format, which includes: (7-1-93)

a. The agency name, address, phone number, and contact person as a heading to the document; (7-1-93)

b. The date of the order; (7-1-93)

c. The order number as set forth in Section 800.01; and (7-1-93)

d. A short description of the order. (7-1-93)

04. Updating the Index. The listing shall be updated by the agency no later than January 1 of each year. (7-1-93)

801. -- 999. (RESERVED).

Interstate Agreement between Utah, Idaho, and Florida

Enhanced Assessment Grants Program, CFDA 84.368

The Utah State Office of Education, Idaho State Department of Education, and Florida Department of Education (“State Departments of Education”), hereby consent and agree to the following.

I. Purpose

The State Departments of Education of Utah, Florida, and Idaho are entering into this Agreement to: (a) extend the Principled Assessment Design for Inquiry (PADI) approach (Haertel) to alternate assessment and (b) develop alternate assessment testing designs, blueprints and assessment tasks that address priority state academic standards either within their state alternate assessments (AA) measured against alternate achievement standards (AAS or 1%) or as instructional assessment tools for classroom-based progress monitoring.

II. Lead State Department of Education Duties

The Utah State Office of Education is the lead agency in this consortium and as such will file the grant application and act as fiscal agent as provided in paragraph IV.

III. State Obligations

All State Departments of Education certify and attest that they agree to follow all applicable rules, laws, and policies as required under the assurances made upon applying for the Enhanced Assessment Grant, CFDA 84.368, incorporated herein by reference.

The State Departments of Education agree to carry out all activities as they are described in the grant application, Scope of Work, attached hereto as Exhibit A.

IV. Funds Accountability

The State Departments of Education agree to utilize funds in accordance with Federal regulations applicable under the grant. No state shall be required to contribute funds to another participant State Department of Education and each State Department of Education is solely responsible for its financial obligations under the grant.

Each agency shall maintain fiscal records necessary for full accountability, follow general accepted accounting principles and account for all receipts and disbursements of funds transferred or expended pursuant to this Agreement.

The Utah State Office of Education shall act as fiscal agent on the grant and disburse funds based on the terms of the grant and invoices received from the participating State Departments of Education. Should funding for the grant be reduced, the Utah State Office of Education will prorate reimbursements to the participating State Departments of Education. No funds will be dispersed to a State Department of Education without a written invoice from said State Department of Education.

Payment shall be made within a reasonable time after requests for payment and supporting documentation have been received by the Utah State Office of Education.

At the end of the grant period, the State Departments of Education of Florida and Idaho must ensure that each has submitted all documentation of expenses to the Utah State Office of Education as the fiscal agent.

V. Sufficient Funding

The Parties understand and agree that because the Lead State Department of Education is a governmental entity, this MOU shall in no way bind or obligate the Utah State Office of Education beyond the terms of the Grant Award appropriation of funds by the United States Department of Education. The Utah State Office of Education reserves the right to terminate the MOU, in whole or in part, if the U. S. Department of Education does not appropriate sufficient funds as may be required for the Utah State Office of Education to continue payment of funds to the participating states, or if U. S. Department of Education requires the Utah State Office of Education to return funds to the federal government. The Utah State Office of Education may also terminate this MOU if the executive branch of the U. S. Department of Education mandates any cuts in or holdbacks of funding. The Utah State Office of Education may terminate under this provision by providing the State Departments of Education with 30 days written notice of termination.

VI. No Authority to Bind Other States

One State Department of Education under this Agreement shall have no authority to enter into contracts or agreements on behalf of the other State Departments of Education. All contracts or agreements shall be entered on behalf of the executing State Department of Education or executed by all participating State Departments of Education. No third party or other State entity may rely on this MOU. Any failure of the participating State Departments of Education to follow any or all of the terms of the MOU or Grant, or any future amendment or modification of the Grant, shall not establish any liability of the individual State Departments of Education to any third party or other entity.

VII. Limitations

This MOU does not create or give the participating State Departments of Education any powers that they would otherwise not have. Rather, this MOU is only to provide for the exercise of existing powers so as to achieve a more efficient operation of government. For this reason, this MOU sets forth the understanding of the State Departments of Education in achieving a common purpose, and is not intended to provide a basis for legal action upon breach of any of its provisions.

VIII. Period of Performance

The period of performance of this agreement shall be a period of eighteen (18) months, and shall commence upon date of award.

IX. Copyright

There will be considerable collaboration between and among the State Departments of Education, however, each State Department of Education will obtain some work products specifically designed to meet their particular needs including but not limited to: frameworks, blueprints, exemplars, essences, sample items, and operational items. Although some of these items may not be compatible with curriculum standards or other educational aspects of each of the three states, the three State Departments of Education agree that each will have a right to non-commercial use of any product or deliverable resulting from this project. Furthermore, the State Departments of Education of Utah, Idaho, and Florida agree that any such work products or deliverables will be available for public domain usage including usage by State Departments of Education that were not original parties to this agreement.

X. Termination

Any party to this agreement may, without cause, terminate this agreement by notifying the others in writing at least 30 calendar days prior to intended date of termination.

In the event that federal or state laws are amended or judicially interpreted so as to render the fulfillment of the agreement unnecessary or impractical as a result of such amendments or judicial interpretation, all parties to this agreement shall be discharged from further obligations under its terms, except of the completion of work commenced prior to the date of termination and the equitable settlement of compensation due for such work.

XI. Amendment

This agreement shall not be altered, changed or amended except by an instrument in writing executed by the parties hereto.

XII. Scope of Agreement

This agreement incorporates all the agreements, covenants, and understandings between the parties of this agreement concerning the subject matter hereof. No prior agreement or understanding, verbal or otherwise, of parties or their agents shall be valid or enforceable unless embodied in this agreement.

XII. Dispute Resolution

Any disputes arising out of work performed and/or products or services delivered under this agreement will be subject to the laws of the State of Utah and the United States.

XIV. Authority

In signing this Agreement on behalf of my State Department of Education, I certify that:

1. I am authorized to do so;
2. This Agreement does not conflict with any applicable law or regulation to which my state is subject;
3. This document may be executed in counterparts.

Utah State Office of Education

Florida Department of Education

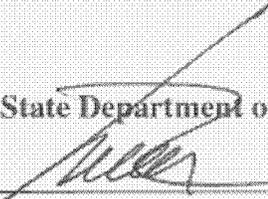
Authorized agent

Authorized agent

Date

Date

Idaho State Department of Education



Authorized agent

4-4-08
Date



**Interstate Agreement between Idaho and
Participating Consortium States
Enhanced Assessment Grants Program, CFDA 84.368A**

The State of Idaho and the consortium states (“States”) hereby consent and agree to the following:

I. Purpose

The States (listed below) are entering into this Agreement to: (a) extend the Principled Assessment Design for Inquiry (PADI) approach (Haertel) to alternate assessment in reading and (b) develop alternate assessment testing designs, blueprints, and assessment tasks that address priority state academic standards within their state alternate assessments measured against alternate achievement standards (AA-AAS).

II. Lead State Duties

The State of Idaho is the Lead State in this consortium and as such will file the grant application and act as fiscal agent as provided in paragraph IV.

III. State Obligations

All States certify and attest that they agree to follow all applicable rules, laws, and policies as required under the assurances made upon applying for the Enhanced Assessment Grant, CFDA 84.368A, incorporated herein by reference.

The States agree to carry out all activities as they are described in the grant application, Scope of Work, attached hereto as Exhibit A.

IV. Funds Accountability

The States agree to utilize funds in accordance with Federal regulations applicable under the grant. No state shall be required to contribute funds to another participant state and each state is solely responsible for its financial obligations under the grant.

Each agency shall maintain fiscal records necessary for full accountability, follow generally accepted accounting principles, and account for all receipts and disbursements of funds transferred or expended pursuant to this Agreement.

The State of Idaho shall act as fiscal agent on the grant and disburse funds based on the terms of the grant and invoices received from the participating States. Should funding for the grant be reduced, Idaho will prorate reimbursements to the participating States. No funds will be dispersed to a state without a written invoice from the State.

Payment shall be made within a reasonable time after requests for payment and supporting documentation have been received by Idaho.

At the end of the grant period, the States must ensure that each has submitted all documentation of expenses to Idaho as the fiscal agent.

V. Sufficient Funding

The States understand and agree that because the Lead State is a governmental entity, this MOU shall in no way bind or obligate the State of Idaho beyond the terms of the Grant

Award appropriation of funds by the United States Department of Education. Idaho reserves the right to terminate the MOU, in whole or in part, if the U. S. Department of Education does not appropriate sufficient funds as may be required for Idaho to continue payment of funds to the participating states, or if the U. S. Department of Education requires Idaho to return funds to the federal government. Idaho may also terminate this MOU if the executive branch of the U. S. Department of Education mandates any cuts in or holdbacks of funding. Idaho may terminate under this provision by providing the States with 30 days written notice of termination.

VI. No Authority to Bind Other States

One State under this Agreement shall have no authority to enter into contracts or agreements on behalf of the other States. All contracts or agreements shall be entered on behalf of the executing State or executed by all participating States. No third party or other State entity may rely on this MOU. Any failure of the participating States to follow any or all of the terms of the MOU or Grant, or any future amendment or modification of the Grant, shall not establish any liability of the individual States to any third party or other entity.

VII. Limitations

This MOU does not create or give the participating States any powers that they would otherwise not have. Rather, this MOU is only to provide for the exercise of existing powers so as to achieve a more efficient operation of government. For this reason, this MOU sets forth the understanding of the States in achieving a common purpose, and is not intended to provide a basis for legal action upon breach of any of its provisions.

VIII. Period of Performance

The period of performance of this agreement shall be a period of eighteen (18) months, and shall commence upon date of award.

IX. Copyright

There will be considerable collaboration between and among the States, however, each state will obtain some work products specifically designed to meet their particular needs including but not limited to: frameworks, blueprints, exemplars, essences, sample items, and operational items. Although some of these items may not be compatible with curriculum standards or other educational aspects of each of the States, the States agree that each state will have a right to non-commercial use of any product or deliverable resulting from this project. Furthermore, the States agree that any such work products or deliverables will be available for public domain usage including usage by states that were not original member States of this agreement.

X. Termination

Any party to this agreement may, without cause, terminate this agreement by notifying the others in writing at least 30 calendar days prior to intended date of termination.

In the event that federal or state laws are amended or judicially interpreted so as to render the fulfillment of the agreement unnecessary or impractical as a result of such amendments or judicial interpretation, all parties to this agreement shall be discharged from further obligations under its terms, except of the completion of work commenced

prior to the date of termination and the equitable settlement of compensation due for such work.

XI. Amendment

This agreement shall not be altered, changed or amended except by an instrument in writing executed by the parties hereto.

XII. Scope of Agreement

This agreement incorporates all the agreements, covenants, and understandings between the parties of this agreement concerning the subject matter hereof. No prior agreement or understanding, verbal or otherwise, of parties or their agents shall be valid or enforceable unless embodied in this agreement.

XIII. Dispute Resolution

Any disputes arising out of work performed and/or products or services delivered under this agreement will be subject to the laws of the State of Idaho and the United States.

XIV. Authority

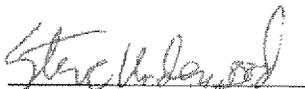
In signing this Agreement on behalf of my state, I certify that:

1. I am authorized to do so;
2. This Agreement does not conflict with any applicable law or regulation to which my state is subject;
3. This document may be executed in counterparts.

State of Idaho

Consortium State 1

Consortium State 2



Authorized agent

State name

State name

Authorized agent

Authorized agent

5/8/09

Date

Date

Date

**Interstate Agreement between Idaho and
Participating Consortium States
Enhanced Assessment Grants Program, CFDA 84.368A**

The State of Idaho and the consortium states of Kansas and Utah ("States") hereby consent and agree to the following:

I. Purpose

The States (listed below) are entering into this Agreement to: (a) extend the Principled Assessment Design for Inquiry (PADI) approach (Haertel) to alternate assessment in reading and (b) develop alternate assessment testing designs, blueprints, and assessment tasks that address priority state academic standards within their state alternate assessments measured against alternate achievement standards (AA-AAS).

II. Lead State Duties

The State of Idaho is the Lead State in this consortium and as such will file the grant application and act as fiscal agent as provided in paragraph IV.

III. State Obligations

All States certify and attest that they agree to follow all applicable rules, laws, and policies as required under the assurances made upon applying for the Enhanced Assessment Grant, CFDA 84.368A, incorporated herein by reference.

The States agree to carry out all activities as they are described in the grant application, Scope of Work, attached hereto as Exhibit A.

IV. Funds Accountability

The States agree to utilize funds in accordance with Federal regulations applicable under the grant. No state shall be required to contribute funds to another participant state and each state is solely responsible for its financial obligations under the grant.

Each agency shall maintain fiscal records necessary for full accountability, follow generally accepted accounting principles, and account for all receipts and disbursements of funds transferred or expended pursuant to this Agreement.

The State of Idaho shall act as fiscal agent on the grant and disburse funds based on the terms of the grant and invoices received from the participating States. Should funding for the grant be reduced, Idaho will prorate reimbursements to the participating States. No funds will be dispersed to a state without a written invoice from the State.

Payment shall be made within a reasonable time after requests for payment and supporting documentation have been received by Idaho.

At the end of the grant period, the States must ensure that each has submitted all documentation of expenses to Idaho as the fiscal agent.

V. Sufficient Funding

The States understand and agree that because the Lead State is a governmental entity, this MOU shall in no way bind or obligate the State of Idaho beyond the terms of the Grant

Award appropriation of funds by the United States Department of Education. Idaho reserves the right to terminate the MOU, in whole or in part, if the U. S. Department of Education does not appropriate sufficient funds as may be required for Idaho to continue payment of funds to the participating states, or if the U. S. Department of Education requires Idaho to return funds to the federal government. Idaho may also terminate this MOU if the executive branch of the U. S. Department of Education mandates any cuts in or holdbacks of funding. Idaho may terminate under this provision by providing the States with 30 days written notice of termination.

VI. No Authority to Bind Other States

One State under this Agreement shall have no authority to enter into contracts or agreements on behalf of the other States. All contracts or agreements shall be entered on behalf of the executing State or executed by all participating States. No third party or other State entity may rely on this MOU. Any failure of the participating States to follow any or all of the terms of the MOU or Grant, or any future amendment or modification of the Grant, shall not establish any liability of the individual States to any third party or other entity.

VII. Limitations

This MOU does not create or give the participating States any powers that they would otherwise not have. Rather, this MOU is only to provide for the exercise of existing powers so as to achieve a more efficient operation of government. For this reason, this MOU sets forth the understanding of the States in achieving a common purpose, and is not intended to provide a basis for legal action upon breach of any of its provisions.

VIII. Period of Performance

The period of performance of this agreement shall be a period of eighteen (18) months, and shall commence upon date of award.

IX. Copyright

There will be considerable collaboration between and among the States, however, each state will obtain some work products specifically designed to meet their particular needs including but not limited to: frameworks, blueprints, exemplars, essences, sample items, and operational items. Although some of these items may not be compatible with curriculum standards or other educational aspects of each of the States, the States agree that each state will have a right to non-commercial use of any product or deliverable resulting from this project. Furthermore, the States agree that any such work products or deliverables will be available for public domain usage including usage by states that were not original member States of this agreement.

X. Termination

Any party to this agreement may, without cause, terminate this agreement by notifying the others in writing at least 30 calendar days prior to intended date of termination.

In the event that federal or state laws are amended or judicially interpreted so as to render the fulfillment of the agreement unnecessary or impractical as a result of such amendments or judicial interpretation, all parties to this agreement shall be discharged from further obligations under its terms, except of the completion of work commenced

prior to the date of termination and the equitable settlement of compensation due for such work.

XI. Amendment

This agreement shall not be altered, changed or amended except by an instrument in writing executed by the parties hereto.

XII. Scope of Agreement

This agreement incorporates all the agreements, covenants, and understandings between the parties of this agreement concerning the subject matter hereof. No prior agreement or understanding, verbal or otherwise, of parties or their agents shall be valid or enforceable unless embodied in this agreement.

XIII. Authority

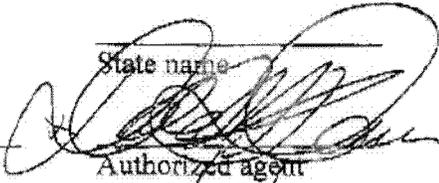
In signing this Agreement on behalf of my state, I certify that:

1. I am authorized to do so;
2. This Agreement does not conflict with any applicable law or regulation to which my state is subject;
3. This document may be executed in counterparts.

State of Idaho

State of Kansas

State of Utah

_____	_____	_____
State name	State name	State name
_____		_____
Authorized agent	Authorized agent	Authorized agent
_____	5/7/09	_____
Date	Date	Date

**Interstate Agreement between Idaho and
Participating Consortium States
Enhanced Assessment Grants Program, CFDA 84.368A**

The State of Idaho and the consortium states (“States”) hereby consent and agree to the following:

I. Purpose

The States (listed below) are entering into this Agreement to: (a) extend the Principled Assessment Design for Inquiry (PADI) approach (Haertel) to alternate assessment in reading and (b) develop alternate assessment testing designs, blueprints, and assessment tasks that address priority state academic standards within their state alternate assessments measured against alternate achievement standards (AA-AAS).

II. Lead State Duties

The State of Idaho is the Lead State in this consortium and as such will file the grant application and act as fiscal agent as provided in paragraph IV.

III. State Obligations

All States certify and attest that they agree to follow all applicable rules, laws, and policies as required under the assurances made upon applying for the Enhanced Assessment Grant, CFDA 84.368A, incorporated herein by reference.

The States agree to carry out all activities as they are described in the grant application, Scope of Work, attached hereto as Exhibit A.

IV. Funds Accountability

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At the end of the grant period, the States must ensure that each has submitted all documentation of expenses to Idaho as the fiscal agent.

V. Sufficient Funding

The States understand and agree that because the Lead State is a governmental entity, this MOU shall in no way bind or obligate the State of Idaho beyond the terms of the Grant

Award appropriation of funds by the United States Department of Education. Idaho reserves the right to terminate the MOU, in whole or in part, if the U. S. Department of Education does not appropriate sufficient funds as may be required for Idaho to continue payment of funds to the participating states, or if the U. S. Department of Education requires Idaho to return funds to the federal government. Idaho may also terminate this MOU if the executive branch of the U. S. Department of Education mandates any cuts in or holdbacks of funding. Idaho may terminate under this provision by providing the States with 30 days written notice of termination.

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VII. Limitations

This MOU does not create or give the participating States any powers that they would otherwise not have. Rather, this MOU is only to provide for the exercise of existing powers so as to achieve a more efficient operation of government. For this reason, this MOU sets forth the understanding of the States in achieving a common purpose, and is not intended to provide a basis for legal action upon breach of any of its provisions.

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There will be considerable collaboration between and among the States, however, each state will obtain some work products specifically designed to meet their particular needs including but not limited to: frameworks, blueprints, exemplars, essences, sample items, and operational items. Although some of these items may not be compatible with curriculum standards or other educational aspects of each of the States, the States agree that each state will have a right to non-commercial use of any product or deliverable resulting from this project. Furthermore, the States agree that any such work products or deliverables will be available for public domain usage including usage by states that were not original member States of this agreement.

X. Termination

Any party to this agreement may, without cause, terminate this agreement by notifying the others in writing at least 30 calendar days prior to intended date of termination.

In the event that federal or state laws are amended or judicially interpreted so as to render the fulfillment of the agreement unnecessary or impractical as a result of such amendments or judicial interpretation, all parties to this agreement shall be discharged from further obligations under its terms, except of the completion of work commenced

prior to the date of termination and the equitable settlement of compensation due for such work.

XI. Amendment

This agreement shall not be altered, changed or amended except by an instrument in writing executed by the parties hereto.

XII. Scope of Agreement

This agreement incorporates all the agreements, covenants, and understandings between the parties of this agreement concerning the subject matter hereof. No prior agreement or understanding, verbal or otherwise, of parties or their agents shall be valid or enforceable unless embodied in this agreement.

XIII. Dispute Resolution

Any disputes arising out of work performed and/or products or services delivered under this agreement will be subject to the laws of the State of Idaho and the United States.

XIV. Authority

In signing this Agreement on behalf of my state, I certify that:

1. I am authorized to do so;
2. This Agreement does not conflict with any applicable law or regulation to which my state is subject;
3. This document may be executed in counterparts.

State of Idaho

Consortium State 1

Consortium State 2

Authorized agent

Authorized agent

HHah

Authorized agent

Date

Date

5/7/09

Date

States participating in the SMARTER consortium (as of 1/14/2010)

The following states have submitted a signed Memorandum of Understanding (MOU) to participate in the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) consortium to provide high-quality summative assessments.

State	Date SMARTER MOU-Received	Lead or Participating State
Nebraska	January 4 th , 2010	Lead
Washington	January 4 th , 2010	Lead
Hawaii	January 4 th , 2010	Lead
Wyoming	January 5 th , 2010	Lead
Utah	January 5 th , 2010	Lead
Tennessee	January 5 th , 2010	Lead
Wisconsin	January 6 th , 2010	Lead
Kentucky	January 6 th , 2010	Participating
Kansas	January 6 th , 2010	Participating
Minnesota	January 6 th , 2010	Lead
Michigan	January 6 th , 2010	Lead
Ohio	January 6 th , 2010	Participating
South Carolina	January 6 th , 2010	Participating
Oregon	January 6 th , 2010	Lead
Montana	January 8 th , 2010	Participating
Illinois	January 8 th , 2010	Lead
Idaho	January 7 th , 2010	Lead
Delaware	January 7 th , 2010	Lead
Mississippi	January 11 th , 2010	Participating
District of Columbia	January 11 th , 2010	Participating
California	January 12 th , 2010	Participating
Colorado	January 13 th , 2010	Lead
New York	January 14 th , 2010	Lead
Total # of states that have submitted signed MOUs for SMARTER	23	

Listed below are the states that have submitted a signed MOU to participate in SMARTER. In addition, also included are those states that have submitted formal statements of their intent to participate in SMARTER, but are not able to submit a signed MOU in time for the Race To the Top first round application deadlines.

State	Status of SMARTER MOU
Nebraska	Signed

Appendix B2.2a – List of Participating States: SMARTER – Summative Multi-State Assessment Resources for Teachers and Educational Researchers

State	Status of SMARTER MOU
Washington	Signed
Hawaii	Signed
Wyoming	Signed
Utah	Signed
Tennessee	Signed
Wisconsin	Signed
New Mexico	To be signed after AG review
Kentucky	Signed
Kansas	Signed
Minnesota	Signed
Michigan	Signed
Ohio	Signed
South Carolina	Signed
Oregon	Signed
Montana	Signed
Illinois	Signed
Idaho	Signed
Delaware	Signed
Mississippi	Signed
District of Columbia	Signed
Colorado	Signed
California	Signed
New York	Signed
Anticipated total # of states that will participate in SMARTER	24

Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Memorandum of Understanding

This non-binding Memorandum of Understanding (MOU) is entered into by and between the states of Delaware, Hawaii, Idaho, Nebraska, Oregon, Tennessee, Utah, Washington, Wisconsin and Wyoming to initiate a consortium of states (Consortium) to serve as a framework of collaboration as required to submit a proposal for a Multi-State Consortium Common Assessment Race to the Top grant. The working title for the proposal is the “Summative Multi-State Assessment Resources for Teachers and Educational Researchers” (SMARTER). In the event the proposal is approved and fully funded by the U.S. Department of Education, the final proposal will serve as the official agreement.

The signatory states shall be referred to as “Lead States” and hereby authorize Oregon to be the signatory for the Lead States in entering into MOUs with additional states that desire to participate under the same terms (Participating States). The terms of the MOU among the Lead States and between the Lead States and subsequent Participating States are set forth below.

1. States in the Consortium will assign a key contact to assist in the drafting of the proposal, and to the extent practicable will engage their teachers, school and district administrators and institutions of higher education in the development and review of the proposal to ensure the design of the assessment system meets the needs of a variety of stakeholders.
2. States may withdraw from the Consortium prior to the establishment of the draft budget for the proposal. The anticipated date for the draft budget is 30 days before the proposal is due to the U.S. Department of Education.
3. States in the Consortium agree in principle to the following elements to be included in a proposal to the U.S. Department of Education:
 - a. The purpose of the proposal is to develop a high quality summative assessment system that is aligned to the Common Core Standards, mutually adopted by Consortium states.
 - b. The assessment system will use online adaptive tests, innovative item design and open-ended items to assess the full breadth of cognitive demand described by the Common Core Standards.
 - c. Proposal writing will be governed by staff from the Lead States that have agreed to this MOU. Governance protocols for proposal development will be established by 2/15/2010.
 - d. If funded, the assessment system will be governed by staff from states that are members of the Consortium, and will be guided with the support of selected technical experts. Governance protocols for the assessment system will be a deliverable of the grant.
 - e. The assessment system will include teachers, school and district administrators, state departments of education and institutions of higher education in the design, administration, scoring and reporting of the assessments.
 - f. States in the Consortium will report student, school, district and state results based upon a single common set of rigorous achievement standards. Additionally, states in the consortium may choose to report student achievement benchmarked to a variety of achievement standards including NAEP, international assessments, and benchmarks predictive of student success in college and careers.
 - g. States in the Consortium will use the summative assessment system to measure school and district effectiveness to meet federal accountability requirements
 - h. The assessments will be designed based on principles of Universal Design and will be consistent with professional standards as described by the *APA/AERA/NCME Standards for Educational and Psychological Testing*.
 - i. The Consortium will coordinate with the MOSAIC consortium as appropriate and with other interested multi-state formative and benchmark assessment initiatives so that schools and districts will have access to a variety of high quality instructionally supportive assessment options that together yield a coherent balanced assessment system.
 - j. The assessment system will use open source software applications accessible to any vendor procured by states in the Consortium.

MOSAIC

Multiple Options for Student Assessment and Instruction Consortium

Memorandum of Understanding

This Non-Binding Memorandum of Understanding (“MOU”) is entered into by and between the lead state(s): Wisconsin, Nebraska, and Missouri, and Idaho (“Your State”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. States might choose to participate in this Consortium even if their Race to the Top grant application is not funded.

I. PROJECT PROPOSAL

A. PARTICIPATING SEA RESPONSIBILITIES

A Consortium of states proposes to build a balanced assessment system of formative and benchmark assessment in a Race to the Top grant application. A state might choose to participate in this agreement through funding of its own choosing. The name of the system to be built is Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC). The MOSAIC system will be designed to complement a summative assessment system aligned to the Common Core such as the one being proposed under the SMARTER Consortium or any other Consortia that may develop a summative assessment aligned to the Common Core.

The proposed Consortium tasks and activities described in the Race to the Top application include the tasks that follow below. States participating in the Consortium will need to determine which of the tasks they wish to undertake with this Consortium. This decision may be made after the submission of the MOU.

Task 1.1.1 COMMON CORE: The consortium states will adopt the Common Core Standards. Within one year of state adoption, all districts within the consortium states will have adopted the Common Core Standards, will have integrated the standards to their local curriculum, and will have aligned professional development to familiarize staff with the college and career-ready expectations.

Task 1.1.2 PROFESSIONAL DEVELOPMENT—CURRICULAR INTEGRATION: The consortium states will develop and build professional development materials around the instructional integration of Common Core standards. This will include curricular frameworks aligned to the Common Core, defining of learning progressions within content areas, materials on instructional strategies, and suggested interventions. All materials will be disseminated across the states within the consortium and made available in a web-banked system.

Task 1.1.3 INSTRUCTIONAL SUPPORT SYSTEM: The consortium states will have access to a computerized system that will provide opportunities for districts to load the system with formative/local assessment tasks, items, and instructional materials including performance assessments. These can be shared across states, and customized for local use. All will be aligned with the Common Core and will be available electronically to students and teachers with timely data turn-around.

Task 1.1.4 STATE FLEXIBILITY: **Each state will define the level at which districts/schools in their state participate in the formative/benchmark assessment system. This may vary from state to state, depending on how each state defines voluntary versus optional participation.** (One level of required participation within a state might be to require the state’s persistently low performing schools and districts to participate in this comprehensive assessment system, and to require that student performance data be tracked over time for growth and improvement.)

Task 1.1.5 REPORT DEVELOPMENT: **Each state will contribute to the development of district, school, and student-level performance reports on the Common Core.** Reports will be generated in parent-friendly and teacher-friendly formats to track progress on the Common Core standards. Emphasis will be placed upon growth and improvement over time, with customized feedback about suggested next-steps based on the student’s performance.

Task 1.1.6 BENCHMARK ASSESSMENT SYSTEM: **Each state will contribute to the development of a benchmark assessment item bank with the capabilities for adaptive testing.** From this item bank, common diagnostic/benchmark tests will be developed across the “total package” consortia states through a consortia bid process to a single vendor. Each state will contribute field-tested items to the bank. This bank will be used to diagnose student strengths and deficiencies and serve as an “early warning” system. Common performance standards and cut scores for these diagnostic/benchmark tests will be set across the consortium of states. The common tests will be loaded into the computerized system for immediate data turn around. The common tests will be available to districts/schools within each state as defined by that state – varying levels of participation will require different cost to each state to implement, most likely on a per-pupil basis. (States participating at the Partner or Associate level may access items in the bank, but may not utilize the consortia-developed common assessments).

Task 1.1.7 PROFESSIONAL DEVELOPMENT—USING DATA TO IMPROVE INSTRUCTION: **Each state will contribute to the development of hands-on training and workshop modules for educators that focus on user-friendly strategies to make data-informed instructional decisions based upon formative, benchmark, and summative assessment results.** All materials will be disseminated across the collaborating states.

The selection of tasks by each SEA participating in the Consortium will determine the level of participation of each respective state. There are three levels of participation that may be selected by each SEA in the Consortium. While the level of participation does not need to be selected at the time of signing the MOU, by its signature the state is indicating its interest in participating at a minimum of Level Three.

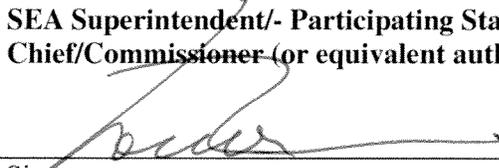
- **Level One: “Total Package”** – The state participates in **all seven tasks** with a common vendor, and shares in all resources available through the project, including all formative/benchmark assessments developed under the project. The state has an active role in developing, disseminating and sharing professional development tasks and materials.
- **Level Two: “Partner”** – The state contributes to the item bank (**Tasks 1.1.1, 1.1.2, and 1.1.6**) and professional development materials, and may use components in their state for state-specific work. (ex: state does not use common assessments developed from the bank; instead, uses the bank to create their own assessment tools with a separate vendor)
- **Level Three: “Associate”** – The state contributes to the item bank, (**Task 1.1.6 only**) and may use components in their state for state-specific work. The state does not contribute to or have access to professional development components developed through the project.

B. RESPONSIBILITIES OF ALL SEA PARTICIPATING IN THE CONSORTIUM

- 1) Each participating SEA in the Consortium will appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from each State and the lead state(s) will maintain frequent communication 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 herein:

**SEA Superintendent/- Participating State
Chief/Commissioner (or equivalent authorized signatory)**



Signature

1/6/10

Date

Tom Luna

Print Name

Superintendent of Public Instruction

Title

Authorized Lead SEA Official - Lead State

By its signature below, the lead state(s) hereby accepts the SEA as a Participating SEA in the Consortium



Official State Designee

1-4-2010

Date

Mike Bush

Print Name

Executive Director, State Board of Education

Title

Please email this signed page
by January 5, 2010 to

lynette.russell@dpi.wi.gov

and
or fax to

pat.roschewski@nebraska.gov

(Fax) 608.266.8770

and

(Fax) 402.471.4311

****PLEASE email this signed page only by January 5, 2010****

States participating in the MOSAIC consortium

The following states have submitted a signed Memorandum of Understanding (MOU) to participate in the Multiple Options for Student Assessment and Instruction Consortium (MOSAIC) consortium to provide high-quality summative assessments. Listed below are the states that have submitted a signed MOU to participate in MOSAIC.

State	Date MOSAIC MOU-Received	Lead or Participating State
Delaware	January 5 th , 2010	Participating
Hawaii	December 31 st , 2009	Participating
Idaho	December 22 nd , 2009	Participating
Illinois	January 8 th , 2010	Participating
Iowa	January 5 th , 2010	Participating
Kansas	January 5 th , 2010	Participating
Kentucky	January 5 th , 2010	Participating
Maryland	January 5 th , 2010	Participating
Michigan	January 4 th , 2010	Participating
Minnesota	January 8 th , 2010	Participating
Mississippi	January 5 th , 2010	Participating
Missouri	January 5 th , 2010	Lead
Montana	January 7 th , 2010	Participating
Nebraska	January 6 th , 2010	Lead
New Jersey	January 5 th , 2010	Participating
North Dakota	January 5 th , 2010	Participating
Ohio	January 6 th , 2010	Participating
Oklahoma	January 10 th , 2010	Participating
Oregon	January 6 th , 2010	Participating
Pennsylvania	January 8 th , 2010	Participating
South Carolina	January 6 th , 2010	Participating
South Dakota	January 4 th , 2010	Participating
Tennessee	January 5 th , 2010	Participating
Utah	January 5 th , 2010	Participating
Washington	January 4 th , 2010	Participating
Wisconsin	January 6 th , 2010	Lead
Wyoming	January 4 th , 2010	Participating
Total # of states that have submitted signed MOUs for MOSAIC*	27	

* As of 1/15/2010

Idaho Race to the Top Overview of the Proposed Statewide Evaluation Plan

The Idaho State Department of Education proposes to conduct a state-level evaluation of its Race to the Top work. This evaluation will complement the required national evaluation activities and reporting. We believe that a state-level evaluation provides an external, unbiased perspective that is valuable for several reasons. First, it will focus on evaluation questions of specific interest to Idaho. Second, a state-level evaluation can yield detailed and timely findings that will regularly inform our state's program planning and continuous improvement efforts; this has been the case in several recent state-level evaluations in Idaho. One recent example of this type of benefit came out of the 2008 evaluation of Idaho Reading First (Nelsestuen, Scott & Burke, 2008). Recommendations stemming from evaluation findings advised the program to put more emphasis on the instruction of English Language Learners and improve the use of time during intensive interventions. In response, the program increased professional development, technical assistance, and other resources dedicated to these needs.

Education Northwest (formerly Northwest Regional Educational Laboratory) will conduct the evaluation. We have chosen this organization because it has a long history of work in Idaho, including conducting numerous program evaluations in our state. Education Northwest evaluators are deeply familiar with the context in which we work and their geographic proximity makes data collection and reporting efficient and cost-effective. In previous evaluations, Education Northwest has provided us with both formative and summative evaluation in a short period of time; crucial data which helped guide our on-going program decisions. While we recognize the value of national evaluations, they are not usually able to provide that kind of local specificity and timeliness.

Evaluator Qualifications and Experience

Education Northwest was established more than four decades ago as a regional educational laboratory providing research and development products, training and technical assistance services to K-12 educators in the five northwest states area. Today, Education Northwest is a multi-faceted organization with nearly 250 contracts and grants throughout the world, annual revenues of over \$20 million, and over 150 professional staff members.

Education Northwest has a long history of conducting educational evaluations with practical significance to stakeholders in Idaho, the Northwest region, and around the country. A few examples include:

Idaho Charter School Network. Education Northwest recently conducted an evaluation of the work of the Idaho Charter School Network. Upon completion, the Idaho Department of Education devoted a one-day conference to share evaluation results with charter school leaders, parents, and Idaho legislators; charter school principals and teachers spent a whole afternoon discussing a series of questions raised by the study findings.

Idaho Substance Abuse and School Climate Survey. For more than a decade, evaluators at Education Northwest have conducted Idaho's statewide substance use and climate survey every two years. This survey is administered to students in grades six, eight, ten and twelve, and asks students to self-report on use of and exposure to alcohol and various drugs, as well as their

experience of violence at school. Findings are reported both statewide and for specific regions within the state and are routinely used for the planning and evaluation of prevention initiatives.

Reading First. Since 2003, evaluators at Education Northwest have conducted statewide evaluations of Reading First in five western states including Alaska, Montana, Washington, Wyoming, and, beginning in 2007, Idaho. Education Northwest has supported the evaluation in Arizona as well. Comprehensive data collection—including site visits to grantee schools, focused classroom observations, and annual surveys with all teachers, reading coaches, and principals—not only led to reporting of state-specific successes, challenges, and variations in implementation, but also contributed to cross-state analyses. Some of these resulted in published research studies that have served to inform larger, national audiences about the work of Reading First coaches (Deussen, Coskie, Robinson, & Autio, 2007) and about the experience of new teachers in Reading First (Nelsestuen, Scott, Hanita, Robinson, & Coskie, 2009).

Parent Involvement in School Improvement Plans. Education Northwest conducted a study to describe how the school improvement plans of Title I schools in improvement in the Northwest Region aligned with the parent involvement requirements of the *NCLB* Act (Speth, Saifer and Forehand, 2008). As part of the school improvement plans, Title I schools in need of improvement must implement at least three components of parent involvement: notify parents of the school’s improvement status, collaborate and communicate with parents, and include “effective” parent involvement activities in the plan. Evaluators conducted a literature review to identify potentially effective parent involvement strategies and then analyzed the 2006-2007 school improvement plans for 308 Title I schools, covering 84 percent of schools in improvement in the Northwest Region states. The study highlighted the need for more effective parental involvement in school improvement plans.

Focus of the Evaluation of Idaho Race to the Top

The primary focus of this evaluation will be on formative data collection, in order to understand the challenges and successes of implementing our proposed plan. In addition, the evaluation will provide regular feedback on the impact of the educator effectiveness and turnaround school initiatives.

The first task of the evaluation will be to work with state project staff to develop a clear theory of action for the work included in Race to the Top, identifying how activities are expected to impact different stakeholders, when impacts are expected to occur, and the way in which activities inter-relate. Modeling the theory of action will provide a crucial foundation for setting benchmarks and targets against which the work can be measured—both its implementation and its outcomes.

Implementation. The implementation portion of the evaluation will be guided by two overarching questions:

Implementation Question 1: In each of the four areas, to what extent were the proposed activities conducted?

Idaho’s Race to the Top plan includes a wide array of activities in each of the four priority areas. Education Northwest will carefully document when, how, with whom, and to what extent these activities are implemented, and describe any barriers to implementation that are encountered.

The evaluation will also examine the degree to which the activities were implemented in accordance with best practices in the field. For example, the evaluation will examine the extent to which implementation of data systems align with criteria established in Race to the Top guidelines for quality data systems. It will also assess the degree to which professional development for teachers demonstrated the characteristics of high-quality professional development, using as criteria the specific characteristics of effective professional development identified in recent literature reviews (for example, Yoon, Duncan, Lee, Scarloss & Shapley, 2007), national standards (National Staff Development Council, 2001), and standards used in the state of Idaho. Finally, it will compare the schedule and implementation of activities to the model laid out in the theory of action. This will help identify gaps or incomplete implementation of some activities and provide the state with timely formative feedback.

Implementation Question 2: How do stakeholders in Idaho perceive the relevance, utility, and effectiveness of Race to the Top activities?

Perceptions and experiences of educational stakeholders will be documented and analyzed. In the case of Race to the Top, the term “educational stakeholders” encompasses a wide range of individuals, such as teachers, principals, parents, students, state and local educational agency staff, school board and community members, as well as any partners in the state initiative. The evaluation will report key stakeholder’s views on a variety of questions including the following: What activities were the most well-received and/or successful? What have been the largest challenges and how have they been addressed? What needs are still unmet?

Outcomes. In addition, the evaluation will collect and report on outcomes related to teacher effectiveness and turnaround schools under Race to the Top.

Outcome Question: What are the trends in student achievement in schools impacted by turnaround and teacher effectiveness activities during the period of time that Race to the Top is implemented?

To study the outcomes of Race to the Top activities with turnaround schools and teacher effectiveness, the evaluation team will consider a variety of models (and may adopt a different model for different activities). One possible approach, for example, is for the state to design a gradual roll-out of its provision of professional development and/or technical assistance. If it is possible to randomly assign schools or districts to participate in the initial roll-out or to a “control” that participates in a later round of professional development or technical assistance, it would enable a rigorous designed evaluation to measure the impact of participation in Race to the Top. Where this is not a feasible research design, the evaluation may instead turn to the use of individual growth models using student-level data to provide a longitudinal examination of data over the four years of Race to the Top activities. The specific model for measuring outcomes will be developed to match the outcomes defined in the theory of action.

Evaluation Activities

To answer the evaluation questions, evaluators will collect data through multiple methods each year. Data collection will include:

- Interviews with staff and consultants for the Idaho State Department of Education as well as a sample of other stakeholders, including local educators, school board and community members, parents and students
- Surveys and interviews of administrators and teachers
- Review of documents (plans, training materials, databases, public communication about Race to the Top, etc.)
- Attendance at selected Race to the Top activities
- Site visits to selected turnaround schools
- Collection of state assessment data

Since the focus of the evaluation is formative data collection and ongoing feedback, the specific evaluation questions and corresponding methods are expected to vary from year to year; responding to the needs and activities of the state. The details of each year's evaluation activities will be outlined during an intensive planning period which will commence immediately upon the receipt of the grant. During this time, evaluators will work closely with staff members from the Idaho State Department of Education to further refine the theory of action and develop more specific evaluation questions, matched to appropriate data collection measures. The planning phase will also allow for consideration of the specific national evaluation activities, in order to ensure that the state-level evaluation complements, instead of duplicates, data collection and reporting. The scope of work can be revisited each year in order to best meet the changing needs of the state; assuming activities remain within the proposed budget.

Depending on the reporting needs of the state, evaluators will produce up to three interim reports each year which summarize findings from data collected and/or analyzed during that time period. Monthly phone consultations and/or in-person meetings between evaluators and state project staff members will help ensure that evaluators are well-informed about project activities. A final report, at the end of the project, will summarize the implementation and outcome data over time.

References

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Appendix B3.1 – Idaho Race to the Top: Overview of the Proposed Statewide Evaluation Plan

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Office of the
State Department
of Education

**Public
School Information**

**2009
Legislative
Report**

Idaho Dual Credit Task Force

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Idaho Dual Credit Task Force

BACKGROUND

The 2008 Idaho Legislature received multiple requests for funding from different institutions to support dual credit in Idaho. The Dual Credit Task Force, as mandated and funded by HB672, was given the charge to study and develop a plan for implementing concurrent secondary/postsecondary courses offered to qualifying 11th-grade and 12th-grade students in Idaho's public high schools and to develop a statewide, unified plan for delivering concurrent college credit coursework to high school students.

Of the moneys appropriated in Section 3 of this act, \$50,000 shall be used to study and develop a plan for implementing concurrent secondary/postsecondary courses offered to qualifying eleventh-grade and twelfth-grade students in Idaho's public high schools. Such moneys shall be used to defray the costs of a task force, appointed by the Superintendent of Public Instruction, that shall develop a statewide, unified plan for delivering concurrent college credit coursework to high school students. Such task force shall include, at a minimum, representation from public school administrators, teachers and board members, institutions of higher education, the State Department of Education and the State Board of Education, and private industry. Legislative leadership shall appoint legislators to this task force. The task force shall deliver its recommendations to the Governor and the 2009 Idaho Legislature. (Section 12, H672)

In response to this request, the Idaho State Department of Education in cooperation with the Idaho State Board of Education created the Idaho Dual Credit Task Force, comprised of key stakeholders from around the state, including superintendents, principals, a school counselor, school board trustees, legislators, parents, post-secondary institution representatives, a business representative, administrators, and representatives from the State Department of Education, Office of the State Board of Education, and Office of the Governor (Attachment A). The State Department of Education, through the appropriation in HB672, has provided the funding for the task force meetings, travel and staff assistance.

OVERVIEW

Goal:

The identified mission of the task force is to study and develop a unified plan for delivering dual college or professional-technical credit coursework to Idaho's high school juniors and seniors statewide. The vision of the committee is to develop a statewide, unified plan to offer advanced opportunities to high school students and increase the college-going rate of Idaho students by improving accessibility to dual credit opportunities for all eligible students.

At the end of the task force's sessions, the group created a list of goals for future dual credit action. The goals are as follows:

1. Commitment to regular meetings with post-secondary, secondary, and parental representation
2. A state coordinator
3. Dissemination of information to parents, students, counselors, and the public on dual credit opportunities starting as early as middle school
4. Development of a plan for efficient and effective dual credit instruction throughout Idaho by utilizing a variety of delivery methods, including uniform training of adjunct professors
5. Enhance the electronic delivery of coursework statewide through the Idaho Education Network
6. A K-20 database to track participation and grades
7. A yearly conference for counselors, principals, and higher education representatives
8. A goal for participation
9. A master matriculation agreement
10. A report for policymakers to show progress
11. Identification of alignment and equivalencies between dual credit classes and high school graduation standards/curriculum
12. Identification of appropriate funding sources, costs and areas of greatest need for delivery of dual credit opportunities

Timeline:

The task force will present a proposal for a statewide dual credit program to the Legislature and Governor in January 2009. Superintendent Luna has included \$3.5 million in the FY2010 Public Schools Budget request to implement a statewide dual credit program that will allow Idaho's high school juniors and seniors to take up to six college or professional-technical credits their junior year and up to six college or professional-technical credits their senior year.

Progress:

The task force met in July, August, September, October and December. A presentation was heard from the West Side School District in Dayton, Idaho, which has a robust concurrent credit program. The task force also talked to representatives with experience from the postsecondary and secondary side of Utah's concurrent credit program. For a national perspective, a number of members of the task force participated in the National Alliance of Concurrent Enrollment Partnerships (NACEP) annual conference where they attended workshops on various aspects of dual credit and collaborated with other state dual credit representatives. Additionally, the task force was updated on the Idaho Education Network, which will be an important tool in delivering dual credit opportunities statewide in future years.

The committee reviewed the current summary of postsecondary dual credit programs in Idaho and collaboration that had previously taken place between the institutions (Attachment B). During the past six months, the task force discussed a number of areas to build upon the existing infrastructure, including publicity and dissemination of information to the schools and communities; funding and disbursement mechanisms to address postsecondary, secondary and student costs; student accountability; course offerings; teacher training and faculty assistance; and tracking of dual credit students. As a first step in growing the state's offerings and

programs, the Dual Credit Task Force decided to promote a proposal for fee reimbursements that will be presented to the Legislature and Governor in January 2009.

Recommendation Summary:

- The state would pay for a maximum of three credits per semester and six credits per school year for eligible 11th and 12th grade students.
- Students must achieve at least a “C” grade in their dual credit course to retain eligibility for future state funding for dual credit courses.
- Students may earn back eligibility by achieving a grade of “C” or better in a dual credit course for which they paid.
- This proposal would give students the opportunity to graduate from high school with 12 very inexpensive college credits already completed, putting them on the path to a college career or a career in the professional-technical field.

More detailed descriptions of the recommendations are provided in Attachment C.

Dual Credit Task Force

Title/Affiliation	Name	District/Location
Superintendent	Melvin Beutler	West Side School District, Dayton
Senator	Diane Bilyeu	Idaho State Senate, District 29
Postsecondary	Barbara Bishop	Idaho State University
Postsecondary	Steve Casey	North Idaho College
Parent	Rebecca Casper	Idaho Falls
Parent	Mary Pat Cavanaugh	Wallace
Administrator	Mark Cotner	Canyon-Owyhee School Service Agency
Trustee	Debbie Critchfield	Cassia County School District
Special Assistant	Clete Edmunson	Office of the Governor
Research Analyst/Grant Developer	Selena Grace	Office of the State Board of Education
Counselor	Angela Hoops	Buhl School District
Executive Director	Donna Hutchison	Idaho Digital Learning Academy
Administrator	Jared Jenks	Sugar Salem High School
Postsecondary	Fabiola Juarez-Coca	Boise State University
Executive Director	Alex LaBeau	Idaho Association of Commerce and Industry
Postsecondary	Kathy Martin	Lewis Clark State College
Administrator	Chad Struhs	Blackfoot School District
Trustee	Donagene Turnbow	Post Falls School District
Postsecondary	Dennis Waller	Northwest Nazarene University
Representative	Fred Wood	Idaho House of Representatives
Teacher	Barb Potthast	Burley High School
Postsecondary	Cynthia Leonhart	University of Idaho
Postsecondary	Kathy Martin	Lewis and Clark State College
Postsecondary	John Miller	College of Southern Idaho
Gifted and Talented Coordinator	Val Schorzman	State Department of Education
Deputy Chief of Staff	Jason Hancock	State Department of Education
Deputy Superintendent	Rob Sauer	State Department of Education

Idaho Dual Credit Task Force – Attachment B

Idaho Institutions of Higher Ed Dual Credit Summary
January 2008

	Cost	Student/Teacher Eligibility	Student Benefits	HS Teacher Benefits	Program Set-up	Registration Process
<p>Boise State University</p> <p>Fabiola Juarez-Coca</p> <p>426-2281</p>	<p><u>Cost to Student:</u> \$65 per credit with No application fee</p>	<p><u>Student:</u> --16 years old or have completed half of their high school graduation requirements -- 3.0 G.P.A. (exceptions can be made by the high school teacher) -- Permission of parent/guardian</p> <p><u>High School Teacher:</u> --The academic department approves the high school teacher to teach the course. Typically a Master's in the field is required. Or a Bachelor's in the field with 18 graduate credits.</p>	<p>--Student ID card --Access to Albertsons Library --Access to the First-Year writing center --Access to labs --Email account</p>	<p>--Staff ID Card --Access to Albertsons Library --Access to Teaching & Learning Center --Professional development opportunities from BSU academic Departments ---Campus visits w/lunch for their students. --Program provides financial classroom support in the form of books, lab supplies, and direct stipends to the instructors or the school district. --Teacher Orientation in August.</p>	<p>--Official name is Concurrent Enrollment Program. ---Program is housed Division of Extended Studies. --Reports directly to Mark Wheeler, Dean, and indirectly to Provost. --Two professional staff members, Director and Coordinator, and two student assistants --Focus of the program is to offer dual credit in general academic courses on the high school campus. --Work with IDLA for on-line courses</p>	<p>--Classes are semester and year-long. Registration takes place in the fall for year-long classes and fall semester classes. --Director and Coordinator visit each classroom where a class is offered and address the students. --High school teachers submit final grades on-line at the end of the class.</p>
<p>College of Southern Idaho</p> <p>John Miller</p> <p>732-6280</p>	<p><u>Cost to Student:</u> \$65 per credit, including HS based, CSI campus based, and internet based classes. No application fee</p> <p><u>Cost to Institution:</u></p>	<p><u>Student:</u> --16 years old or have completed half of their high school graduation requirements</p> <p><u>High School Teacher:</u> A Masters degree in an appropriate content area; or a content related academic department at CSI approves the high school teacher</p>	<p>--Access to the CSI library, counseling and advising services. --Student need-based scholarships available through the CSI Foundation and various grant opportunities.</p>	<p>--Professional development opportunities and direct mentoring from instructors in a related department at the College of Southern Idaho. --Program provides for an administrative stipend paid to dual credit instructors</p>	<p>Program is known as dual credit. The program is directed by the Instructional Dean for Off-Campus Education at CSI. The Dean has clerical support but no additional staff members assisting in this program.</p>	<p>--Classes are semester and year-long. Registration takes place in the fall for fall classes and in the spring for full year or spring delivery classes. --Client high schools have regular site visits</p>

Idaho Dual Credit Task Force – Attachment B

		<p>after a review of vita and interview or classroom visit with the high school instructor.</p>		<p>based on their student enrollment and the credit value attached to the class/lab activity. --Practical and administrative support through the office of Instructional Dean. --Upon request, assistance in acquiring and funding textbook and related equipment purchases. --Teacher Orientation in January and August with related departments from CSI.</p>	<p>The program is designed to deliver dual credit opportunities in the host high school, on the CSI campus, or via the internet. CSI will serve schools out of region upon request of that school and its administration. Special emphasis is placed on developing dual credit opportunities in rural schools and forming partnerships with the IDLA for additional delivery of dual credit coursework in the virtual classroom.</p>	<p>from the Instructional Dean in order to personalize dual credit delivery and to assist with registration paperwork and distance delivery issues. --High school teachers receive on-line student evaluations and submit final grades electronically at the end of the course.</p>
<p>Idaho State University Barbara Bishop 282-2633</p>	<p><u>Cost to Student:</u> \$65/credit for all dual credit classes; no application fee \$65 per credit for distance learning and web courses (space available with priority for degree-seeking students) \$169 per credit (part-time cost less activity fees) for on-campus courses <u>Cost to Institution:</u></p>	<p><u>Student:</u> --16 years old or have completed half of their high school graduation requirements -- 3.0 G.P.A. (exceptions can be made by the high school teacher or counselor) -- Permission of parent/guardian <u>High School Teacher:</u> --The academic department approves the high school teacher to teach the course. Typically a Master’s in the</p>	<p>--Student ID card --Access to Library --Access to tutors in Center for Teaching and Learning --Access to labs-with payment of computer account fee --Email account --Student rates for on-campus movies, --limited access to other student activities</p>	<p>----Access to Library including on-line reference subscriptions, interlibrary loans --Email account --Access to Center for Teaching & Learning --Mentoring by ISU faculty liaison assigned to each high school teacher. Mentors are paid for time and travel --Professional development</p>	<p>--Official name is Early College Program. ---Program is under Admissions, Recruitment and Continuing Ed. --Report directly to Scott Teichert, Director, and indirectly to Associate Provost of Enrollment Management and Provost. --Two professional staff members,</p>	<p>--Classes are semester, trimester and year-long. Registration takes place in the fall for year-long classes and fall semester classes, in January for spring semester and at beginning of each trimester. --Director and/or Coordinator visit each classroom where a class is offered and the students</p>

Idaho Dual Credit Task Force – Attachment B

	<p>Training, processing of registration and billing, travel to high schools by Director and Coordinator as well as faculty liaisons for high school visits, administrative costs, stipend for high school instructors and compensation for faculty liaisons</p>	<p>field is required. Bachelor's degree in the field with either a Master's in Education or a combination of graduate credits and extensive experience teaching honors/advanced courses for approval in some departments. Interview done in some cases to determine if approval can be granted.</p>		<p>opportunities from ISU academic departments ----Campus visits to library, cadaver lab, language lab, etc. w/lunch for their students --Program provides direct stipends to the instructors --new professional development workshop in statistics offered for summer 07 and 08 and workshops in other disciplines being developed</p>	<p>Director and Coordinator, with clerical support --Primary focus of the program is to offer dual credit in general academic courses on the high school campus. Also offer concurrent enrollment in distance learning, on-line, and on-campus courses</p>	<p>--students submit course evaluations to department --High school teachers submit final grades on grade report forms at end of class</p>
<p>Lewis-Clark State College Christine Pharr 792-2325</p>	<p><u>Cost to Student:</u> \$65 per credit with No application fee <u>Cost to Institution:</u> - Payment to high school teachers - Payment to college faculty mentors - tuition vouchers - professional development for high school teachers</p>	<p><u>Student:</u> --16 years old or have completed half of their high school graduation requirements <u>High School Teacher:</u> --The academic department approves the high school teacher to teach the course. Typically a Master's in the field is required. Or a Bachelor's in the field with 18 graduate credits in the content area. Credentials must be the same as faculty who teach on campus.</p>	<p>--A jump start on a college education through transcribed potentially transferable college credits. --An incentive to continue with education beyond high school through this successful experience.</p>	<p>Opportunity to teach an advanced high school course An opportunity for professional development in their content area and interaction with college faculty Orientation event at the college</p>	<p>Students received dual credit by taking classes at the high schools (Concurrent Enrollment) for the most part. Fewer than 10 usually come on campus to take classes and a couple take on-line courses directly from the college. The program is operated by Student Services staff with faculty and course approval and professional development through the Dean of Academic Programs</p>	<p>Classes are semester and year-long. The SS coordinator visits each classroom where a class is offered and addresses and registers the students. College faculty regularly interact with the High school teachers to assure consistency of course content. --High school teachers or Instructors of record from the</p>

Idaho Dual Credit Task Force – Attachment B

					Program. There are no staff dedicated to Concurrent Enrollment.	college submit final grades on-line at the end of the class.
North Idaho College Steve Casey 769-3229	\$60 per credit This fee is consistent for all dual credit classes whether on campus, at the high school, on line or via IVC. A \$10 fee is charged for internet classes No application fee is charged.	<u>STUDENT:</u> --16 yrs old or have completed half of their high school graduation requirements --3.00 GPA is recommended; exceptions approved by the counselor and Dual Credit Coordinator <u>TEACHER:</u> --a Master's degree in the field is preferred --in the absence of a master's degree a review of qualifications is initiated by the Dean of General Studies and the Division Chair	-NIC student ID card -Access to the library, computer lab and writing center -Admission to athletic events -Access to advising services -Tutoring services	-Considered adjunct teachers -Access to library and computer lab -Professional Development opportunities -Paid an administrative stipend per credit	-Program is referred to as WINGS -Program is under the direction of the Office of Instruction -Reports directly to Robert Murray, Dean of General Studies and indirectly to Kathy Christie, VP of Instruction -Focus of the program is to increase the availability of dual credit in all venues-	-Classes are year long and semester -registration takes place in the fall and the spring -Visitations are made to the outlying centers in the fall and spring -Community forums are scheduled in the fall and spring -In the spring high school counselors are invited to the campus for lunch to review changes and process
Northwest Nazarene University Dennis Waller 467-8257	\$65 per credit No application fee	Student: --Normally reserved for qualified juniors and seniors, depending on the course. Others admitted with special permission.	--Free transcripts --Access to Riley Library as a community member --Campus Visits --Participation in campus academic opportunities	--Staff ID card --Access to Riley library --Campus visits --Partnership with NNU dept. faculty Collaboration with other concurrent credit instructors --Support allocation for concurrent course materials or instructor professional development -Professional	Official name: --Concurrent Credit Program --Housed in Extended University Services --Two full-time and one part-time staff --Program focus is NNU general education credit in college level high school courses --Offer concurrent credit in online high	--Classes are semester and year-long. Registration takes place in the fall for year-long classes and fall semester classes. NNU staff conducts registration in the high school classroom --Students have the option of online registration and

Idaho Dual Credit Task Force – Attachment B

				development opportunities	schools	tuition payment --High school teachers submit final grades on-line at the end of the class. Students receive an official letter grade from NNU
University of Idaho Cynthia Leonhart 885-6128	<u>Cost to student:</u> \$65/credit for all dual credit classes; no application fee	<u>Student:</u> Follow SBOE regulations: 16 years or half of high school graduation requirements, permission of high school and parent/guardian <u>High School Teacher:</u> Departments may require Masters in discipline or Masters work, for some departments high school teacher may have ME in content area or be working with department on content related courses	Access to library, advising, WebCT, Blackboard, student computing lab ,on-line transcript, view grades and fees	May be granted affiliate faculty status with privileges of faculty including on-line grading, access to UI facilities including library, recreation facility (for fee) Remuneration for credits taught sent to school district New series of professional development programs (in development)	Dual Credit Program is part of Enrollment Management with one staff member partially assigned to program Program offers courses on UI campuses, in high schools and through on-line offerings	Classes are semester and year-long with student registrations conducted both fall and spring All instructors use electronic grading All students are asked to assess course and instructor using an on-line form

Idaho Dual Credit Program Discussion Draft

Dual Credit Task Force

Task Force's Charge (Section 12, HB 672)

“Of the moneys appropriated in Section 3 of this act, \$50,000 shall be used to study and develop a plan for implementing concurrent secondary/postsecondary courses offered to qualifying eleventh-grade and twelfth-grade students in Idaho’s public high schools. Such moneys shall be used to defray the costs of a task force, appointed by the Superintendent of Public Instruction, that shall develop a statewide, unified plan for delivering concurrent college credit coursework to high school students. Such task force shall include, at a minimum, representation from public school administrators, teachers and board members, institutions of higher education, the State Department of Education and the State Board of Education, and private industry. Legislative leadership shall appoint legislators to this task force. The task force shall deliver its recommendations to the Governor and the 2009 Idaho Legislature.”

Current System

Each public institution (and Northwest Nazarene University) offers dual credit. Postsecondary institutions currently work with many high schools, though not all high schools can or will participate. Postsecondary institutions accept a reduced fee of \$65 per credit hour (as determined by a Board- appointed committee every April) for courses taught at the high school by qualified teachers. Not all high schools participate, and the benefits each high school receives from postsecondary institutions vary (i.e. stipends to teachers or schools, assistance with books).

Goal

To provide low-cost dual credit opportunities to all eligible 11th and 12th grade public school students, regardless of each student’s location.

Participants and their Roles

Idaho colleges and universities: Providers of postsecondary opportunities work with high schools to ensure teacher quality and that the rigor of the course content meets the postsecondary standards at each of the institutions. Provide oversight to ensure rigor, quality, and content.

Idaho high schools: Ensure that students are ready to meet the requirements to participate in postsecondary opportunities. Facilitate the participation of high

school teachers and assists them to meet the qualifications necessary for teaching dual credit. Work with students to ensure their success.

Idaho State Board of Education: The policymaking body for all educational issues in the state. The Board ensures that the K-12 schools and postsecondary institutions follow the educational direction of the state.

State Department of Education: Works with K-12 school districts and ensures districts meet state and federal requirements. The Department manages the public schools budget for the state and has requested \$3.5 million to pay for dual credit opportunities for eligible 11th and 12th grade public school students.

Idaho Digital Learning Academy (IDLA): The Idaho Digital Learning Academy (IDLA) will help by providing equitable statewide access to dual credit course offerings, including rural areas, and professional development training for teachers.

Parents and students: Determine the direction of the student's future.

Eligibility

- 1.) The state will pay the actual cost per credit, up to a maximum of \$50 per credit. Any cost per credit in excess of \$50 per credit will be the responsibility of the student.
- 2.) The state will pay for a maximum of three credits per semester and six credits per school year.
- 3.) The summer prior to the student's junior year will be considered a semester, and part of the junior school year, and likewise for the senior year.
- 4.) Students who failed to achieve at least a "C" grade in their immediately previous state-funded dual credit course will be ineligible for any additional state funding until such time as they earned a grade of "C" or better in a dual credit course that they paid for.
- 5.) No student will be eligible after graduating from high school.
- 6.) In order for a course to be eligible for state payment, the student will have to earn both secondary and postsecondary credit for successful completion of the course.
- 7.) Dual Credit Professional-Technical courses will be eligible.

- 8.) Dual Credit courses are not limited to core courses.
- 9.) Any course credits earned must be fully recognized by both the secondary and postsecondary institution, and must be transferrable, on par with other credits awarded by the institution.
- 10.) Sectarian courses are ineligible for payment.
- 11.) Only accredited in-state institutions will be eligible to receive funding for offered courses.
- 12.) There is no “right of first refusal” for the public, postsecondary institution in any region. School districts and public charter schools may partner with any eligible postsecondary institution.

Reporting, Payments and Funding

- 13.) School districts will report to SDE a list of eligible students who have enrolled in eligible courses at the beginning of each of the three semesters (summer would be the first semester). The list will also include the student’s name and identification number, postsecondary course number and title, the name of the postsecondary institution, the number of credits and the cost per credit charged by the postsecondary institution.
- 14.) After compiling the reports received from school districts at the beginning of each semester, SDE will distribute 75% of the appropriate amount of funds directly from the Public Schools budget to the postsecondary institutions, with remaining 25% distributed upon finalization of reporting data. These 75/25 distributions will take place three times each fiscal year.
- 15.) At the end of each semester, school districts will report to SDE the same list that was submitted at the beginning of the semester, with the addition of the postsecondary grade earned by each student.
- 16.) Ongoing funding will be requested for \$3.5 million for the first year of the program.
- 17.) Actual distributions will be eligibility-based. This means, for example, that if more students are eligible than expected, more than \$3.5 million will be distributed, which will create an unfavorable variance in the Public Schools budget, and could trigger a withdrawal from the Public Education Stabilization Fund. Conversely, if fewer students are eligible, it could trigger a deposit to the Public Education Stabilization Fund.

18.) The \$3.5 million estimate is based on approximately 30% of the juniors and seniors in Idaho’s public school system fully participating in the program.

Teacher Qualifications and Training

19.) There is currently \$500,000 in the Public Schools budget that is *“distributed to train teachers to provide advanced learning opportunities for students. The allocation and utilization of such funds shall be determined jointly by the State Board of Education and the Superintendent of Public Instruction, under the administration of the State Department of Education, provided that the funds not be used for state personnel costs”*.

20.) Postsecondary institutions may withhold the compensation attributable to any teachers who fail to attend required in-service training.

~ This addresses an issue raised by college presidents, who have stated that dual credit teachers are not showing up for in-service training sessions.

21.) Training for school counselors on dual credit issues needs to be addressed, either through counselor certification requirements, in-service training, or both.

Course Standards and Rigor

22.) The policies and procedures adopted by the State Board of Education clearly state that dual credit courses, instructors and assessments are to be held to the same standards as regular classes offered on campus.

23.) Postsecondary institutions are responsible for ensuring that dual credit courses met their accreditation requirements.

24.) School districts and public charter schools are be responsible for ensuring that dual credit courses met the state’s K-12 standards.

Other Issues

25.) The state should consider creating a statewide coordinator position for dual credit programs, upon approval and funding of the program. This position would also help publicize Idaho’s dual credit programs with schools, counselors, teachers, students, parents and private sector businesses.

**Idaho State University
Intermountain Center for Education Effectiveness
Total Instructional Alignment
Proposal to the Idaho State Department of Education
for the
Race to the Top
Grant Application**

Introduction

The underlying issue in K-12 educational programs can be answered with a simple question. Does anyone remember the name of President Bill Clinton's educational program? The majority of individuals do not remember. Consequently, education programs can be described as *soup du jour*; they have come and gone over the last few decades. Allegorically they can be described as *bubbles*, independent of each other, perhaps demonstrating effectiveness but never being consolidated into one holistic approach to classroom instruction. The fundamentals of classroom instruction its delivery, and ultimately its effect on K-12 student achievement have to be redefined. Total Instructional Alignment (TIA) is the process by which to begin the redefinition of classroom instruction, the professional development of K-12 teachers, and set into motion a state-wide increase in student achievement. This proposal does not define a turn-around but rather taking the process of TIA and accelerating K-12 teaching in Idaho to win the "Race to the Top."

A second underlying issue in K-12 education, despite decades of research, and a plethora of educational initiatives and program is that the United States is falling behind the global market in student achievement, especially in science, technology, engineering, and math (STEM). "Current thinking among southeast Idaho school superintendents indicates the need to define a holistic approach to teaching, consolidating effective research based practices into a 'unifying holistic' approach to standards based class room instruction." (M. Vagner, Superintendent School District #25, see Appendix A))

"The TIA program has been crucial in the planning of instruction for our teachers. The process for teachers in making decisions in instruction of what to teach to comply with the state standards is extremely important. The idea that several teachers from throughout the area in the same grade level come together to look at standards, define them, and then put them in meaningful statements for all teachers is what is needed for teachers. It needs to be done on a statewide basis."

-Dr. Ron Bolinger, Superintendent American Falls School District #381

Increasing Teacher Effectiveness

Background

This document, as part of the Race to the Top proposal from Idaho, address the state-wide implementation of a researched based process, Total Instructional Alignment. The proposal, to be coordinated state-wide by the Intermountain Center for Educational Effectiveness at Idaho

State University, is modeled after Lisa Carter's Total Instructional Alignment (TIA) Program as seen in the books *Total Instructional Alignment: from Standards to Student Success* (2007) and *Five Big Ideas: Leading Total Instructional Alignment* (2009). In her book, *Five Big Ideas*, Carter (2009) defines TIA as a process "ensuring that what we teach, what we assess and how we teach are congruent (p.14)" In this model, there are three steps towards an aligned learning environment for students. These are the "Alignment of the System, Alignment of Standards, Curriculum and Assessment, and Alignment of Instructional Practices (2009, p.15)." The first step is the foundation for the alignment, and this is the idea of aligning the school system vertically in order for students to learn material that is relevant to and congruent with past and future curriculums. In essence, the alignment of the system allows for learning and curriculum support throughout the school years, and makes the transition from grade to grade a relatively seamless one. Included in this step is the necessity of a school or district aligning itself to student needs in order to accommodate students who learn at different paces, levels and have varied learning styles. The second step, "Alignment of Standards, Curriculum, and Assessment", addresses the horizontal alignment within each grade and subject. The three parts of this step include confirming that curriculum and instruction is directly aligned with state standards, providing interim assessments of the material which correspond with the instruction, and finally, aligning the interim assessments with the high-stakes state assessment in both content and format. Carter's final step in the TIA program is the "Alignment of Instructional Practices", a step which lies with the classroom teacher, requiring that he/she implements the curriculum designed in the second step (2009).

A review of the research and literature regarding instructional alignment programs show that while there have been relatively few studies conducted on programs such as Total Instructional Alignment, the studies which have been done find these programs to be extremely beneficial to schools and districts. In Waters and O'Meara's (2007) report on a Comprehensive Aligned Instructional System, they state that by a district having an aligned system, teachers are provided with "a common frame of reference and common data (p.3)." This allows for appropriate collaboration of teachers, and provides teachers with the ability to provide higher level instruction that is more closely tailored to students' needs. While this model is slightly different from TIA, both provide administrators and teachers the knowledge to create higher quality curriculum that will enhance student learning and success. In another study, Koczor (1984, as cited in Cohen, 1987), found that a minor format misalignment from interim assessments to high-stakes assessments caused a 40% difference in raw scores. This study, as well as ones conducted by Tallarico (1984, as cited in Cohen, 1987) and Fahey (1986, as cited in Cohen, 1987) also demonstrated that lower achieving students were less able to accommodate for misalignment than their high achieving peers.

Based on Carter's Total Instructional Alignment model and the research showing the benefits of instructional alignment, the Idaho State University Intermountain Center for Educational Effectiveness has designed and conducted a Total Instructional Alignment program. The program began in March 2008 with a planning conference for school districts in Idaho Region 5. The main conference was held in June 2008 and included Language Arts and Math teachers from K-12 schools in Region 5. This conference was used to align curriculum both vertically, building consistent curriculum from grade to grade, and horizontally, matching the instruction in each grade level to the Idaho State content standards. This initial conference was a great success and generated a comprehensive TIA document for each participating

school/district. This document laid out state standards, instruction plans and sample assessment items for each grade level in Language Arts and Math. Due to the success of the first TIA conference, an expanded program was implemented for 2009, which included school districts in Idaho Regions 4, 5 and 6, as well as expanding the four core subjects, Language Arts, Math, Social Studies and Science.

“The instructional alignment document allows classroom teachers to see objectives from the standards in a format that is meaningful at their level. The ability to see a task analysis facilitates reflection on classroom objectives and skill based lessons that will move their students forward along the continuum. The document also helps teachers to gain a deeper understanding of state standards at a meaningful level based on classroom activities and what they do on a daily basis. It takes the standards from abstract to concrete.”

-Russell Hammond, Superintendent Snake River School District #52

“TIA provides the teachers with a usable document that helps them focus on specific standards and key vocabulary. The document provides focus and direction.”

-Dr. Barbara Taylor, Superintendent Preston School District #201

If indeed, Race to the Top involves bringing a state-wide system of K-12 instruction and its support to achieving and sustaining increases in student achievement, then TIA and ultimately a new holistic approach to teaching is the pathway.

Proposed Key activities

Once again, the purpose of TIA purpose is to align teaching practice in the classroom to national K – 12 standards in STEM, as well as Language Arts. During one week in June groups of teachers are organized by grade level content area, with math teachers organized by grade in one area, science teachers in another area, etc. Each grade/content area group is then facilitated and assigned the task of taking each national grade level content standard and identifying key task analysis for that standard. This means identifying each critical step/task a student would have to perform to demonstrate proficiency of that standard and, most importantly redefining exactly what the classroom instruction would look like to insure proficiency. As a result of this enormous amount of team-based accomplished work a spreadsheet data base, i.e., the TIA document, is defined by grade level and each content standard. The document is accessible using ICEE/My Space. This database is available to any teacher wishing to review, suggest, or change each task analysis, modify instruction or add questions to the end of course assessments. School-based Professional Learning Communities (PLCs) utilizing the document then begin the process of implementing and insuring the redefined standards based instruction, continue the development of common bank of end of course assessments, determining the Response to Intervention (RTI). In summary what this means is that each K – 12 national STEM and Language Arts content standard has been translated and aligned to the classroom teaching practice (a focus on what the student should be doing to demonstrate proficiency), and into how the teacher develops common end of course assessments that are truly align to the standards.

This proposal is specifically requesting funding to continue and expand the TIA trainings to include science, technology, engineering, math, and language arts to all 112 Idaho K-12 public school districts and 41 charter schools.

Project timeline

Two years - 2010-2011 & 2011-2012

- April conduct 2 day TIA in-district coordinator/facilitator training in Regions IV, V, and VI, Regions I and II, and because of the size of Region III two separate April trainings. 2 day trainings would be inclusive of 2-3 teachers from each of the 112 districts and 41 charter schools
- June conduct 5 day TIA training for teachers/administrators as per Regions outlined above. 5 day trainings would be inclusive of teams at least 15 teachers (3 teachers per content area, STEM and LA) for each of the 112 districts and 41 charter schools. An approximate calculation of total number of teachers/administrator served is 2500 per year
- October publication of online database containing alignment of teaching to each K – 12 standards in STEM and Language Arts
- November and March conduct formative evaluation on TIA implementation into the classroom
- June conduct summative evaluation of the implementation of TIA, and development of associated assessments. Identification of total number of participating teachers and administrators participating in each training session for comparison to the number of teachers implementing TIA and development of assessments. Identification of methods to measure student achievement in those classrooms with teachers utilizing TIA.

Program goals, objectives, and targets

The primary goal of Total Instructional Alignment is the alignment of the following components through intensive TIA professional development activities:

- The district, building, and classroom instructional system,
- The national STEM and Language Arts K – 12 content standards,
- Specific classroom instructional practices, including Sheltered Instruction Observation Protocol, RTI, end of course assessments.

Current research, conducted in Arkansas indicates that the TIA alignment process has a positive impact on student achievement (Carter, 2009).

Object one is to establish a foundation for the alignment. Beginning with the national K-12 content standards, the idea is to align the school district system vertically in order for students to learn material that is relevant to and congruent with past and future curriculums and from grade to grade. In essence, the alignment of the system allows for learning and curriculum support throughout the school years, and makes the transition from grade to grade a relatively seamless one. Included in this step is the necessity of a school or district aligning itself to student needs in order to accommodate students who learn at different paces, levels and have varied learning styles.

Objective two is alignment of the Idaho K-12 content standards, curriculum, and assessment which addresses the horizontal alignment within each grade and subject. The three

Appendix B3.3- Total Instructional Alignment Proposal

parts of this step include: 1) confirming that curriculum and instruction is directly aligned with state standards, 2) providing interim assessments of the material which correspond with the instruction, and 3) aligning the interim assessments with the high-stakes state assessment in both content and format.

Objective three is the alignment of instructional practice, a step which lies with the classroom teacher, requiring that he/she implements specifically designed instruction that assures the accomplishment of each Idaho K-12 content standard and the development of assessments based on that instruction which demonstrates a student' proficiency of each content standard. To facilitate this process PLCs and the Sheltered Instruction Observation Protocol (SIOP) will be employed.

ISAT
Idaho Standards Achievement Tests
Student Enrollment File Layout

Fields highlighted in green are REQUIRED fields.
 Text highlighted in yellow has been UPDATED.

Column	Field ¹	Description	Values/ Format	Max Length
A	District Number	<ul style="list-style-type: none"> The number assigned to identify the district. This number is unique within the state. 	001 thru 999	3
B	School Number	<ul style="list-style-type: none"> The number assigned to identify the building. This number is unique within the district. 	001 thru 999	3
C	State Student ID	<ul style="list-style-type: none"> The ID assigned to the student by the state. This ID is unique within the state. 	Numeric Only	9
D	Local Student ID	<ul style="list-style-type: none"> The ID assigned to the student by the district. This ID is unique within the district. 	Alpha/Numeric	15
E	District Enrollment Date	<ul style="list-style-type: none"> The date the student enrolled in the district. 	Year must be 1900 or later. Formats accepted include: <MMMM D, YYYY> <YYYY-MM-DD> <M/D/YYYY> <MM/DD/YY> <YYYY-MMM-DD> <M-D-Y> <MMM-DD-YYYY> <DD-MMM-YYYY> <DD-MMM-YY> <MMM-DD-YY> <YYYYMMDD> <YYMMDD>	
F	School Enrollment Date	<ul style="list-style-type: none"> The date the student enrolled in the school. 	Year must be 1900 or later. Formats accepted include: <MMMM D, YYYY> <YYYY-MM-DD> <M/D/YYYY> <MM/DD/YY> <YYYY-MMM-DD> <M-D-Y> <MMM-DD-YYYY> <DD-MMM-YYYY> <DD-MMM-YY> <MMM-DD-YY> <YYYYMMDD> <YYMMDD>	
G	Student Last Name		Alpha	20
H	Student First Name		Alpha	20
I	Student Middle Initial		Alpha	1
J	Student Date of Birth		Year must be 1900 or later. Formats accepted include: <MMMM D, YYYY> <YYYY-MM-DD> <M/D/YYYY> <MM/DD/YY> <YYYY-MMM-DD> <M-D-Y> <MMM-DD-YYYY> <DD-MMM-YYYY> <DD-MMM-YY> <MMM-DD-YY> <YYYYMMDD> <YYMMDD>	
K	Student Gender		M = Male F = Female	1
L	Student Grade		PK = Pre-Kindergarten/Preschool KG = Kindergarten 01 thru 13 = Grade 01 thru Grade 13 14 = Postsecondary 99 = Other	2



Student Enrollment File Layout

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 Text highlighted in yellow has been UPDATED.

Column	Field ¹	Description	Values/ Format	Max Length
M	Student Ethnicity Code		01 = American Indian or Alaskan Native 02 = Asian 03 = Black/African American 04 = Native Hawaiian or Other Pacific Islander 05 = White 06 = Hispanic or Latino 07 = Other/Unknown	2
Teachers and Classes				
N	Reading Teacher ID	<ul style="list-style-type: none"> An alpha/numeric code to uniquely identify a teacher. 		25
O	Reading Teacher	<ul style="list-style-type: none"> A free-form text field to identify the student's teacher. 	Note: The system will accept as many characters as submitted, but this field will be truncated at 15 characters for reporting purposes.	15
P	Reading Class Description	<ul style="list-style-type: none"> A free-form text field to identify the class in which to report the student. 	Note: The system will accept as many characters as submitted, but this field will be truncated at 35 characters for reporting purposes.	35
Q	Mathematics Teacher ID	<ul style="list-style-type: none"> An alpha/numeric code to uniquely identify a teacher. 		25
R	Mathematics Teacher	<ul style="list-style-type: none"> A free-form text field to identify the student's teacher. 	Note: The system will accept as many characters as submitted, but this field will be truncated at 15 characters for reporting purposes.	15
S	Mathematics Class Description	<ul style="list-style-type: none"> A free-form text field to identify the class in which to report the student. 	Note: The system will accept as many characters as submitted, but this field will be truncated at 35 characters for reporting purposes.	35
T	Language Usage Teacher ID	<ul style="list-style-type: none"> An alpha/numeric code to uniquely identify a teacher. 		25
U	Language Usage Teacher	<ul style="list-style-type: none"> A free-form text field to identify the student's teacher. 	Note: The system will accept as many characters as submitted, but this field will be truncated at 15 characters for reporting purposes.	15
V	Language Usage Class Description	<ul style="list-style-type: none"> A free-form text field to identify the class in which to report the student. 	Note: The system will accept as many characters as submitted, but this field will be truncated at 35 characters for reporting purposes.	35
W	Science Teacher ID	<ul style="list-style-type: none"> An alpha/numeric code to uniquely identify a teacher. 		25
X	Science Teacher	<ul style="list-style-type: none"> A free-form text field to identify the student's teacher. 	Note: The system will accept as many characters as submitted, but this field will be truncated at 15 characters for reporting purposes.	15
Y	Science Class Description	<ul style="list-style-type: none"> A free-form text field to identify the class in which to report the student. 	Note: The system will accept as many characters as submitted, but this field will be truncated at 35 characters for reporting purposes.	35



Student Enrollment File Layout

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 Text highlighted in yellow has been UPDATED.

Alternate Assessment Flags				
Z	Reading AA	AAR	Y = Student takes the Alternate Assessment in Reading. N/<blank> = Student takes the ISAT in Reading.	1
AA	Mathematics AA	AAM	Y = Student takes the Alternate Assessment in Mathematics. N/<blank> = Student takes the ISAT in Mathematics.	1
AB	Language Usage AA	AAL	Y = Student takes the Alternate Assessment in Language Usage. N/<blank> = Student takes the ISAT in Language Usage.	1
AC	Science AA	AAS	Y = Student takes the Alternate Assessment in Science. N/<blank> = Student takes the ISAT in Science.	1
Accommodation Codes				
Reading (ACR)				
AD	Reading Accommodation 1	<ul style="list-style-type: none"> The type of form to be used by the student as an accommodation. 	P = Paper L = Large Print B = Braille N/<blank> = None	1
AE	Reading Accommodation 2	<ul style="list-style-type: none"> Types of accommodations include setting, administration and presentation, scheduling, response, and Assistive Technology (AT). 	Y = Student uses an accommodation <u>other than</u> those listed in the Reading Accommodation 1 field. N/<blank> = Student does not use an accommodation or only uses an accommodation listed in the Reading Accommodation 1 field.	1
AF	Reading Accommodation 3	<ul style="list-style-type: none"> Word-for-word dictionary for Limited English Proficient (LEP) students with an English Learning Plan (ELP) only 	Y = Student uses a word-for-word dictionary in Reading. N/<blank> = Student does not use a word-for-word dictionary in Reading.	1
AG	Reading Adaptation	<ul style="list-style-type: none"> Adaptations invalidate the test results. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. 	Y = Student uses an adaptation in Reading. N/<blank> = Student does not use an adaptation in Reading.	1
Mathematics (ACM)				
AH	Mathematics Accommodation 1	<ul style="list-style-type: none"> The type of form to be used by the student as an accommodation. 	A = Audio Online P = Paper L = Large Print B = Braille R = Paper with Audio CD T = Large Print with Audio CD E = Braille with Audio CD N/<blank> = None	1



Student Enrollment File Layout

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AI	Mathematics Accommodation 2	<ul style="list-style-type: none"> Types of accommodations include setting, administration and presentation, scheduling, response, and Assistive Technology (AT). 	<p>Y = Student uses an accommodation <u>other than</u> those listed in the Mathematics Accommodation 1 field. N/<blank> = Student does not use an accommodation or only uses an accommodation listed in the Mathematics Accommodation 1 field.</p>	1
AJ	Mathematics Accommodation 3	<ul style="list-style-type: none"> Word-for-word dictionary for Limited English Proficient (LEP) students with an English Learning Plan (ELP) only 	<p>Y = Student uses a word-for-word dictionary in Mathematics. N/<blank> = Student does not use a word-for-word dictionary in Mathematics.</p>	1
AK	Mathematics Adaptation	<ul style="list-style-type: none"> Adaptations invalidate the test results. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. 	<p>Y = Student uses an adaptation in Mathematics. N/<blank> = Student does not use an adaptation in Mathematics.</p>	1
Language Usage (ACL)				
AL	Language Usage Accommodation 1	<ul style="list-style-type: none"> The type of form to be used by the student as an accommodation. 	<p>A = Audio Online P = Paper L = Large Print B = Braille R = Paper with Audio CD T = Large Print with Audio CD E = Braille with Audio CD N/<blank> = None</p>	1
AM	Language Usage Accommodation 2	<ul style="list-style-type: none"> Types of accommodations include setting, administration and presentation, scheduling, response, and Assistive Technology (AT). 	<p>Y = Student uses an accommodation <u>other than</u> those listed in the Language Usage Accommodation 1 field. N/<blank> = Student does not use an accommodation or only uses an accommodation listed in the Language Usage Accommodation 1 field.</p>	1
AN	Language Usage Accommodation 3	<ul style="list-style-type: none"> Word-for-word dictionary for Limited English Proficient (LEP) students with an English Learning Plan (ELP) only 	<p>Y = Student uses a word-for-word dictionary in Language Usage. N/<blank> = Student does not use a word-for-word dictionary in Language Usage.</p>	1
AO	Language Usage Adaptation	<ul style="list-style-type: none"> Adaptations invalidate the test results. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. 	<p>Y = Student uses an adaptation in Language Usage. N/<blank> = Student does not use an adaptation in Language Usage.</p>	1



Student Enrollment File Layout

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 Text highlighted in yellow has been UPDATED.

Science (ACS)				
AP	Science Accommodation 1	<ul style="list-style-type: none"> The type of form to be used by the student as an accommodation. 	A = Audio Online P = Paper L = Large Print B = Braille R = Paper with Audio CD T = Large Print with Audio CD E = Braille with Audio CD N/<blank> = None	1
AQ	Science Accommodation 2	<ul style="list-style-type: none"> Types of accommodations include setting, administration and presentation, scheduling, response, and Assistive Technology (AT). 	Y = Student uses an accommodation <u>other than</u> those listed in the Science Accommodation 1 field. N/<blank> = Student does not use an accommodation or only uses an accommodation listed in the Science Accommodation 1 field.	1
AR	Science Accommodation 3	<ul style="list-style-type: none"> Word-for-word dictionary for Limited English Proficient (LEP) students with an English Learning Plan (ELP) only 	Y = Student uses a word-for-word dictionary in Science. N/<blank> = Student does not use a word-for-word dictionary in Science.	1
AS	Science Adaptation	<ul style="list-style-type: none"> Adaptations invalidate the test results. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. 	Y = Student uses an adaptation in Science. N/<blank> = Student does not use an adaptation in Science.	1
Special Program Flags / Status				
AT	Economically Disadvantaged	FRL	Y = The student is Economically Disadvantaged. N/<blank> = The student is not Economically Disadvantaged.	1
AU	Gifted and Talented	GAT	Y = The student is in a Gifted and Talented program. N/<blank> = The student is not in a Gifted and Talented program.	1
AV	Homelessness	HML	Y = The student is Homeless. N/<blank> = The student is not Homeless.	1
AW	Private School Student		Y = The student is enrolled in a Private School. N/<blank> = The student is not enrolled in a Private School.	1



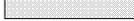
Student Enrollment File Layout

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AX	Limited English Proficient	LEP	LE = LEP - Limited English Proficient L1 = LEP1 - In the first year of U.S. school X1 = LEPX1 - Exited first year X2 = LEPX2 - Exited second year N/<blank> = Not LEP	2
AY	Migrant	MIG	Y = The student is Migrant. N/<blank> = The student is not Migrant.	1
AZ	Neglected or Delinquent	NOD	Y = The student is Neglected or Delinquent. N/<blank> = The student is not Neglected or Delinquent.	1
BA	Professional Technical Education	PTE Concentrator	Y = PTE Concentrator = The student has completed three (3) or more semesters of a professional-technical program sequence: OR, who has completed all the courses (if less than three semesters) offered in an occupational area; OR, who is enrolled in a state approved professional-technical school. N/<blank> = The student is not in a PTE program.	1
BB	Special Education Status	SPE	SE = SPE - Special Education X1 = SPEX1 - Special Education – Exited first year X2 = SPEX2 - Special Education – Exited second year N/<blank> = Not Special Education	2
BC	Title I A.	TIA	Y = The student is part of the Title I A. program. N/<blank> = The student is not part of the Title I A. program.	1
BD	504 Plan	504	Y = The student is on a 504 Plan. N/<blank> = The student is not on a 504 Plan.	1
Home School Flags (HMS)				
BE	Reading Home School		Y = The student is home schooled in Reading. N/<blank> = The student is not home schooled in Reading.	1
BF	Mathematics Home School		Y = The student is home schooled in Mathematics. N/<blank> = The student is not home schooled in Mathematics.	1
BG	Language Usage Home School		Y = The student is home schooled in Language Usage. N/<blank> = The student is not home schooled in Language Usage.	1
BH	Science Home School		Y = The student is home schooled in Science. N/<blank> = The student is not home schooled in Science.	1



Student Enrollment File Layout

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 Text highlighted in yellow has been UPDATED.

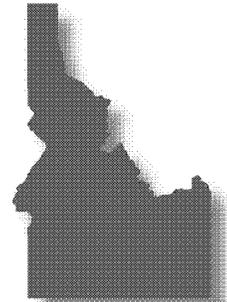
Exited Flags				
BI	Reading Exited		Y = The student has exited the district for Reading. N/<blank> = The student has not exited the district for Reading.	1
BJ	Mathematics Exited		Y = The student has exited the district for Mathematics. N/<blank> = The student has not exited the district for Mathematics.	1
BK	Language Usage Exited		Y = The student has exited the district for Language Usage. N/<blank> = The student has not exited the district for Language Usage.	1
BL	Science Exited		Y = The student has exited the district for Science. N/<blank> = The student has not exited the district for Science.	1

NOTE: ¹ "Field" names are to be used on the Enrollment File exactly as shown here.



Test Administration Manual

Spring 2009



ISAT Test Administration Manual – Spring 2009

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General Information

Introduction

The Idaho Standards Achievement Tests (ISAT) are developed specifically for the state of Idaho. The ISAT is administered to all students in grades 3–8 and 10. The ISAT Exit Exam Retest is administered to students in grades 11 and 12 who have not yet passed the ISAT.

Data Recognition Corporation (DRC) along with the computer delivery vendor, Computerized Assessments and Learning (CAL) are the providers of the ISAT Program.

This *Test Administration Manual (TAM)* will cover setup, practice, and administration of the Spring 2009 administration. Please take the time to read this manual to familiarize yourself with the administration of the ISAT. Completing the steps in administering the ISAT is essential to the success of the ISAT program. This manual should be reviewed by all Technical Coordinators, Test Coordinators, Test Administrators, and Proctors who will participate in the Spring 2009 ISAT.

Testing Dates

Operational administration testing window: April 13 – May 8, 2009

Makeup window: May 11 – 15, 2009 (Makeup tests may be administered at any time throughout the operational testing window; however, only makeup tests may be administered during the makeup window.)

Students to be Tested

The Spring 2009 ISAT will be administered to students in grades 3–8 and 10 in reading, language usage, and mathematics and to students in grades 5, 7, and 10 in science. The Exit Exam Retest will be administered to students in grades 11 and 12 who need to retake the graduation required tests. Reading, mathematics and language usage tests are available for the retest during this testing window.

It is required that all students in grades 3–8 and 10 complete all subjects required. Students in grade 10 who passed reading, language usage, and/or mathematics in Fall 2008 do not need to take those subjects in Spring 2009. However, **ALL grade 10 students must take the science test in Spring 2009.**

Note: All grade 10 students who test this administration will have both parts (NCLB and Extender).

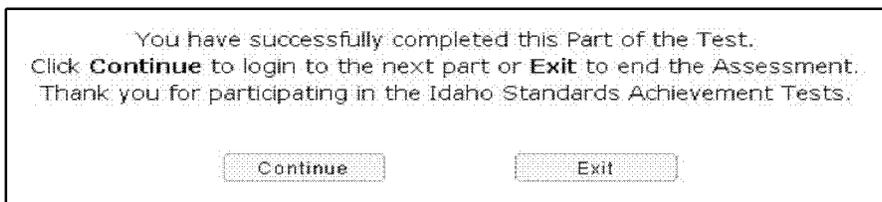
All students will take the ISAT on the computer only unless a student’s Individualized Education Plan (IEP) requires an accommodated material. Specifically, it is recommended the following students take the ISAT:

- All students enrolled in grades 3–8 and 10 in regular education programs.
- Special needs students in grades 3–8 and 10 unless their IEP has provided for alternative basic skills assessment.
- Limited English Proficient (LEP) and Migrant education students in grades 3-8 and 10.
- All students enrolled in grade 11 or 12 who have not yet passed the ISAT in reading, language usage, or mathematics.
- Special needs students in grades 11 or 12 who have not yet passed the ISAT in reading, language usage, or mathematics unless their IEP has provided for an alternative graduation plan.
- Limited English Proficient (LEP) and Migrant education students in grades 11 or 12 who have not yet passed the ISAT in reading, language usage, or mathematics.

Scheduling the Spring 2009 ISAT

For scheduling purposes, each subject will take about 90 minutes to complete. Students who finish early may read or sit quietly until the end of the test session.

Each subject in grades 3-8 and 10 consists of two parts. Students will be able to move to Part 2 without using the Part 2 ticket. The last page of the Part 1 test will have the option of continuing to Part 2. If the student clicks “Continue”, the test will move into Part 2 and the student **will not** need the second ticket. If the student clicks, “Exit”, the session will close and the student **will** need the Part 2 ticket to log into Part 2. School Test Coordinators and Test Administrators should have a plan for using this feature. Slow test takers or students with IEP test limitations may need to exit Part 1 and not immediately continue to Part 2. Please discuss the plan with those students prior to the start of the test.



The Exit Exam Retests consist of only one part. Under no circumstances should a test part be started unless there is enough time to complete it. Students may be given

additional time if needed, but additional time must be given as an extension of the same testing period, not at a different time (unless required by a student's IEP).

All students must complete a test within one school day. A test may be reactivated during the school day with approval from the School Test Coordinator. If for any reason a test part should be reactivated the next day, the District Test Coordinator must obtain Idaho Office of the State Board of Education (OSBE) approval. Please see page 27–28 for further details.

Test Security

District Test Coordinators (DTCs), School Test Coordinators (STCs), and Test Administrators/Proctors share the responsibility for ensuring that all test materials and student responses are handled securely and confidentially in accordance with security procedures. The ISAT is to be administered by professional staff members who have been oriented in the proper test administration procedures for the ISAT used in the school.

- **Nondisclosure of Test Content** – The test content is **not** to be viewed by anyone prior to the test administration. Only students being tested are allowed to access the test at the time of testing. **Once a test is started during test administration, only the student taking the test is allowed to view that student's screen. No one is allowed to view items while a student is testing.**
- **Secure Testing Materials** – Test Administrators are expected to ensure that the *Test Administration Manual* is not left in the open or in unattended areas. The following materials may be provided to students during the test administration:
 - Scratch paper: Blank scratch paper and a writing instrument may be provided to students for any test.
 - Mathematics Reference Sheet: The mathematics test has formulas provided online. The Mathematics Reference Sheet is also provided in the back of this manual. Test Administrators may provide clean, paper copies of this reference sheet to students.
 - Periodic Table: The grade 10 science test has a periodic table provided online. This periodic table is also provided in the back of this manual. Test Administrators may provide a clean, hard copy of this periodic table to grade 10 students only.
 - Test Session Tickets: A Test Session Ticket is provided for each student for each part of a subject test.

All of these materials are secure testing materials and must be distributed and collected in the testing area (computer lab, classroom). No test materials are to be accessed outside the school building except under approved conditions (contact OSBE).

All secure materials are to be returned to the STC at the completion of testing.
The STC and DTC are responsible for destroying all secure materials.

- **Test Security Agreement** – All district and school level personnel who are working with any ISAT materials must complete a Test Security Agreement. The Test Security Agreement can be found on page 85 of this manual. This form may be reproduced as necessary for your district. At a minimum, the following individuals must review and sign a Test Security Agreement:
 - District Test Coordinators
 - School Test Coordinators
 - Test Administrators/Proctors who are in the computer lab/classroom during an ISAT administration

DTCs are responsible for these completed forms. These forms must be completed and stored at the district office for two years. The OSBE will randomly audit these forms each administration.

- **Proctors** – The assistance of a Proctor is essential. The ratio of one adult for every 12–15 students is recommended in the testing room. Teachers' aides may be used as Proctors, as long as they have been trained by the District/School Test Coordinator.
- **Student Test Security** – Students should be encouraged to only look at their computer. For further security, folders may be set up around each computer screen to eliminate any possibility of students looking at other computer screens.

Roles and Responsibilities

This section outlines the roles and responsibilities for Technology Coordinators, District Test Coordinators, School Test Coordinators, Test Administrators, and Proctors.

Technology Coordinator

The Technology Coordinator is responsible for ensuring the computers used for the administration of the test meet the minimum system requirements and are configured to support computer testing. Please pay special attention to those computers that will be used for tests administered with the audio accommodation.

Minimum System Requirements

The minimum system requirements for both Windows and Macintosh computers are listed below. If the computers in your school or district do not meet these requirements, you should first attempt to upgrade the systems to meet the requirements. If that is not possible, you should investigate alternative testing locations which have computers that meet these requirements. All students are required to test online unless their IEP requires a paper version.

There are two software components to be deployed at the school level to participate in the ISAT program. As described below, one of the components is required, and the other is optional.

I. REQUIRED: CAL Test Delivery Engine

This is the software component that **MUST** be installed in every computer to be used by the students to take a test.

Minimum system requirements for installation of the CAL Test Delivery Engine:

- Operating System: Windows 98/NT/ME/2000/XP/2003/Vista, Mac OS X and above
- Processor: 200 MHz
- Memory: 64 MB, 128 recommended
- Display: Monitors with a resolution of at least 800X600
- Connectivity: Able to connect to the Internet or to a local school server via http(s) on ports 80 and 443.
- Linux is NOT supported.

II. OPTIONAL: Local Caching Server (LCS)

This component is **OPTIONAL** and its goal is to alleviate the Internet bandwidth demands at the school level during testing. Bandwidth requirements (see next page) will help make

decisions about installation of the LCS, and whether installation should be at the school level or district level.

Minimum system requirements for installation of the LCS:

- Operating System: Windows 98/2000/NT/XP/2003/Vista, Mac OS X and above
- Processor: 1.2 GHz
- Memory: 512 MB, 1 G recommended
- Disk Space: Minimum 512 MB of free space.
- Connectivity: Able to connect to the Internet via http(s) on ports 80 and 443.

III. Bandwidth requirements

The bandwidth demands will vary depending on the sizes of the tests the students are taking (graphically intensive tests will demand more bandwidth). For planning purposes, a good estimate of an average test size is 100KB of data. If the LCS is NOT installed and assuming a T1 Internet connection (1.54Mbps), the school would be able to test approximately 80 students simultaneously. Since all test data is downloaded to each computer during the login process, a school can easily increase its testing capacity by staggering the login process of its students by a few minutes. CAL has experience with schools testing up to 150 simultaneous users with a T1 connection following this strategy.

If you set up a LCS in a server with the minimum requirements indicated above, and assuming the same T1 connection, schools or districts will be able to greatly increase the testing capacity up to 500 simultaneous users. Setting up the LCS in a higher end system such as a 1GB of RAM and 2GHz processor, and assuming larger bandwidth available, you could further increase the testing capacity of the LCS up to 750 simultaneous users.

Additional Systems Requirements

ISAT administrative tools will require that cookies are enabled.

Download CAL Test Delivery Engine (Version 5.6) and LCS-Optional (Version 4.6)

Version 5.6 of the ISAT software must be loaded onto the testing computers before students can take the ISAT. The ISAT software provides students with Tutorials, Practice Tests, and Operational Tests. The software can be downloaded from <http://isat.caltesting.org>.

If you would like to use the LCS, you must also download version 4.6 from <http://isat.caltesting.org>. If you have used the LCS in past administrations, you must first manually uninstall the old version and then install version 4.6.

Note: Current LCS users must install the new version of the LCS (4.6) before computers get the automatic update of the CAL Test Delivery Engine (5.6).

In addition, Flash v7r63 is required as a minimum to run the Student Tutorials. You can upgrade to this Flash version by going to this link:

http://www.adobe.com/shockwave/download/download.cgi?P1_Prod_Version=ShockwaveFlash

Additional Requirements for Audio Accommodations

The audio accommodation for CAL is designed to work only with the Cepstral David voice. To set up a computer to be used for testing with audio accommodation, the following steps need to be taken before testing begins:

- Verify there is a working sound card or integrated audio chip present on the computer.
- Install the Cepstral David voice only on the computers to be used with audio accommodation. **If you have already downloaded the Cepstral David voice for past ISAT administrations, you do not need to download it again.**
- Enable the Speech Feature as a part of the CAL Preferences.

Note: To use this feature, an audio accommodation must be available for the test the student is enrolled to take and the student must be marked as “Audio Online” in Student Editor via the Management Tools. Audio is available for language usage, mathematics, and science for this administration.

Below are the installation instructions for Windows and Mac OS X:

Windows Installation: Audio Accommodation

1. Identify each computer that will be used by students with an audio accommodation.
2. On the ISAT Website, click on “New Downloads!,” “CAL Version 5.6,” “CAL Windows,” “Audio Accommodation” under Installation Instructions, then “Cepstral David” to download the installer.
3. Run the installer only on the computers identified and follow the instructions to complete the installation.
4. Enable the Speech Feature by following these steps:
 - a. Open the “Preferences” program from: Start/Programs/ISAT/Preferences
 - b. Select the “Speech Feature” tab
 - c. Check the “Enable Speech Feature” check box
 - d. Click “Apply”
 - e. Click “OK”

Note: If you are using a Windows 98 or 2000 system, you also need to download and install the Microsoft SAPI 5.1 Redistributable found on the Audio Accommodation download page, in case you don’t have it already installed.

Mac OS X Installation: Audio Accommodation

1. Identify each computer that will be used by students with an audio accommodation.
2. On the ISAT Website, click on “New Downloads!,” “CAL Version 5.6,” “CAL Mac OS X,” “Audio Accommodation” under Installation Instructions, then “Cepstral David” to download the installer.
3. Run the installer only on the computers identified and follow the instructions to complete the installation.
4. Enable the Speech Feature by following these steps:
 - a. Open the "Preferences" program using Finder from:
/Applications/ISAT/Preferences
 - b. Select the "Speech Feature" tab
 - c. Check the “Enable Speech Feature” check box
 - d. Click “Apply”
 - e. Click “OK”

Once you have configured your computers for audio accommodations, complete these additional checks:

- 1) Check that the Cepstral David voice and the CAL testing engine (5.6) are both downloaded locally to the computer(s) that will be used for audio. You should **not** set up a computer for an audio accommodation with the use of a terminal server, shared drive, or Xtenda box.
- 2) Check that the computer has the correct privileges for using the Cepstral David voice by doing the following:
 - a. Log into the computer using a student account (as a student would).
 - b. Double-click the ISAT icon on the desktop and log into a language usage, mathematics, or science **Practice Test**.
 - c. While in the Practice Test, click the “Speak” button to listen to the audio. If you do not see the “Speak” button, the Speech Feature may not be enabled.
 - d. If you notice the voice saying, “This voice is not licensed. Please visit **www.cepstral.com** to purchase a license”, it is likely the account you have used to log into that computer is a Limited User Account and does not have enough privileges to use the voice. In this case, you have one of two options:
 - i. Configure the CAL.exe file, present inside the C:\Program File\ISAT folder, so that it can be run with the privileges of a Power User or Administrator from any account.
 - ii. Create a new account for the computer which has more privileges than a “Limited User Account” and try using the audio with the CAL testing engine from this account.

If these options are not suitable or are not possible in your setup, contact the ISAT Project Team (ISAT@datarecognitioncorp.com) and the Cepstral David license file can be provided.

ISAT Tutorials

Two separate ISAT Tutorials are provided. Both of the tutorials may be downloaded for local use at <http://isat.caltesting.org>. The Coordinator/Administrator Tutorial presents an overview of components in the ISAT Student Tutorials, Practice Tests, and Management Tools. It would be useful to make this tutorial available to faculty and staff for an orientation to the ISAT Program.

The Student Tutorials are designed to instruct on the essential features of the testing software. The Student Tutorials provide visual and verbal presentations describing the properties and features of the ISAT Program to the viewer (student or educators).

Student Tutorials can be downloaded from <http://isat.caltesting.org> or can be accessed directly from the ISAT home page. These tutorials are intended for review by administrators, teachers, students, and parents. The Student Tutorials **must** be reviewed at least once by Test Administrators who supervise any of the ISAT administrations and by students for their particular subject. There are no restrictions on downloading these tools and they may be used outside of school for review by parents and the local community.

Each subject area tutorial provides an audio “read aloud” feature should this be desired and if the local environment permits. It is recommended that Test Administrators provide headphones for those students who might be going through the Tutorial in close quarters. The student is able to “read along” as the computer reads the panel script aloud. Please note that the voice used on the Student Tutorial is **NOT** the voice that is used for audio accommodations. Students with audio accommodations should practice listening to the Cepstral David voice by using the **Practice Tests**.

The appropriate Student Tutorial should be viewed by a student first, and then a Practice Test should be taken. Experience has shown that many schools schedule a tutorial session for students and then immediately have the student do at least one Practice Test. This should be completed **BEFORE** the scheduled test administration day(s). Experience and awareness of the ISAT computerized assessment format are essential to a fair and valid student assessment.

ISAT Practice Tests

The ISAT Practice Tests are designed to provide the introductory experience in preparation for taking the ISAT. The purpose of an ISAT Practice Test is for the student to observe and try out features of the ISAT application prior to the actual administration so as to experience taking a computerized test. The Practice Tests do not provide

proper or complete coverage of the tested content. The goal of a Practice Test is to introduce students to the properties and features of computerized testing using the testing software. Items have been chosen to demonstrate ISAT features and uses, and have been modified to be easier, as the goal is instruction on the use of the computer and not a basic skills assessment. The ISAT Practice Tests are not scored and no score reports will be generated. Test Coordinators, Test Administrators, and students are strongly advised to experience the ISAT Practice Tests before the students begin the test administration.

If a student is using audio for language usage, mathematics, or science, the Practice Test is the best place for the student to listen to the voice and become familiar with it prior to testing.

District and School Test Coordinators

The DTC and STC are responsible for providing testing access to all of the schools and/or administrators. Depending on the size of the district, these responsibilities can be performed by one DTC or by several STCs.

The DTC and STC must decide who will be responsible for the following ISAT tasks:

- managing all usernames and passwords within the testing system;
- uploading Student Enrollment Files (SEFs);
- printing Test Session Tickets for students; and
- verifying that all student data within the testing system is accurate and complete prior to the close of the testing window.

The DTC must manage the process for verifying all accommodations and accommodations for students with IEP, ELP, and 504 plans. Failure to provide an accommodation will result in an invalid test. No retesting will be allowed.

Note: Accommodation codes are cleared out of the Student Editor after each administration. The DTC must ensure that students are coded properly **before** Test Session Tickets are printed.

After the four week testing window, and before the end of the make-up week, district and school test coordinators will verify student data by completing a District Test Coordinator's Checklist (see page 86). Return a signed checklist to OSBE as indicated on the form.

Coordinator and Administrator Users within the Management Tools

The ISAT Management Tools allow for district, school, teacher, and test administrator level accounts. The district and school level usernames and passwords provide access to all student demographic data within the school. This level can verify student data, create Test Session Tickets for students, monitor all testing, and turn the immediate results screen on/off. The teacher usernames and passwords are teacher-specific. The

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teachers that are identified in the Student Enrollment File (SEF) will only have access to students they are tied to in the SEF. There is one test administrator username and password for each grade and subject within a school. The test administrator login for each grade and subject can be given to multiple users in school. Teacher level and test administrator level passwords do not provide access to student demographic data.

The following chart details the access for each user level:

		District User	School User	Teacher Account	Test Administrator Account
Data Tools	SEF Download	X			
	Student Editor	X	X		
	Data Upload	X			
	Class Rosters	X	X	X	
Testing Main Page	Print Tickets	X	X	X	
	Monitor Status	X	X	X	X
	Reactivation	X	X		
	Student Status Spreadsheet	X	X	X	X
	View Results	X	X	X	X
	Audit Spreadsheet	X	X	X	
	School Capacity Calculator	X	X	X	X
Administrative Tools	Update Contact Info	X	X		
	School Passwords	X			
	Teacher Passwords	X	X		
	Test Administrator Passwords	X	X		
	Acknowledgments	X	X		
	Settings	X	X		

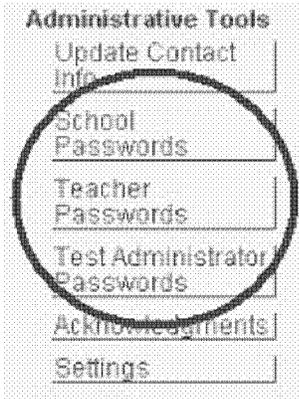
The DTC and/or STC can decide not to provide teachers and/or test administrators with usernames and passwords. This is a security decision and is up to the districts and schools to decide their own process.

To view school, teacher, and test administrator usernames and passwords:

- Log in to the Management Tools on the ISAT website

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- Click on “Administrative Tools”
- Click on “School Passwords or “Teacher Passwords” or “Test Administrator Passwords”
- Click “Proceed”



From here, users may view the username and password list for the school, teachers, or test administrators within that school. Because these usernames and passwords provide access to student level information, it is crucial that you only give this information to authorized personnel at the appropriate grade levels.

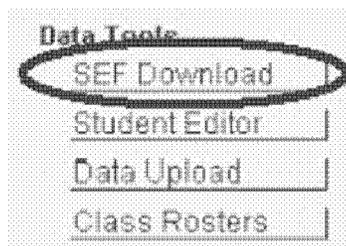
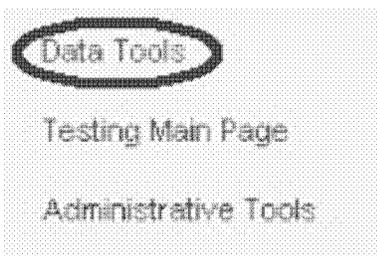
To manually add a new teacher to the system, see instructions on page 21.

Teacher Name	Username	Password	Status
<u>Ara Lotzer</u>	999-2046	<u>uwy3n3k</u>	Active
<u>Judd Sather</u>	999-2099	<u>fzz3gmf</u>	Active

Student Enrollment File (SEF) Download File

A Student Enrollment File (SEF) Download file is available for district users and contains all student information that is currently in the Student Editor. This file is only available between 4 pm and 9 pm Mountain time. To access this file:

- Log in to the Management Tools on the ISAT Website
- Click on “Data Tools”
- Click on “SEF Download”



Uploading/Editing Student Data

DTCs are responsible for ensuring the student data is accurate in the Student Editor. If updates to existing students are needed or new students need to be added to the system, you may use either method described.

1. DTCs may upload a new SEF into the ISAT system. The SEF layout for the Spring 2009 administration is posted on the OSBE and ISAT Websites. The file must be saved in either Microsoft Excel (95 through 2007) format with an .xls or .xlsx extension or CSV (comma separated value) format with a .csv extension.

Revisions have been made to the SEF layout for the Spring 2009 administration and include:

- The State ID field is 9-digit numeric. Districts are encouraged to the Unique Student Identification Number (USIN) during this administration.
- The audio accommodation code exists in the Accommodation 1 field for language usage, mathematics, and science. You can now code a student for audio in all three subjects.
- Values have been added to the existing Accommodation 1 field to allow coding for accommodated versions and CDs through uploads. The values that are included in the Accommodation 1 field include:
 - P – Paper
 - L – Large Print
 - B – Braille
 - **R – Paper with Audio CD**
 - **T – Large Print with Audio CD**
 - **E – Braille with Audio CD**
- The Accommodation 3 field for all subjects was previously reserved for future use. It will now be used to indicate whether a student uses a word-for-word dictionary.

To upload an SEF into the ISAT system:

- Log in to the Management Tools on the ISAT Website
- Click on “Data Tools”
- Click on “Data Upload”
- Click “Browse” to browse to the location of the file you want to upload
- Click “Upload”

The file will display in the “Pending Files” section of the Data Upload screen. Files are processed twice daily (noon and midnight Mountain time). While the

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file is processing, it will display in the “Files Currently Processing” section of the Data Upload screen.

Once your file is processed, it will display in the “Processed Files” section of the Data Upload screen. If your file had errors, it will be highlighted in pink. You will need to click the “Details” link next to your file on the Data Upload screen to see your errors. The “Details” link lists information about your file such as file name, file type, start and end processing times, number of rows found, number of rows processed, number of rows with errors, total number of errors, and a list of the errors that occurred in processing the file. Errors must be corrected by submitting a new file with a different file name than your original file.

The screenshot displays the ISAT Data Upload interface. At the top, there are links for "SEF File Layout" and "SEF Example Template". Below this, the screen is divided into three main sections: "Pending Files", "Files Currently Processing", and "Processed Files".

The "Processed Files" section contains a table of uploaded files:

File Name	File Type	Start Time	End Time	Rows Found	Rows Processed	Rows with Errors	Total Errors	Details	Delete
District 999 SEF Grade Audi .xls		2009-01-23							
District 999 SEF Grade Audi .xls		2009-01-23							
District 999 SEF Grade Audi .xls		2009-01-23							
District 999 SEF Grade Audi .xls		2009-01-23							
District 999 SEF Grade Audi .xls		2009-01-23							
District 999 SEF Grade Audi .xls		2009-01-23							
District 999 SEF Grade Audi .xls		2009-01-23							

Arrows in the image point to the "Files Currently Processing" section and the "Details" link for the fourth file in the table.

To the right of the file list is the "Upload a New File" section, which includes "Rules about uploaded files:"

- The filenames must be unique...
- The file must be saved in either Microsoft Excel (95 through 2007) format or delimited text format (either CSV or tab-delimited).
- Each column included must have the correct column header.
- REVISED uploads do not need to include all columns, however, at a minimum, the Local Student ID, School Number, and Student Grade columns are required.
- Any cell left blank in a REVISED upload indicates that the data should be deleted. To leave a particular field "as is", delete the column from the file before uploading.

A note at the bottom right states: "Note: Files highlighted in pink indicate errors. Click on the Details link for more information."

Uploading new Student Enrollment Files will update current student data that is already in the Student Editor and will add new student files. Removing students from the SEF and uploading the new SEF will not remove/delete a student from the Student Editor.

NOTE: Email notification regarding the status of SEF processing will be sent to the email addresses for the Test Coordinator and Technology Coordinator (listed under “Administrative Tools” and “Update Contact Info”).

2. DTCs and STCs may edit student data through the “Student Editor”:
 - o Log in to the Management Tools on the ISAT Website
 - o Click on “Data Tools”
 - o Click on “Student Editor”

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Fields that are highlighted are required.

Content Area:

School:

Grade:

Students Per Page:

Data Filters:

Student Name:

Local Student ID:

Sort:

Exit Status:

Select the subject in the “Content Area” field, grade level, number of students per page and any other desired field. The “Data Filter” field is very useful to look at specific groups of students. Then click “Continue.”

Choose Exited Students Only or All Students in order to see students who have been marked Exited.

The only codes that are updated at a subject level are Not Tested/Invalid, Alternate Assessment, Homeschool, Exited, Accommodations, and Adaptation. All other codes and student information are updated at a student level.

NOTE: If you are searching for a student you believe is already in the Student Editor, but is not displayed in your search results, it may be because the student is marked Exited. To view Exited students in the Student Editor, you must change the “Exit Status” on the search screen to “Exited Students Only” or “All Students” in order to view students who have been marked Exited.

TIP: To learn more about sorting and filtering your results, click on the link “Learn about sorting and filtering your results.” To see a list of all students in your search in PDF or Excel format, click the “Download Student Data (PDF)” link or the “Download Student Data (tab-delimited)” link.

For each record you wish to modify, you must check the appropriate **‘Edit’** checkbox. Once you have made all necessary changes on this page, you must click the **‘Save Changes’** button. If you view a different set of records, a different group of variables, or another page/web site without first clicking ‘Save Changes’, your changes will be lost.

[Learn about sorting and filtering your results](#)
 [Download Student Data \(PDF\) \(Learn More\)](#)
 [Download Student Data \(tab-delimited\)](#)

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For each record you wish to modify, **you must check the appropriate “Edit” checkbox** on the far left. Once you have made all necessary changes on this page, **you must click the “Save Changes” button**. *If you view a different set of records, a different group of variables, or another page without first clicking “Save Changes”, your changes will be lost.*

<input type="checkbox"/>	Local ID	Last Name	First Name	DOB	Gender	Ethnicity
<input type="checkbox"/>	2000000	Adamson	Aaron	2003-01-02	Male	1 - American Indian/Alaskan Nat
<input type="checkbox"/>	2000001	Agullar	Sally	1995-01-01	Female	2 - Asian
<input type="checkbox"/>	2000002	Akers	Fred	1993-01-01	Male	3 - Black/African American
<input type="checkbox"/>	2000003	Allen	Adrian	2000-01-01	Female	4 - Native Hawaiian/Other Pacific
<input type="checkbox"/>	2000004	Allen	Aiden	2000-01-01	Male	5 - White
<input type="checkbox"/>	2000005	Alstatt	Akiyaa	2000-01-01	Female	6 - Hispanic/Latino
<input type="checkbox"/>	2000006	Anchondo	Alan	2000-01-01	Male	7 - Other/Unknown
<input type="checkbox"/>	2000007	Anderson	Alexa	2000-01-01	Female	1 - American Indian/Alaskan Nat
<input type="checkbox"/>	2000008	Aranda	Alexander	2000-01-01	Male	2 - Asian
<input type="checkbox"/>	2000009	Arceo	Alexandra	2000-01-01	Female	3 - Black/African American

To change the variables you would like to view, simply click on any of the headings in the blue box.

Identification Location Demographics Dates SP1 SP2 Testing Accommodations
Now viewing records 1 - 10 of 748.
<< First < Prev Next > Last >>

All student demographic information in the Student Editor must be accurate and final by May 15, 2009. No edits will be allowed after this date. DTCs and STCs may make any student edits necessary during the testing window.

NOTE: Once students have started a subject test, the grade and audio fields may not be edited. The student’s test is identified by the ‘grade’ and ‘audio’ fields and may not be changed once he/she has begun testing. If you discover the student was coded with the incorrect grade or audio status after he/she has begun testing, the test will need to be marked invalid and the student will not be allowed to test. See instructions on pages 30–31 of this manual for how to invalidate a test.

Accommodations and Adaptations

Students requiring Paper, Large Print, Braille, Paper with Audio CD, Large Print with Audio CD, or Braille with Audio CD of the ISAT must be coded accordingly in the Accd 1 field on the Accommodations tab of the Student Editor. See the *ISAT District and School Test Coordinator Manual for Accommodated Materials* for information on how to code these students and how to order accommodated materials.

Students requiring an online audio accommodation in language usage, mathematics, or science must be coded accordingly in the Accd 1 field on the Accommodations tab of the Student Editor. Audio Online must be chosen from the drop-down menu in the Accd 1 field for the student to receive an online audio administration of the ISAT. When audio is indicated in the Accd 1 field, the student’s ticket will display the word “Audio”. See example on page 27. The Accommodation 1 codes may also be added through an SEF upload. See pages 16–17 of this manual for details on this process.

Identification Location Demographics Dates SP1 SP2 Testing Accommodations						
Now viewing records 1 - 10 of 1179						
<< First < Prev Next > Last >>						
Local ID	Last Name	First Name	Accd 1	Accd 2	Accd	
<input type="checkbox"/>	2000002	Akers	Fred		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	98760328	Barber	Andy	A - Audio Online	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	98760528	Barber	Frank	P - Paper	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	98760228	Barber	Jason	L - Large Print	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	98760028	Barber	Marion	B - Braille	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	98760428	Barber	Matt	R - Paper with Audio CD	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	98760028	Barber	Marion	T - Large Print with Audio CD	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	98760428	Barber	Matt	E - Braille with Audio CD	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	98760128	Barber	Mike		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	98760628	Barber	Vincent		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	7887890	Bay	Cane		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	7890897789	Bay	Tom		<input type="checkbox"/>	<input type="checkbox"/>

There are other technical requirements that must be met in order for a student to receive an online audio accommodation. You must work with your Technology Coordinator to ensure your student computers are set up properly for testing those students with an online audio accommodation. See pages 10–11 for the audio accommodation technical requirements.

NOTE: An audio accommodation is not allowed for reading. In addition, no human readers are allowed for language usage, mathematics, and science. If a student needs the test read to him/her, audio online or audio CD with an accommodated material (paper, large print, or Braille) must be used.

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Students requiring an accommodation other than those listed in the Accommodation 1 field should be coded accordingly in the Accd 2 field on the Accommodations tab of the Student Editor. The box must be checked in the Accd 2 field for any student who has one or more of the following accommodations in a given subject: setting, administration and presentation, scheduling, response, and Assistive Technology (AT). The Accommodation 2 code can also be added through an SEF upload. See pages 16–17 of this manual for details on this process.

Students using a word-for-word dictionary should be coded accordingly in the Accommodation 3 field on the Accommodations tab of the Student Editor. The box must be checked in the Accommodation 3 field for any student who uses a word-for-word dictionary in a given subject. The Accommodation 3 code can also be added through an SEF upload. See pages 16–17 of this manual for details on this process.

Students requiring an adaptation should be coded accordingly in the Adaptation field on the Accommodations tab of the Student Editor. The box must be checked in the Adaptation field for any student who uses an adaptation in a given subject. Adaptations invalidate the test results. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. The Adaptation code can also be added through an SEF upload. See pages 16–17 of this manual for details on this process.

Note: If a student’s test is coded for an adaptation, DRC will automatically invalidate the student’s test. You should **NOT** use the Invalid code for students coded with an adaptation.

Adding a Teacher

A teacher can be manually added to the system through the Management Tools on the ISAT Website. Note that teachers should only be added when logged in with district level access.

To begin:

- Log in to the Management Tools on the ISAT Website
- Click on “Administrative Tools”
- Click on “Teacher Passwords”
- Click the “create a new teacher” link in the green box
- Enter the Teacher Name
- Enter the Teacher ID
- Click “Save”

Class Rosters

Class rosters may be managed through the Management Tools on the ISAT website. Students can be added or removed from a class and new classes can be added. A student can only be tied to one teacher/class per subject. Adding a student to a new

roster will remove him/her from the current roster he/she is tied to for that class. Removing all students from a class will result in the class being deleted.

To add a new class:

- Log in to the Management Tools on the ISAT Website
- Click on “Data Tools”
- Click on “Class Rosters”
- Click on “New Class” in the green box at the top of the page
- Select a subject
- Enter the Teacher ID and Class Name
- Click “Continue”

Note: A teacher must be added to the system before adding/creating a new class.

To view which class(es) a student is in:

- Log in to the Management Tools on the ISAT Website
- Click on “Data Tools”
- Click on “Class Rosters”
- Enter local or student ID in the Student ID field and click “Continue”
- Select the name of the class you’d like to work with

To remove a student from a class:

- Log in to the Management Tools on the ISAT Website
- Click on “Data Tools”
- Click on “Class Rosters”
- Enter desired search criteria and click “Continue”
- Select the name of the class you’d like to work with
- Click the check box to the left of the student’s name
- Click “Save”

To add a student to a class:

- Log in to the Management Tools on the ISAT Website
- Click on “Data Tools”
- Click on “Class Rosters”
- Enter desired search criteria and click “Continue”
- Select the name of the class you’d like to work with
- Click “Add Student to Roster” in the green box at the top of the page
- Choose the grade of the student you want to add
- Click the check box to the left of the student’s name
- Click “Add to Roster”

Note: Moving a student to a new school within the district also moves the current teacher/class assignments to the new school. Be sure to change the teacher/class assignment after the student is assigned to the new school.

ISAT Tutorials

Two separate ISAT Tutorials are provided. Both of the tutorials may be downloaded for local use at <http://isat.caltesting.org>. The Coordinator/Administrator Tutorial presents an overview of components in the ISAT Student Tutorials, Practice Tests, and Management Tools. It would be useful to make this tutorial available to faculty and staff for an orientation to the ISAT Program. All Test Administrators must view this Tutorial prior to administering any student tests.

The Student Tutorials are designed to instruct on the essential features of the testing software. The Student Tutorials provide visual and verbal presentations describing the properties and features of the ISAT Program to the viewer (student or educators). It will take approximately 15 minutes for a student to go through a tutorial.

Student Tutorials can be downloaded from <http://isat.caltesting.org> or can be accessed directly from the ISAT home page. These tutorials are intended for review by administrators, teachers, students, and parents. The Student Tutorials **must** be reviewed at least once by Test Administrators who supervise any of the ISAT administrations and by students for their particular subject. There are no restrictions on downloading these tools and they may be used outside of school for review by parents and the local community.

Each subject area tutorial provides an audio “read aloud” feature should this be desired and if the local environment permits. It is recommended that Test Administrators provide headphones for those students who might be going through the Tutorial in close quarters. The student is able to “read along” as the computer reads the panel script aloud. Please note that the voice used on the Student Tutorial is **NOT** the voice that is used for audio accommodations. Students with audio accommodations should practice listening to the Cepstral David voice by using the **Practice Tests**.

The appropriate Student Tutorial should be viewed by a student first, and then a Practice Test should be taken. Experience has shown that many schools schedule a tutorial session for students and then immediately have the student do at least one Practice Test. This should be completed **BEFORE** the scheduled test administration day(s). Experience and awareness of the ISAT computerized assessment format are essential to a fair and valid student assessment.

ISAT Practice Tests

The ISAT Practice Tests are designed to provide the introductory experience in preparation for taking the ISAT. The purpose of an ISAT Practice Test is for the student to observe and try out features of the ISAT application prior to the actual administration so as to experience taking a computerized test. The Practice Tests do not provide proper or complete coverage of the tested content. The goal of a Practice Test is to introduce students to the properties and features of computerized testing using the testing software. Items have been chosen to demonstrate ISAT features and uses, and

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have been modified to be easier, as the goal is instruction on the use of the computer and not a basic skills assessment. The ISAT Practice Tests are not scored and no score reports will be generated. Test Coordinators, Test Administrators, and students are strongly advised to experience the ISAT Practice Tests before the students begin the test administration.

If a student is using audio for language usage, mathematics, or science, the Practice Test is the best place for the student to listen to the voice and become familiar with it prior to testing.

Graphing Calculator: Teachers and Test Administrators may want to review the following procedures with students using the graphing calculators. This should be communicated to students during the practice tests and prior to the test administration.

Various calculators handle raising a negative number to a power in different ways. In order to properly use the online graphing calculator available on the ISAT, the following procedures should be used. If you mean to raise a negative number to a power, place the negative inside the parentheses. For example, negative 3 to the second power would be $(-3)^2$. The result will be positive 9. If you mean to take the negative of a number raised to a power, place the negative outside the parentheses. For example, the negative of 3 to the second power would be $-(3^2)$. The result will be negative 9.

Printing and Distributing Test Session Tickets to Test Administrators

Before the school’s scheduled administration window begins, Test Administrators must receive the Test Session Tickets that contain student usernames, passwords, and session IDs. Please note: Students do **not** need Test Session Tickets for the Student Tutorials or the Practice Tests.

NOTE: Test Session Tickets will be available for printing beginning **March 30, 2009**. Once printed, all Test Session Tickets become secure materials and must be stored in a secure, locked location. Students will need a Test Session Ticket for each subject test.

To begin printing Test Session Tickets:

- Log in to the Management Tools on the ISAT Website
- Click on “Testing Main Page”
- Click on “Spring 2009 Operational Test” or “Spring 2009 Exit Exam Retest”
- Click on “Print Tickets”

1. **Print Tickets** Start here by downloading your students’ test session tickets.

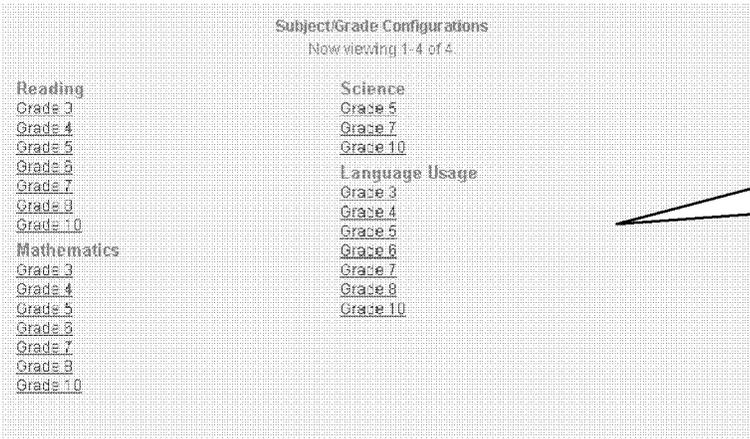
2. **Monitor Status** - View the testing status of your students. Reactivate from here as needed.

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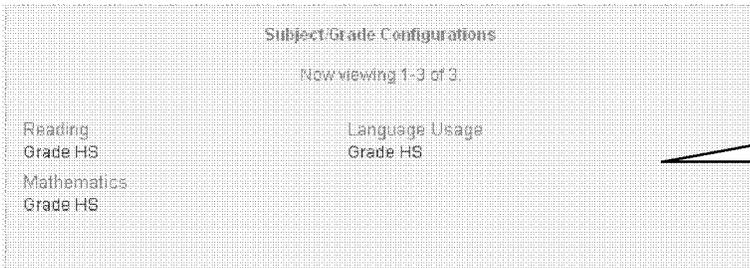
Choose a school:



Choose a subject and grade:

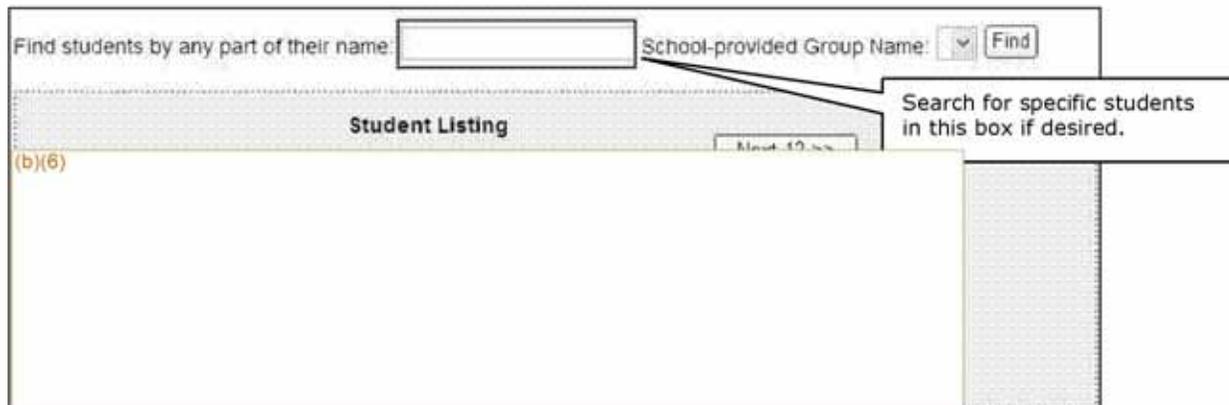
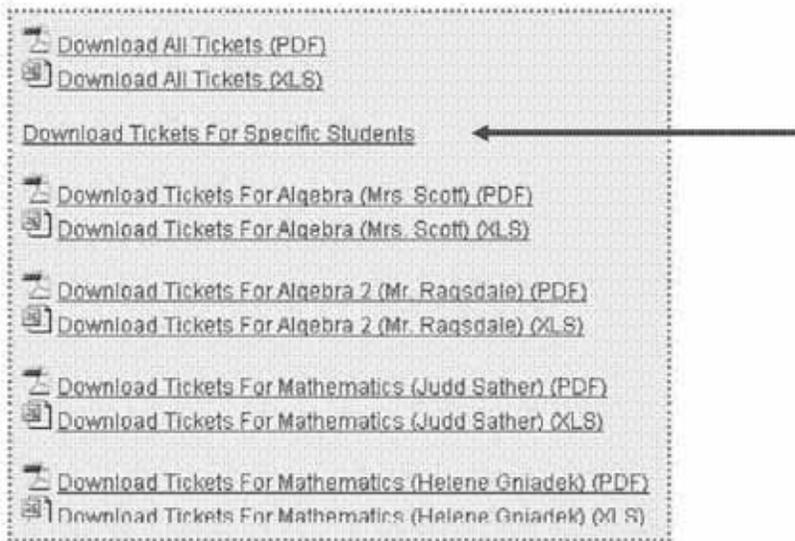


Subject/Grade combinations for the Operational Test (Grades 3–8 and 10)



Subject/Grade combinations for the Exit Exam Retest (Grades 11 and 12)

You may generate tickets for all students in the selected grade level or you may download tickets for specific students.



Click “Generate Tickets” after selecting the students for the ISAT. Once you select “Generate Tickets” a PDF file will open. The file contains directions, a testing roster, and student testing tickets. Click the “print” icon to print or the “disk” icon to save the file. After printing the tickets, distribute them to the correct Test Administrators.



You may also use the tab-delimited file that is provided on this same administration screen to download your Test Session Tickets. This file can be opened in MS Excel and sorted and printed as needed.

Example of tickets from the PDF file:

Spring Operational Test Session Ticket
Grade 6 Mathematics Part 1

Teacher: Helene Gniadek
 Class: Mathematics
 Student Name: (b)(6)
 Local Student ID:
 Username:
 Password:
 Session ID: 127325

Example of a Test Session Ticket printed via the PDF file provided. A student's Test Session Ticket can only be used once (unless reactivated).

Spring Operational Test Session Ticket
Grade 6 Mathematics Part 1 (Audio)

Teacher: Helene Gniadek
 Class: Mathematics
 Student Name: (b)(6)
 Local Student ID:
 Username:
 Password:
 Session ID: 137706

Example of a Test Session Ticket with **Audio** indicator printed via the PDF file provided.

Each student should be given his/her Test Session Ticket upon entering the testing area (computer lab or classroom). The Test Session Ticket should not be distributed to students prior to test day. The information on the student's Test Session Ticket is critical. It is this information, drawn exclusively from the student database, which results in the proper test (subject) and test level (grade) being delivered to the student when logging into the ISAT testing system.

It is the District and School Test Coordinators' responsibility to decide how to distribute the Test Session Tickets for their schools. Please work with your Test Administrators and Proctors to coordinate the process that works best for everyone.

Monitor Status and Reactivation of a Test Session Ticket

Under no circumstances should a test part be started unless there is enough time to complete it. Students may be given additional time if needed, but additional time must be given as an extension of the same testing period, not at a different time (unless required by a student's IEP).

All students must complete a test within one school day. A test may be reactivated during the school day with approval from the School Test Coordinator (no OSBE approval needed). If a student leaves the computer lab/classroom during a test, that student must be monitored by an adult until the student returns to the lab to continue testing.

If for any reason a test should be reactivated the next day, the DTC must obtain OSBE approval. The School or District Test Coordinator must contact the Accountability Office of OSBE prior to the reactivation. Approval may be obtained ahead of time.

OSBE Accountability Phone: 208-332-1567

OSBE Accountability Email: accountability@osbe.idaho.gov

To monitor the status of a test or reactivate a test part:

- Log in to the Management Tools on the ISAT Website
- Click on “Testing Main Page”
- Click on “Spring 2009 Operational Test” or “Spring 2009 Exit Exam Retest”
- Click on “Monitor Status”

- | |
|---|
| <ol style="list-style-type: none">1. Print Tickets Start here by downloading your students' test session tickets.2. Monitor Status View the testing status of your students. Reactivate from here as needed. |
|---|

On the Monitor Status screen, a Test Status Summary will display followed by a student listing. The Test Status Summary displays the number of Total tests (Part 1 and Part 2) that have not been started, are in progress, have been reactivated, or are complete. Keep in mind that the Test Status Summary only summarizes total tests, not individual test parts.

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Current filters and criteria:

School: Idaho Elementary Subject: Mathematics Grade: 3

Test Status Summary Table

1 4 0 1

Find students by any part of their name: Find

Student Listing
Now viewing 1-6 of 6.

Name	Testing Status Part 1	Testing Status Part 2	Total
Brown, Robert	<input type="checkbox"/> Not started - Not ended	<input type="checkbox"/> Not started - Not ended	
Davis, Mark	<input checked="" type="checkbox"/> 00:00:15 02/20/2009 11:16 AM - 02/20/2009 11:17 AM	<input checked="" type="checkbox"/> 00:01:07 02/20/2009 11:17 AM - 02/20/2009 11:18 AM	
Johnson, Kevin	<input checked="" type="checkbox"/> 00:00:10 02/20/2009 11:18 AM - 02/20/2009 11:19 AM	<input type="checkbox"/> Not started - Not ended	
Jones, Thomas	<input checked="" type="checkbox"/> 00:00:15 02/20/2009 11:20 AM - 02/20/2009 11:20 AM	<input type="checkbox"/>	
Smith, James	<input checked="" type="checkbox"/> 00:28:46 02/20/2009 10:03 AM - 02/20/2009 10:32 AM	<input type="checkbox"/> 02/20/2009 11:24 AM - Not ended	
Williams, John	<input checked="" type="checkbox"/> 00:00:09 02/20/2009 11:21 AM - 02/20/2009 11:21 AM	<input checked="" type="checkbox"/> 00:00:06 02/20/2009 11:21 AM - 02/20/2009 11:21 AM	

Reactivate Selected Student(s)

- Section has not been taken/ready for testing.
 - Section is being taken.
 - Section has been reactivated; can proceed with test.
 - Section has been completed.
 - Is an audio test

In order to reactivate a student test session, click on the box next to the monitor screen and click "Reactivate Selected Student(s)". After reactivation, the original Test Session Ticket will be valid again.

Once a student has completed all questions on a test part, the system will not allow that test part to be reactivated. Please make sure the student has had time to review all questions during the time scheduled.

Student Status Spreadsheet

You may also view the status of student testing through the Student Status Spreadsheet. A link to the Student Status Spreadsheet is found in the green box at the top of the Monitor Status screen and is an Excel document that shows test start date and time, duration, and the status of each student’s test. Statuses include: not started, reactivated, testing, and completed. The Student Status Spreadsheet will also indicate an audio test (language usage, mathematics, and science).

Audit Spreadsheet

An excellent tool to help monitor the status of the ISAT testing is the Audit Spreadsheet. The Audit Spreadsheet can be accessed on a daily basis:

- Log in to the Management Tools on the ISAT Website
- Click on “Testing Main Page”
- Click on “Spring 2009 Operational Test” or “Spring 2009 Exit Exam Retest”

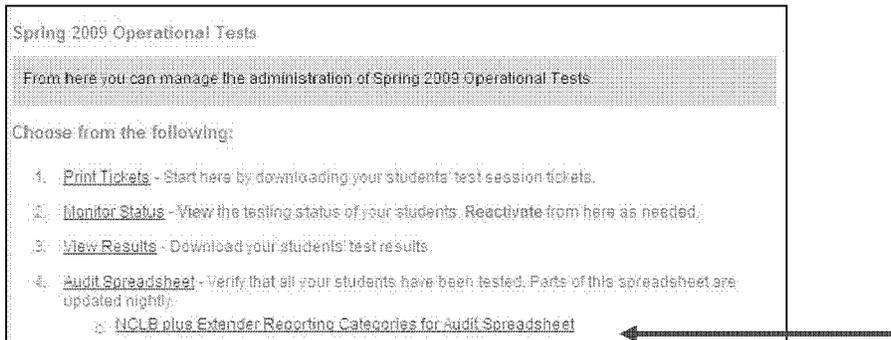
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- Click on “Audit Spreadsheet”
- Click “Save” and then “Open”
- The spreadsheet opens in Excel

In Excel, you can sort the report and provide it on a daily basis to all of your teachers. If you have provided teachers with a username and password, they may access this report for their students. Test administrator level usernames and passwords **DO NOT** have access to the Audit Spreadsheet.

The Audit Spreadsheet (updated nightly) lists each student once for each subject and indicates the student’s ISAT status and results for that subject. Use this report to verify that all students in your district, school, or class have been tested.

Note: The Audit Spreadsheet displays Categories 1-5 in the NCLB + Extender results section. A key describing the values of Categories 1-5 for each subject can be found on the Testing Main Page in the following location.



Invalid Tests

The ISAT administration must adhere to the *Test Coordinator’s Guide for Federal and State Assessments* found at http://www.boardofed.idaho.gov/saa/documents/TC_Updates/TC_GuidewithISAT_rev-0109.pdf. If the Test Administrator or Proctor has reason to believe the integrity of the ISAT has been compromised, the student’s test part should be closed, and the student removed from the testing location. **The school principal will then determine if the student’s test will be invalidated or if the test will be reactivated, and the student allowed to continue that test.**

Possible reasons to invalidate a test:

- The student receiving help from another student;
- The student switching computers during the test;
- The student randomly marking answers without reading the presented material;
- The student refusing to take or continue the test;
- Test Administrators, Proctors, or other adults in the room explaining test items to students;

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- Test Administrators, Proctors, or other adults in the room reading words or passages to students;
- Test Administrators, Proctors, or other adults in the room pointing to or suggesting the correct response;
- The student using a calculator on a non-calculator portion of the math test;
- Copying, highlighting, or any other modification of the test booklet will result in and invalid test administration and no student scores will be reported.

If the school principal decides to invalidate the test, it is the STC's responsibility to invalidate the test in the ISAT system.

Note: If a student's test is coded for an adaptation, DRC will automatically invalidate the student's test. You should **NOT** use the Invalid code for students coded with an adaptation.

To invalidate a test:

- Log in to the Management Tools on the ISAT Website
- Click on the "Data Tools"
- Click on "Student Editor"
- Choose the subject and any other information needed to identify the student
- Click on "Testing" in the blue box
- Choose "03-Invalid" from the drop-down menu in the "Not Tested/Invalid" field
- Check the "Edit" box to the left of the "Local ID" field
- Click "Save Changes"

The screenshot shows the ISAT Student Editor interface. At the top, there are navigation tabs: Identification, Location, Demographics, Dates, SE1, SP2, Testing, and Accommodations. The 'Testing' tab is selected. Below the tabs, it says 'Now viewing records 1 - 10 of 412'. There are navigation buttons: '<< First', '< Prev', 'Next >', and 'Last >>'. Below this is a table with columns: Record ID, Last Name, First Name, Private School, Not Tested/Invalid, and Edit. The table contains 10 rows of student records. The 'Not Tested/Invalid' column has a dropdown menu open for the first row, showing options: 01 - Absent, 02 - Medical, 03 - Invalid, 04 - Parent Refusal, 05 - Student Refusal, and 06 - Suspension. The '03 - Invalid' option is selected. At the bottom of the table, there are three buttons: 'Save Changes', 'Modify Search Criteria', and 'I Am Done Editing'.

Record ID	Last Name	First Name	Private School	Not Tested/Invalid	Edit
98780028	(b)(6)		<input type="checkbox"/>	03 - Invalid	<input type="checkbox"/>
98780027			<input type="checkbox"/>		<input type="checkbox"/>
98780040			<input type="checkbox"/>		<input type="checkbox"/>
98780039			<input type="checkbox"/>		<input type="checkbox"/>
98780038			<input type="checkbox"/>		<input type="checkbox"/>
98780007			<input type="checkbox"/>		<input type="checkbox"/>
98780021			<input type="checkbox"/>		<input type="checkbox"/>
98780022			<input type="checkbox"/>		<input type="checkbox"/>
98780032			<input type="checkbox"/>		<input type="checkbox"/>
9420579			<input type="checkbox"/>		<input type="checkbox"/>

Not Tested Codes

Students who are unable to test due to absence, medical reasons, parent refusal, student refusal, or suspension must be coded in the ISAT system. Students in 10th, 11th or 12th grade who are not taking reading, language usage, or mathematics do not need to be coded with a not tested code. However, the 10th grade science test is **required**. Therefore, if a 10th grade student does not take the science test, he/she **MUST** be coded with a not tested code.

- Log in to the Management Tools on the ISAT website
- Click on the “Data Tools”
- Click on “Student Editor”
- Choose the subject and any other information needed to identify the student
- Click on “Testing” in the blue box
- Choose the appropriate not tested code from the drop-down menu in the “Not Tested/Invalid” field
- Check the “Edit” box to the left of the “Local ID” field
- Click “Save Changes”

Exited Students

Students who move out of your district during the testing window must be coded correctly in the ISAT system. Students must be “exited” by subject; for example, a student may have taken the mathematics test in one district, but moved to another district before starting reading and language usage.

The DTC must identify those students prior to the end of the testing window (**May 15, 2009**).

There are two methods available for exiting a student from your district:

1. DTCs may submit a new Student Enrollment File indicating those students who need to be exited in columns BI – BL. This method would be appropriate if you have many students that need to be updated with the exited status. To submit a new file with updated exited status, follow the instructions on pages 16–17 of this manual.
2. To manually update student exited status through the Student Editor:
 - Log in to the Management Tools on the ISAT website
 - Click on the “Data Tools”
 - Click on “Student Editor”
 - Choose the subject and any other information needed to identify the student
 - Click on “Testing” in the blue box
 - Check the “Exited” box for the appropriate student

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- Check the “Edit” box to the left of the “Local ID” field
- Click “Save Changes”

The exited code should only be used for students who have exited the district. Because participation rates are not calculated for 10th, 11th, and 12th grade students in reading, language usage, and mathematics for the Spring 2009 administration, those students who have already passed or do not take the ISAT in these grades/subjects do not need to be coded as exited. Tickets will be generated for these students, but can be destroyed.

Score Reporting

For this administration, students will receive immediate scores once they complete all parts of a subject. Immediately following the review page, students will see their **NCLB** scale score and proficiency level. Students will see this screen only after completing Part 2 of each subject. Students taking a retest will see this screen after completing Part 1. This page can not be printed. **These scores are to be considered preliminary.**

Abel Icon CAL

IDAHO STANDARDS ACHIEVEMENT TESTS
IMMEDIATE SCORE INFORMATION
 Reading

You have completed the ISAT Reading administration.

Your scale score for this test : 235

Your proficiency level : Advanced

All scores on this page are to be considered preliminary. Final scores will be provided to your district and school.

Teachers and test coordinators have access to immediate rosters which will be available in PDF or can be downloaded as an MS Excel file. These rosters can be printed.

To access these report rosters:

- Log in to the Management Tools on the ISAT Website
- Click on “Testing Main Page”
- Click “Spring 2009 Operational Test” or “Spring 2009 Exit Exam Retest”
- Click on “View Results”
- Click on the school name

Timeline and Targets for Data Access and Utilization Activities

The following pages contain tables that show the proposed outcome, their major activities, and the expected quarters within which those activities will occur. These activities are subcomponents of the larger outcomes outlined in the grant narrative. If funded under IES grant CDFR # 84.384A, Idaho's plan for data access and utilization includes each of the following 7 activities. Race to the Top funding will expand the project to make the data more accessible for key stakeholders.

Appendix C2.1- Targets and Timelines for Section C2

1. Establish policies and governance structure to support P-20 and workforce data system

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Select representatives for Idaho's advisory group.	X											
Convene initial advisory group meeting		X	X									
Document member roles, responsibilities, establish meeting schedules and communication methodologies		X	X									
Examine other states' interoperability models			X	X								
Develop data elements to be included in P-20 and workforce data warehouse, data dictionary, policy manuals, protocol standards (in collaboration with development team)			X	X	X	X						
Define and implement data quality audit process			X	X	X	X	X	X	X	X	X	X
Provide quarterly advisory group SLDS progress reports					X	X	X	X	X	X	X	X

2. Define, develop, and build the necessary reporting engine, structures, and processes to inform all key stakeholders.

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Define requirements for reporting engine, structure and process	X	X										
Issue RFIs, review proposals, award contracts for data warehouses and reporting/analysis systems			X	X								
Integrate system into existing database structure and application					X	X						
Define stakeholder categories and security levels to integrate into single sign-on authorization/authentication						X	X	X				
SDE schedule and deliver training sessions									X	X		
Evaluate efficacy of processes and procedures as needed							X	X	X	X	X	X

Appendix C2.1- Targets and Timelines for Section C2

3. Integrate current statewide Education ID application into the public postsecondary systems

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Collaboration between postsecondary institutions and SDE for integration of EDUID into postsecondary ERPs	X	X										
Evaluate and modify current ERPs to incorporate EDUID		X	X	X								
SDE and postsecondary institutions prepare process documentation and training materials for users			X	X								
SDE schedule and deliver training sessions				X	X	X						
Evaluate efficacy of processes and procedures as needed							X	X	X	X	X	X

4. Develop a data warehouse for P-20 and Workforce data

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Issue RFP, review proposals, award contract for development of P-20 and workforce data warehouse and reporting/analysis system	X	X										
Design and implementation of individual postsecondary data warehouses			X	X	X	X	X	X	X	X		
Logical design of P-20 and workforce data warehouse (i.e., defining facts and dimensions)			X	X								
Review/adjustment/enhancement of individual secondary and postsecondary warehouse designs to ensure support for P-20 and workforce data warehouse logical design				X								
Construction and testing of P-20 and workforce data warehouse relational layer and ETL processes						X	X	X	X			
Construction and testing of P-20 and workforce data warehouse multidimensional layer (intertwined with relational layer development)							X	X	X	X		
Development of end user data dictionary and training/help documentation for P-20 and workforce data warehouse									X	X		
Construction of reports (using both relational and multidimensional layers) in P-20 and workforce data warehouse									X	X	X	
Design and implementation of security									X	X	X	
Training and go-live									X	X	X	X

5. Deploy web services to facilitate the exchange of data across agencies and states

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Business analysis	X											
Create Business Requirements Documents		X										
Develop architecture models			X	X								
Define use cases and test scenario framework and standards					X							
Purchase server and software applications to support architecture				X								
Define data elements and models					X	X						
Build application and user interfaces standards							X	X				
Create system testing standards									X			
Establish development requirements										X		
Final user acceptance testing standards											X	

6. Create web widgets and tools to provide targeted, appropriate, and customizable information to stakeholders

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Procurement process	X											
Conduct stakeholder surveys and focus groups. Identify requirements	X	X										
Identify content providers			X									
Develop methodology for push (widgets, RSS, etc.)				X	X	X	X					
Build applications					X	X	X	X	X	X		
Security testing						X	X	X	X	X		
Conduct user acceptance testing							X	X	X	X	X	
Train end users								X	X	X	X	X
Deploy/pilot								X	X	X	X	X

Appendix C2.1- Targets and Timelines for Section C2

7. Design and implement a system which enables exchange of data from state to state

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Organize and facilitate planning activities (develop memoranda of understanding)	X	X	X	X	X	X	X	X				
Identify and standardize the initial set of core data elements to enable matching of records across sectors and states	X	X	X	X	X	X	X	X				
Select qualified vendor to perform technical aspects or record linking	X	X	X	X	X	X	X	X				
Facilitate regular meetings of the data exchange's governing body	X	X	X	X		X		X		X		X
Design and prepare reports as regular products of the data exchange					X	X	X	X	X	X	X	X
Facilitate meetings to standardize and incorporate additional data elements									X	X	X	X

Proposal to Provide Idaho With a Professional Development System on Using Data

December 2009

Overview of Learning Point Associates

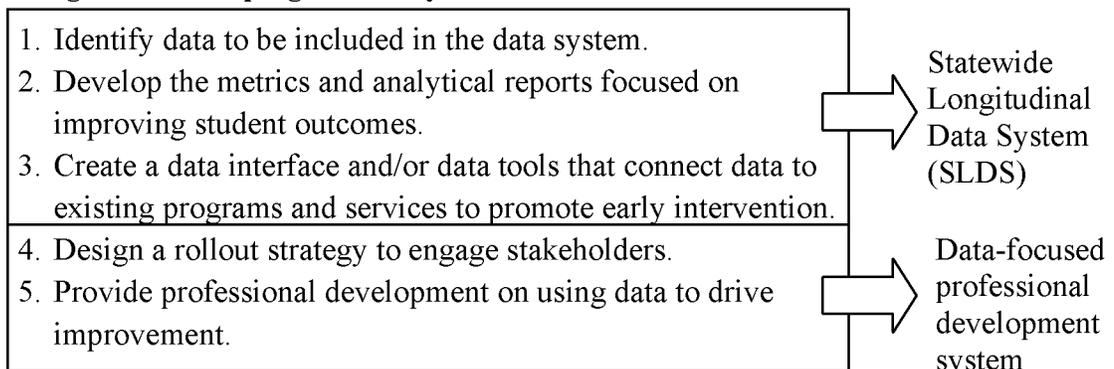
Learning Point Associates is a 501(c)3 nonprofit education consulting organization with more than 25 years of experience conducting high-quality, high-leverage research, evaluation, and professional services with the goal of positively impacting education practice and policy in the United States. The theory of action that undergirds our work keeps the success of all learners at its center. Our core focus is on educator effectiveness, data analytics, district and school improvement, literacy, technology, and expanded learning opportunities. Our clients include the federal government, state education agencies, districts and schools, foundations, and businesses. Additional information about our work is available through our website: www.learningpt.org.

Connecting Data Systems and Professional Development

The key element to successful professional development is the ability for the participants to be able to easily connect what they have learned to what they should do in their daily practice. In order for professional development on data use to be effective, the participants have to be able to make the connection between the data that are available to them and the decisions or actions they will take based on what they have learned from the data. This connection requires that data systems and end user interfaces be developed with the needs of state, regional, district, and school personnel as the primary focus. Data should be collected and reported with a focus on improving student outcomes—creating a system that connects student data with existing programs and services to promote early intervention with students.

A professional development system on data use can be thought of as the last stage of a well-developed data system focused on improving student outcomes.

Stages of Developing a Data System



Support to Idaho

Learning Point Associates proposes to support the Idaho Department of Education over a three-year period to assist in the creation of a statewide system of support based on data use. The support will be focused on two concurrent and integrated bodies of work.

1. Provide guidance in the development of a Statewide Longitudinal Data System (SLDS). Support to Idaho will focus on the development of a SLDS that connects data to practice at the state, regional, and local level, including the following:

- Identifying student data needed at the classroom level (for elementary, middle school, and high school) to improve student outcomes, including academic, social-emotional, and behavioral data. The identification of student data will be research based and connected to the existing programs and services for students in Idaho, laying a foundation for professional development focused on improving student learning.
- Developing the strategy for the “digital backpack” to ensure users can easily connect data to practice, access regular feedback loops, and take timely actions.
- Developing metrics and analytical reports at the state, regional, and local levels that provide users with data needed to understand the current state, take action, and improve performance. A specific focus will be on postsecondary data and early childhood (if available) because they are new data sources.
- Providing assistance in the creation of early warning systems that use academic, social-emotional, and behavioral data to identify at-risk students and connect them to existing programs and services. A specific focus will be on utilizing data related to Safe and Drug-Free Schools to address students’ social-emotional issues.
- Engaging stakeholders through formal and informal routes to inform the development of the SLDS and early warning systems. Information will be gathered at professional development sessions and coupled with focus groups targeted at various levels. The feedback received will ensure the SLDS is continuously focused on meeting the needs of users at the state, regional, and local levels.

2. Develop a tiered process of professional development (state, regional, and local) targeted at using data to improve student outcomes. Support to Idaho will focus on the creation of a system with standardized practices and processes that are flexible to be delivered locally or using smart technology, including:

- Developing, for staff at the state, regional, and local level, a systematic and connected process for building differentiated professional expertise on using data to improve student learning. The professional development will be connected to data and reports available through the SLDS and will be phased to be aligned with the development of the SLDS. The goal of this comprehensive professional development system is to ultimately create a connected and effective system of support that builds expertise at all levels of the Idaho education system to apply data to make actionable decisions, specifically about the effectiveness of the system and the interventions that may be required, and about continuous positive growth of teaching and learning. On an

annual basis, the Idaho Department of Education will offer a series of quarterly trainings targeting the discrete audiences. These trainings will be focused on using SLDS reports in authentic activities.

- Developing a mandated teacher professional development series focused on building teachers’ capacities to use the data from the SLDS and from recommended formative assessments, ensuring that there are decision-making rules to inform practice and increase effectiveness.
- Developing a system for delivering professional development through the creation of a statewide mentor/trainer program that would build regional pipelines of “teacher experts” and create statewide capacity to sustain continuous professional development at multiple levels.
- Connecting professional development on data use to Idaho Online Professional Development (IDLA) and the Idaho Education Network (IEN).

Annual Deliverables and Budget

Learning Point Associates will support the Idaho Department of Education for three years. The annual deliverables include the following:

Tiered Professional Development on Using Data

- Review the potential data and reports available to end users, and identify where the data are most applicable for use.
- Design the professional development system at all levels and demonstrate connectedness across the components. Create a set of indicators for success with benchmarks and metrics against which the state, district and school can monitor effectiveness and efficiency of delivery.
- Deliver professional development: two at the state level, four at the regional level, and six at the local level (using technology where reasonable). The schedule of delivery may be modified to meet the needs of the Idaho Department of Education but should not exceed 12 sessions annually. For example, if it is determined in the first year that four state-level professional development sessions are needed, the number of regional or local sessions will be reduced accordingly.

Guidance in Developing the SLDS

- Review available programs and services targeted at improving student learning, and provide an analysis of the data and analytics needed to connect SLDS reports to professional development focused on authentic activities linking data to practice.
- Develop a strategy for development and rollout of the “digital backpack” to integrate with delivery of professional development.

- Conduct focus group and gather feedback from SLDS users to ensure that development of the SLDS is continuously focused on meeting the needs of users at the state, regional, and local levels.

Although the deliverables are the same annually, each year of support will build on prior activities, creating more intensive focus, tailored to the specific needs of the Idaho Department of Education. At the end of the three years of support, the Idaho Department of Education will have a foundation of statewide capacity to sustain continuous professional development connected to the state’s SLDS system.

Budget

The timeline for the budget assumes the Idaho Department of Education will receive Race to the Top funding in May 2010. The timelines can be shifted according to funding availability.

Timeline	Tiered Professional Development on Using Data	Guidance in Developing the SLDS	Total
Year 1 (June 2010–May 2011)	\$200,000	\$35,000	\$235,000
Year 2 (June 2011–May 2012)	\$200,000	\$35,000	\$235,000
Year 3 (June 2012–May 2013)	\$200,000	\$35,000	\$235,000
Three-Year Total	\$600,000	\$105,000	\$705,000

The proposed budget includes approximately 2,200 staff hours annually (equivalent of 1.2 FTE annually). Staff includes the project manager and content experts focused on meeting the specific needs of the Idaho Department of Education. In addition to staff hours, the budget includes costs for two project staff to travel to Idaho from Chicago every other month (or six times a year).

Appendix C3.2- Targets and Timelines for Implementing the Learning Management System

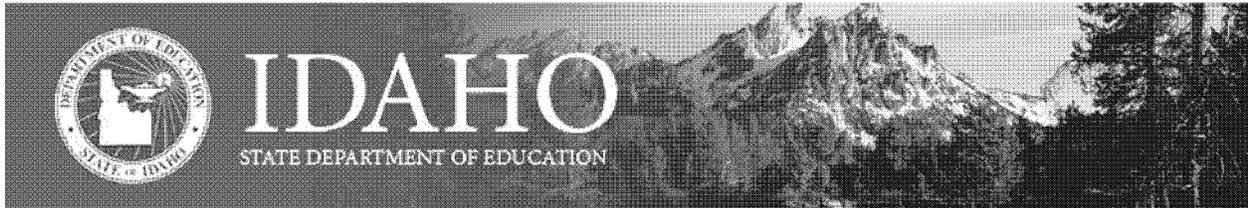
Timeline and Targets for Learning Management System

The following page contains a table that shows the proposed outcome, major activities, and the expected quarters within which those activities will occur. These activities are subcomponents of the larger outcomes outlined in the grant narrative

Appendix C3.2- Targets and Timelines for Implementing the Learning Management System

1. Select, procure and implement a Learning Management System as well as train for optimal utilization

Activity	Year 1				Year 2				Year 3				Year 4			
	Q1	Q2	Q3	Q4												
Business & Analyst of systems	X															
Issue RFI for LMS System	X															
Procurement process		X														
Determine configuration & customization requirements			X	X	X											
Develop data elements & formats, policy manuals, protocol standards (in collaboration with development team)				X	X	X	X									
Verify data is normalized for all participating districts and begin software installation					X	X	X	X								
Load Standards, course information								X	X							
Curriculum discover and loading								X	X	X						
Configure site preferences and permissions								X	X	X	X	X				
Preparation and completion of hiring process for training team		X			X	X										
Load test data							X	X	X							
Load students and bell schedules by district								X	X	X	X	X	X	X		
Create communication & training plans				X	X	X										
Develop training materials, presentations, and training schedules & workshops					X	X	X	X	X							
Data training in districts and schools							X	X	X	X	X	X	X	X	X	X
Deploy to pilot districts								X	X	X	X					
Perform quality analyst with pilot districts											X	X				
Make any necessary modifications based on information and knowledge gained from pilot quality analyst												X	X			
Deploy Statewide													X	X	X	X



SUMMARY OF ALTERNATIVE AUTHORIZATIONS/ROUTES TO CERTIFICATION IN IDAHO

Note: The intent of this summary is to provide a broad overview of the Idaho State Board Rules regarding the alternative authorizations/routes to certification available in Idaho. For more details and complete application packets please refer to http://www.sde.idaho.gov/site/teacher_certification/alt_routes.htm

RULE: IDAHO STATE BOARD OF EDUCATION (IDAPA 08, TITLE 02, CHAPTER 02)

042. ALTERNATE ROUTES TO CERTIFICATION

(3-20-04)

The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. Individuals who are currently employed as para-educators, individuals who are currently certificated to teach but who are in need of emergency certification in another area, and individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein.

INFORMATION:

Certificates/authorizations described in this section may be issued under the circumstances unique to each alternate route.

1. ALTERNATIVE AUTHORIZATIONS/ROUTES AVAILABLE TO SCHOOL DISTRICTS

- a. Provisional Authorization (**Note:** this authorization does not lead to certification, it is an emergency authorization available to school districts)
- b. Alternative Authorization - Teacher to New Certification/Endorsement
- c. Alternative Authorization - Content Specialist
- d. Alternative Authorization - Pupil Personnel Services

2. ALTERNATIVE AUTHORIZATIONS/ROUTES AVAILABLE TO INDIVIDUAL APPLICANTS

- a. Computer-Based Alternative Route to Teacher Certification (ABCTE)
- b. Post-Baccalaureate Alternate Route

1. **ALTERNATIVE AUTHORIZATIONS/ROUTES AVAILABLE TO SCHOOL DISTRICTS**

A. **PROVISIONAL AUTHORIZATION**

**RULE: IDAHO STATE BOARD OF EDUCATION (IDAPA 08, TITLE 02
CHAPTER 02)**

016. IDAHO EDUCATOR CREDENTIAL

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (Section 33-1201, Idaho Code)

INFORMATION:

1. School districts may receive authorization to hire an individual who is not appropriately certified only after all attempts to hire an appropriately certificated person have failed.
2. This authorization is valid only during the school year for which the application is submitted.
3. This authorization is non-renewable. It may **NOT** be used again for the same individual OR for the same classroom assignment. Due to the temporary nature of the Provisional Authorization, it is highly recommended that districts apply for the Alternative Authorization - Teacher to New Certification/Endorsement whenever possible, as this allows a certificated individual to work toward acquiring the correct certificate/endorsement.
4. In order for the employee to continue teaching in Idaho, the individual must have the proper certification/endorsement or utilize one of the following State Board of Education approved alternative authorizations:
 - a. Alternative Authorization - Teacher to New Certification/Endorsement (only available to individuals who already hold a valid Idaho credential/certificate and wish to seek certification or endorsement in another area)
 - b. Alternative Authorization - Content Specialist (**See NOTE below**)
 - c. Computer-Based Alternative Route (i.e. ABCTE, www.abcte.org) (**See NOTE below**)
 - d. Alternative Authorization - Pupil Personnel Services

NOTE: The Alternative Authorization - Content Specialist and the Computer-Based Alternative Route program have requirements which must be completed **PRIOR** to entering the classroom the following year.

5. As per Code of Federal Regulation (CFR) 34.200.55 and 34.200.56, the Provisional Authorization will not meet the federal highly qualified teacher requirements. For

federal reporting purposes, teachers holding this authorization must be listed by the employing district as not being highly qualified.

6. The candidate must undergo a Criminal History Check (CHC), including fingerprinting, prior to entering the classroom.

**The Provisional Authorization application packet and form are located at:
[http://www.sde.idaho.gov/site/teacher certification/alt routes.htm](http://www.sde.idaho.gov/site/teacher_certification/alt_routes.htm)**

B. ALTERNATIVE AUTHORIZATION - TEACHER TO NEW CERTIFICATION/ENDORSEMENT

RULE: IDAHO STATE BOARD OF EDUCATION (IDAPA 08, TITLE 02, CHAPTER 02)

043. ALTERNATIVE AUTHORIZATION – TEACHER TO NEW CERTIFICATION

The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a professional position cannot be filled with someone who has the correct endorsement/certification. (3-20-04)

Alternative authorization in this area is valid for up to three (3) years and is nonrenewable.

01. Initial Qualifications. Prior to application, a candidate must hold a bachelor's degree and a valid Idaho teacher certificate without full endorsement in the content area of need. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (3-20-04)

02. Alternative Route Preparation Program (3-20-04)

a. Option I – Teacher to New Certification/Endorsement (5-8-09)T

i. Candidate will work toward completion of the alternative route preparation program through a participating college/university and the employing school district.

ii. Candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years.

iii. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences.

iv. Candidate shall meet all requirements for the endorsement/certificate as provided herein. (5-8-09)T

b. Option II - National Board (endorsement only). By earning National Board certification in a content specific area, candidates may add an endorsement in that same content area to a valid certificate. (5-8-09)T

c. Option III - Master's degree or higher (endorsement only). By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid certificate. (5-8-09)T

d. Option IV - Testing and/or Assessment (endorsement only). Two pathways are available to some candidates, depending upon endorsement(s) already held. (5-8-09)T

i. Pathway 1 - Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally requires the successful completion of a one-year state-approved mentoring component. (5-8-09)T

ii. Pathway 2 - Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally requires the successful completion of a one-year state-approved mentoring component and passing a final pedagogy assessment. (5-8-09)T

INFORMATION:

1. The individual applicant must first hold a bachelor's degree and a valid Idaho teaching credential/certificate.
2. The district must complete and submit the Alternative Authorization - Teacher to New Certification/Endorsement application packet.
3. The Professional Standards Commission (PSC) will review the Alternative Authorization - Teacher to new Certification/Endorsement application(s). Only complete packets will be reviewed. The authorization is valid for the school year it is approved for and must be renewed annually.
4. The individual will meet the "highly qualified teacher" standard of the NCLB legislation in a core content area once the appropriate Praxis II assessment has been passed.
5. The candidate must undergo a Criminal History Check (CHC), including fingerprinting, prior to entering the classroom, (if not already on file for the applying school district).

The Alternative Authorization – Teacher to New Certification/Endorsement application packet and related forms are located at:

http://www.sde.idaho.gov/site/teacher_certification/alt_routes.htm

C. ALTERNATIVE AUTHORIZATION - CONTENT SPECIALIST

**RULE: IDAHO STATE BOARD OF EDUCATION (IDAPA 08, TITLE 02
CHAPTER 02)**

044. ALTERNATIVE AUTHORIZATION - CONTENT SPECIALIST

The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. Alternative authorization in this area is valid for three (3) years and is not renewable.

01. Initial Qualifications. (3-20-04)

- a. Prior to application, a candidate must hold a bachelor's degree.
- b. The candidate shall meet enrollment qualifications of the alternative route preparation program.

02. Alternative Route Preparation Program - College/University Preparation. (3-20-04)

- a. A consortium composed of a designee from the college/university to be attended, and a representative from the school district, and the candidate shall determine preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This preparation must include mentoring and a minimum of one (1) classroom observation per month until certified.
- b. Prior to entering the classroom, the candidate completes eight (8) to sixteen (16) weeks of accelerated study in education pedagogy.
- c. Candidate will work toward completion of the alternative route preparation program through a participating college/university and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions to receive a recommendation for full certification.
- d. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences.
- e. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate, state-approved content, pedagogy, or performance assessment.

INFORMATION:

1. The individual for whom the application is being made must first hold a bachelor's degree.

2. The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area.
3. The authorization is valid for three (3) years and is non-renewable.
4. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate Praxis II assessment(s), thus the individual is considered highly qualified by NCLB standards. Additional Praxis II assessment(s) may be required as part of the program completion for certification.
5. The candidate must undergo a Criminal History Check (CHC), including fingerprinting, prior to entering the classroom.

The Alternative Authorization - Content Specialist application packet and related forms are located at: http://www.sde.idaho.gov/site/teacher_certification/alt_routes.htm

D. ALTERNATIVE AUTHORIZATION - PUPIL PERSONNEL SERVICES

**RULE: IDAHO STATE BOARD OF EDUCATION (IDAPA 08, TITLE 02
CHAPTER 02)**

047. ALTERNATIVE AUTHORIZATION – PUPIL PERSONNEL SERVICES-

The purpose of this alternative authorization is to allow Idaho school districts to request emergency endorsement/certification when a position requiring the Pupil Personnel Services certificate cannot be filled with someone who has the correct endorsement/certification. (The exception to this rule is the School Nurse endorsement. The requirements for this endorsement are already defined in State Board rule.) (4-2-08)

01. Term of Validity. Alternative authorization in this area is valid for three (3) years and will be reviewed annually and is nonrenewable. (4-2-08)

02. Initial Qualifications. (4-2-08)

- a. Prior to application, a candidate must hold a masters degree AND hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and
- b. The employing school district must provide supportive information attesting to the ability of the candidate to fill the position.

03. Alternative Route Preparation Program. (4-2-08)

- a. Candidate will work toward completion of the alternative route preparation program through a participating college/university and the employing school district.
- b. Candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years.
- c. The participating college/university or the State Department of Education shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences.
- d. Candidate shall meet all requirements for the endorsement/certificate as provided herein.

INFORMATION:

1. The purpose of this alternative authorization is to allow Idaho school districts to request emergency endorsement/certification when a position requiring the Pupil Personnel Services certificate cannot be filled with someone who has the correct endorsement/certification. (The exception to this rule is the School Nurse endorsement. The requirements for this endorsement are already defined in State Board rule.)
2. This authorization is for candidates who hold a Master's degree AND hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification.

3. The authorization is valid for the school year it is approved for and must be renewed annually.
4. The candidate must undergo a Criminal History Check (CHC), including fingerprinting, prior to entering the classroom.

The Alternative Authorization – Pupil Personnel Service application packet and related forms are located at: http://www.sde.idaho.gov/site/teacher_certification/alt_routes.htm

2. **ALTERNATIVE AUTHORIZATIONS/ROUTES AVAILABLE TO INDIVIDUAL APPLICANTS**

A. **COMPUTER-BASED ALTERNATIVE ROUTE TO TEACHER CERTIFICATION**

RULE: IDAHO STATE BOARD OF EDUCATION (IDAPA 08, TITLE 02, CHAPTER 02)

045. COMPUTER-BASED ALTERNATIVE ROUTE TO TEACHER CERTIFICATION

(4-6-05)

An individual may acquire interim certification as found in Section 015 of these rules through a computer-based alternative route certification program.

01. Approval of the Program. The State Board of Education must approve any computer-based alternative route to teacher certification. The program must include, at a minimum, the following components: (4-6-05)

- a. Pre-assessment of teaching and content knowledge;
- b. An academic advisor with knowledge of the prescribed instruction area; and
- c. Exams of pedagogy and content knowledge.

02. Eligibility. Individuals who possess a bachelor's degree or higher from an institution of higher education may utilize this alternative route to an interim Idaho teacher certification.

03. Requirements for Completion. To complete this alternative route, the individual must: (4-6-05)

- a. Complete a Board-approved program;
- b. Pass the Board-approved pedagogy and content knowledge exams; and
- c. Complete the Idaho Department of Education criminal history check.

04. Interim Certificate. Upon completion of the computer-based certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Bureau of Certification/Professional Standards. The term of the interim certificate shall be three (3) years. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2)-year teacher mentoring program approved by the Board. The individual must start the mentoring program during the term of the interim certificate, and it may be completed after standard certification is granted. All laws and rules governing the fully certificated teachers with respect to conduct, discipline and professional standards shall apply to individuals teaching under an interim certificate.

(4-6-05)

05. Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1)-time basis per individual. It will be the responsibility of the individual to obtain full Idaho teacher certification during the three (3)-year interim certification term.

(4-6-05)

06. Types of Certificate and Endorsements. The computer-based alternative route may be used for initial certification, subsequent certificates, and additional endorsements.

(4-11-06)

INFORMATION:

1. American Board for Certification of Teacher Excellence (ABCTE) is a computer-based alternate route designed as an avenue to enter the teaching profession; or to add additional certificates or endorsements to an already existing Idaho teaching credential. The candidate must first hold a bachelor's degree.
2. Upon completion of the ABCTE process, the candidate may submit an application for an Idaho credential/certificate to the State Department of Education. The applicant will be issued a three (3)-year Idaho interim credential/certificate allowing time to meet the following Idaho standards to qualify for a standard Idaho teaching certificate:
 - a. complete the state mentoring program for ABCTE candidates (mentoring requirements are located at the bottom of the following webpage: http://www.sde.idaho.gov/site/teacher_certification/alt_routes.htm)
 - b. meet the Idaho Comprehensive Literacy requirement as provided in statute, if applicable
 - c. undergo a Criminal History Check (CHC), including fingerprinting, prior to entering the classroom. Note: ABCTE will also require a criminal history background check. The State Department of Education cannot accept another entity's background check.
3. For further information regarding ABCTE (American Board for Certification of Teacher Excellence), refer to the ABCTE website at: www.ABCTE.org
4. The interim certificate holder may apply for the standard five (5)-year credential/certificate subsequent to meeting SBOE and Idaho statutory requirements as outlined above. Once issued, the certificate holder will be subject to any other SBOE/statutory requirements when applying for additional certificates and/or endorsements.

The Computer-Based Alternative Route application packet and related forms are located at: http://www.sde.idaho.gov/site/teacher_certification/abcte_cert_cred.htm

B. POST-BACCALAUREATE ALTERNATE ROUTE

RULE: IDAHO STATE BOARD OF EDUCATION (IDAPA 08, TITLE 02, CHAPTER 02)

016. IDAHO EDUCATOR CREDENTIAL

(3-16-04)

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (Section 33-1201, Idaho Code)

INFORMATION:

1. Candidates must possess a baccalaureate degree from a regionally accredited college/university or other accrediting agencies recognized by the U.S. Department of Education and/or Council of Higher Education Accreditation (CHEA).
2. Candidates must meet the entrance requirements as prescribed by the teacher preparation institution to be attended.
3. The candidate must provide evidence of at least three (3) assessments to verify content competency, including, but not limited to, evidence that they have:
 - a. successfully completed a required rubric-driven portfolio developed by the individual teacher preparation program and evaluated by the dean/chair or designee to demonstrate the candidate's Standard 1 competency of the Idaho SBOE-approved beginning teacher standards as found in the Idaho Standards for Initial Certification of Professional School Personnel,
 - b. successfully completed an appropriate student teaching/internship program, including documented recommendations from both supervising and cooperating instructors, and
 - c. successfully met or exceeded the SBOE-approved qualifying score(s) for appropriate Praxis II assessment(s).
4. The candidate must undergo a Criminal History Check (CHC), including fingerprinting, prior to entering the classroom.
5. For those candidates successfully meeting the requirements noted above, an institutional recommendation (form B2) signed by the teacher preparation dean/chair or designee must be submitted to the State Department of Education for initial Idaho certification consideration.

The Initial application packet and related forms are located at:
http://www.sde.idaho.gov/site/teacher_certification/initial_cert_cred.htm

NOTE: This program does not allow a candidate to teach while completing the program unless it is aligned to the Alternative Authorization – Content Specialist Program.

IDAHO DEPARTMENT OF EDUCATION

EDUCATOR SUPPLY AND DEMAND IN IDAHO

21st ANNUAL REPORT

July 2009



Mr. Tom Luna

State Superintendent of Public Instruction

Christina Linder

Director: Certification, Professional Standards
Administrator, Professional Standards Commission

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http://www.sde.idaho.gov/site/teacher_certification/

Idaho State Department of Education

FOREWARD

The *Educator Supply and Demand in Idaho* is an annual review of information concerning employment variables in Idaho. The data represented herein addresses types of vacancies, numbers of applicants, hard-to-fill positions, the age of the educational work force, and other factors.

The State Department of Education publishes this information to assist in recruitment efforts by local schools, program planning for Idaho colleges and as a career opportunity resource for potential teachers. Idaho competes for quality teachers across the United States, and other states actively recruit Idaho's graduates. This report provides a useful look at the present status and an important look at the critical emerging factors in teacher preparation and placement.

The strength in public education rests with quality teachers and administrators. To that end, I encourage a review of the information provided in this document. Thank you to all the public school and college educators who responded to the annual *Educator Supply and Demand in Idaho* survey.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tom Luna', with a long horizontal flourish extending to the right.

Tom Luna
Superintendent of Public Instruction

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I. EDUCATOR SUPPLY AND DEMAND IN IDAHO

Data for the 2008-2009 edition of the *Educator Supply and Demand in Idaho* report was provided by:

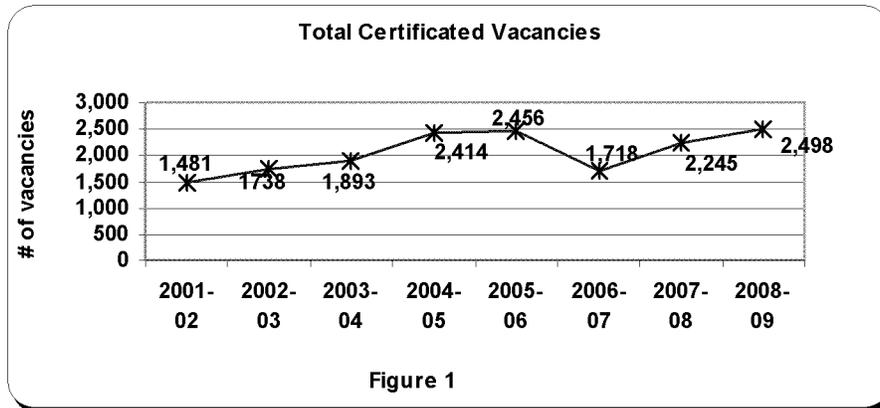
- 107 of the 115 school districts in the state of Idaho
- 23 of Idaho's 31 charter schools
- all 9 of Idaho's teacher preparation colleges and universities
- the Idaho State Department of Education's *Annual Statistical Report 2008-2009*
- information obtained from the 2008-2009 Idaho Basic Education Data System (IBEDS) maintained by the Idaho State Department of Education.

The resulting report is an attempt to compile current information showing trends and projections pertinent to the supply and demand of certificated educators in Idaho.

It is also important to note that when comparing numbers from previous surveys, two of Idaho's largest school districts did not supply information for the 2001-2002 survey.

A. ANNUAL VACANCY TRENDS

For the 2008-2009 school year, reporting districts filled or eliminated a total of 2,498 positions in all certificated areas compared with 2,245 vacancies for the 2007-2008 school year. Information about vacancies since the 2001-2002 school year is shown in **Figure 1**.



B. NUMBER OF APPLICANTS PER VACANCY

Local school districts reported that 11,258 applications were received during the 2008-2009 school year to fill the 2,498 vacancies. This averages out to be 4.51 applications per certificated vacancy.

The average number of applicants began to rise in 2001-02 with a small decline in 2004-05. However, the average number of applicants has remained relatively constant over the last four years as seen in **Figure 2**.

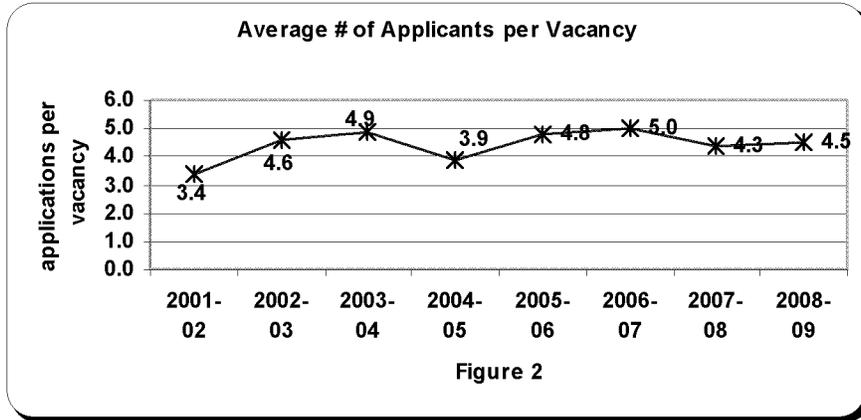


Figure 2

Table 1-A provides detailed information about vacancies by subject area, the number of applicants by subject area, and the average number of applicants per subject area. **Table 1-B** shows detailed data about the number of positions that have been eliminated statewide over the last eight years. Note that **58.5** positions have been eliminated over the last three years.

Previous Supply and Demand surveys have shown that the total number of applicants has fluctuated from a high of 12,591 in 1996-97 to a low of 6,148 for the 2001-2002 school year. **Figure 3** shows the number of applicants have been steadily climbing from the 2001-2002 school year to the 2005-2006 school year and then decreased in the 2006-2007 and 2007-2008 school years. The 2008-2009 received a dramatic increase in applications, which may be due to the slowing economy.

In-district transfers are another issue to take into consideration when viewing total number of applicants. Often districts will report a vacant position but will report only one applicant because they transfer someone from within their district to this position. Of the vacancies reported for 2008-2009, **358.5** were actually filled by shifting personnel from within the district. Transfers will continue to be utilized to handle downsizing through attrition as much as possible rather than through reduction-in-force policies.

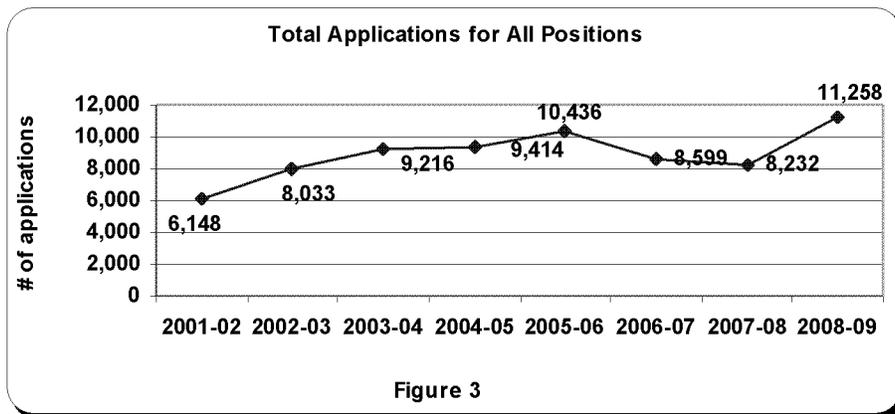


Figure 3

Figure 4 shows the eight areas that have the highest and lowest ratios of applicants to subject areas. Based on the number of applicants for each position, these would be the categories rated the easiest and the most difficult to fill.

8 Positions with the Greatest # of Applications per Vacancy

(at least 10 vacancies)

Subject Area	Number of Applicants	Number of Vacancies	Avg # of Applicants per Position
History	209	17.5	11.94
Health	139	12	11.58
Social Studies	650	67.5	9.63
Superintendent/Asst Superintendent	124	13.5	9.19
Principal/Asst Principal	696	91	7.65
Chemistry	70	9.5	7.37
Physical Science	133	21	6.33
Biological Science	194	31	6.26

8 Positions with the Least # of Applications per Vacancy

(at least 10 vacancies)

Subject Area	Number of Applicants	Number of Vacancies	Avg # of Applicants per Position
School Psychologist	37	22	1.68
School Nurse	36	21	1.71
Prof Tech-Occupational Spec	38	22	1.73
Early Childhood/Special Ed Blended	167	93	1.80
Speech/Language Pathologist	48	26.5	1.81
Gifted and Talented	26	13	2.00
Ag Science & Technology	32	15	2.13
Special Education Generalist	453	202	2.24

Figure 4

C. SOURCES OF APPLICANTS FOR CERTIFICATED VACANCIES

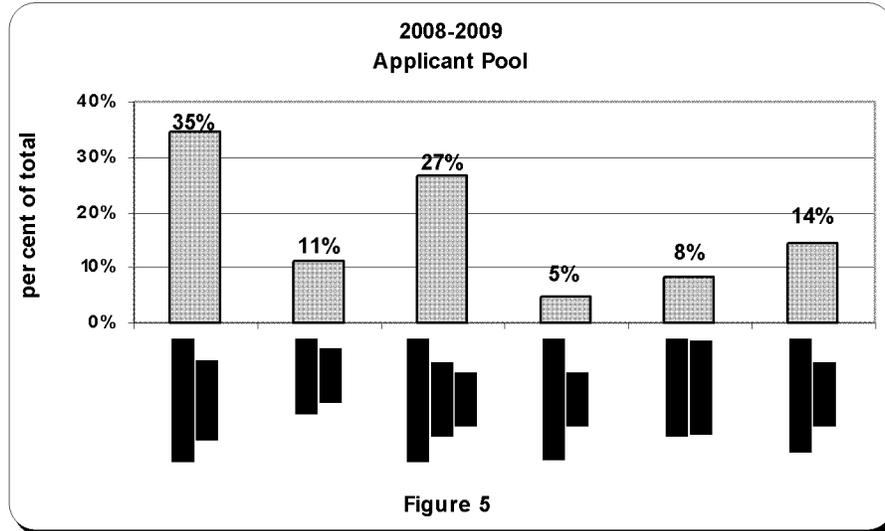
Districts are asked to provide information about the sources from which people have been hired to fill district vacancies. These sources are listed in five different categories:

1. Experienced Idaho educators
2. Experienced out-of-state educators
3. New Idaho educators
4. New out-of-state educators
5. In-district transfers
6. Those with alternative/emergency certification
7. Positions that have been eliminated.

The 2,498 vacancies for 2008-2009 were filled by:

- 854.5 experienced Idaho teachers
- 276.5 experienced out-of-state teachers
- 659.0 new Idaho teachers
- 118.0 new out-of-state teachers
- 206.5 employees with alternative certification
- 358.5 intra-district transfers
- 25.0 positions were eliminated

The applicant pool is broken down by percentages in **Figure 5**. **Table 1-C** provides detailed information about the sources of applicants for certified subject areas.



D. DISTRICT PROJECTED VACANCIES

Local school districts reported that a total of 679.5 projected vacancies will be opening in the 2009-2010 and 2010-2011 school years. Projected vacancies may be due to retirement or creation of a new position. Not all districts reported projected vacancies. **Table 1-I** provides detailed information about projected vacancies by subject area.

TOP TEN DISTRICT PROJECTED VACANCIES		
Subject/Position	2010	2011
Standard Elementary Teacher	152	79
English	44.5	19
Generalist	41.5	16
Math (Standard)	21.5	11
Principal/Asst Principal (Elem or Sec)	18.5	4
School Counselor	18	4
Natural Science	15.5	9.5
Early Childhood/Spec. Ed Blended	15	4
Math (Basic)	12.5	9
Social Studies	8	11

Figure 6

E. EDUCATOR ETHNICITY

The majority of Idaho’s educators are White, as shown in **Figure 7**. Based on the Idaho Department of Education’s *Annual Statistical Report, 2008-2009*, the remaining portion of the workforce includes Hispanic, Black, Native American, and Asian certified educators. A comparison of the ethnic representation between 2002 and 2009 illustrates a relatively stable percentage for each ethnicity group.

ETHNICITY OF IDAHO EDUCATORS (% of total)

Year	Total # of educators (actual count)	White	Black	Hispanic	Asian or Pacific Islander	Native American	Total %
2001-02	18,207	97.98	0.10	1.08	0.58	0.26	100.00
2002-03	17,938	97.99	0.11	1.10	0.56	0.24	100.00
2003-04	17,804	98.00	0.10	1.15	0.51	0.24	100.00
2004-05	18,078	98.00	0.08	1.18	0.52	0.22	100.00
2005-06	18,766	97.88	0.09	1.29	0.51	0.23	100.00
2006-07	17,186	97.95	0.07	1.28	0.47	0.23	100.00
2007-08	19,347	97.92	0.08	1.29	0.49	0.22	100.00
2008-09	19,551	97.96	0.08	1.27	0.46	0.23	100.00

Figure 7

F. STUDENT ETHNICITY

White students continue to make up the majority of students in Idaho’s public schools. **Figure 8** shows the different percentages for each ethnic group. The Idaho Department of Education’s *Attendance and Enrollment Report, 2008-2009* demonstrates the remaining percentage is comprised of Hispanic, Black, Native American, and Asian students. A comparison of ethnic representation in the student population between 2002 and 2009 shows a relatively stable percentage for each group with a gradual increase in the total overall minority population.

ETHNICITY OF IDAHO STUDENTS (% of total)

Year	Total # of students	White	Black	Hispanic	Asian and Pacific Islander	Native American	Total %
2001-02	246,415	85.34	0.77	11.21	1.33	1.35	100.00
2002-03	248,515	85.89	0.80	10.85	1.24	1.22	100.00
2003-04	252,037	84.06	0.86	12.01	1.47	1.60	100.00
2004-05	256,004	83.45	0.97	12.41	1.54	1.63	100.00
2005-06	261,907	82.99	1.01	12.83	1.58	1.59	100.00
2006-07	267,533	82.31	1.06	13.42	1.61	1.60	100.00
2007-08	272,058	81.58	1.15	13.98	1.69	1.60	100.00
2008-09	275,075	81.19	1.28	14.12	1.75	1.66	100.00

Figure 8

A comparison of the ethnic representation between Idaho educators and students reflects a disproportion. **Figure 8**, *Ethnicity of Idaho Students*, reflects national demographic trends where certain minority groups, especially the Hispanic population, are growing. This trend does not hold true for Idaho’s educators during the same time period, as indicated in **Figure 7**.

G. POSITIONS MOST DIFFICULT TO FILL

Figure 9 shows the relative difficulty filling certificated positions as reported by Idaho’s public schools. Districts were asked to rank the difficulty they had in filling a position by using a scale of 1 to 5 with number 1 being “very hard” and number 5 being “very easy.” Answers were then sorted based on the percentages of those job areas where at least ten (10) districts reported having a vacancy in that specific subject area.

10 POSITIONS MOST DIFFICULT TO FILL				5 POSITIONS LEAST DIFFICULT TO FILL			
Position	# of districts rating a #1 or a #2 (hard to fill or a very hard to fill)	# of districts reporting a vacancy in this job area.	percent rank	Position	# of districts rating a #1 or a #2 (hard to fill to very hard to fill)	# of districts reporting a vacancy in this job area	percent rank
Speech/Lang Pathologist	13	14	93%	Social Studies	2	35	6%
School Psychologist	11	12	92%	Standard Elementary	8	89	9%
PT Occup Specialist	9	12	75%	History	2	15	13%
(ENL) English as a New Lang	11	15	73%	Physical Education	4	30	13%
Special Ed Generalist	30	43	70%	Principal	7	41	17%
Ag Science & Technology	9	14	64%				
Early Child/ Special Ed Blended	18	28	64%				
Music	23	37	62%				
Natural Science	20	33	61%				
Chemistry	6	10	60%				

Must have 10 districts reporting

Figure 9

The list of “hard to fill” positions doesn’t change much from year to year. In the 2008-2009 school year four new endorsements appear on the list. They are Professional Technical Occupational Specialist, Agricultural Science, Natural Science, and Chemistry.

Figure 10 is a list of the number of districts that reported having fewer than three applications per vacancy.

of Districts Reporting 3 or Fewer Applications for a Position

English	27	PT-Occupational Spec	10	Director-Other Services	3
Music	22	Communication//Drama/Speech	9	Literacy (Reading)	3
ECE/ECSE Blended	17	Biological Science	8	Principal	3
Generalist	16	School Psychologist	8	Audiology	2
Math (Basic)	15	Social Studies	8	Earth Science/Geology	2
Math (Standard)	15	Business Technology	7	Economics	2
School Counselor	12	(ENL) English as a New Lang	7	Hearing Impaired	2
Speech/Lang Pathologist	12	Physical Education	7	History	2
Standard Elementary	12	American Government	6	Physics	2
Ag Science & Technology	11	Chemistry	5	School Social Worker	2
Art	11	Gifted and Talented	5	Bilingual	1
Family & Consumer Science	11	Physical Science	5	Journalism	1
Foreign Language	11	Health	4	Psych/Sociology/Anthro	1
Library Media Specialist	10	Superintendent	4	School Nurse	1
Natural Science	10	Technology Education	4		

Figure 10

Figure 11 shows a comparison of positions rated “difficult to fill” over the last eight years.

POSITIONS RATED MOST DIFFICULT TO FILL (2002-2009)

Rank	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
1	Speech Path	Music	ECE/ECSE	Special Ed.	Special Ed	Special Ed	Speech Path	Speech Path
2	Special Ed	ENL	Tech Ed	Math	Math	ECE/ECSE	ECE/ECSE	School Psych
3	Tech Ed	ECE/ECSE	Speech Path	Music	English	Math	Tech Ed	PT Occ Spec
4	ECE/ECSE	Speech Path	Special Ed	ENL	Music	Speech Path	Foreign Lang	ENL
5	Music	Special Ed	ENL	Foreign Lang	Speech Path	Music	Math-Standard	Special Ed
6	School Psych	Tech Ed	Music	ECE/ECSE	Foreign Lang	ENL	Music	Ag Science/Tech
7	Family/Cons Science	Foreign Lang	Foreign Lang	Counselor	ENL	Family/Cons Science	Math-Basic	ECE/ECSE
8	Foreign Lang	Biology	Counselor	English	Counselor	Foreign Lang	Special Ed	Music
9	Math	School Psych	Math	Speech Pathologist	School Psych	School Psych	School Nurse	Natural Science
10	Counselor	Business Ed	English	Spch/Drama	Principal	Eng / Bus Ed	Family/Cons Science	Chemistry

Figure 11

H. EDUCATOR SALARIES

Salaries are a major concern when it comes to attracting and retaining quality personnel. Figure 12 shows the average base salaries for personnel groups in Idaho.

Average Base Salaries of Idaho Educators

Category of Service	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Dist/Chrtr Administration	\$67,111	\$68,101	\$69,507	\$71,335	\$71,702	\$74,969	\$77,264	\$78,936
Building Administration	\$64,436	\$64,942	\$65,601	\$67,004	\$67,735	\$69,825	\$72,134	\$73,660
Student Services	\$44,021	\$44,705	\$45,342	\$46,365	\$46,628	\$48,443	\$50,020	\$51,415
Instructional Services	\$39,174	\$39,784	\$40,111	\$40,864	\$41,150	\$42,798	\$44,099	\$45,177

Figure 12

Source: Annual Statistical Report

I. AGE LEVELS OF CERTIFICATED EDUCATORS

Figure 13 shows the number of certificated educators in Idaho's work force. The chart reflects a steady increase from 2002 to 2009.

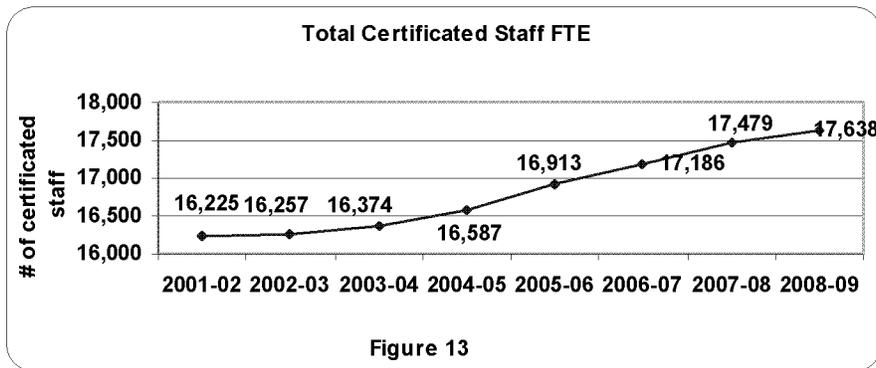


Figure 13

Total certificated staff in Figure 14 does not indicate future attrition trends. One helpful factor concerning the future supply pool is a breakdown of the various educator age groups. As Idaho's educators begin to reach retirement age, it is important to know the size of the various age groups in order to predict future needs for attracting and recruiting new educators.

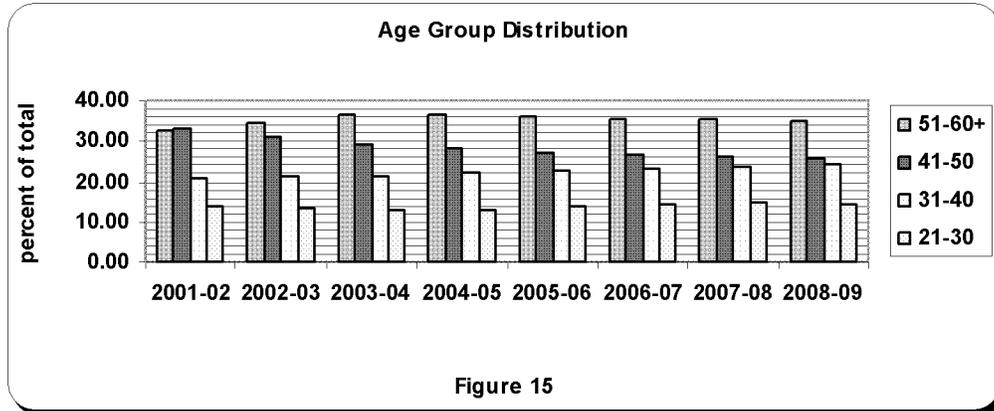
Age Group Distribution of Idaho's Educators (%)

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Ages 21-30	13.82	13.13	12.96	12.93	13.80	14.28	14.57	14.56
31-40	20.63	21.21	21.44	22.32	22.89	23.31	23.88	24.33
41-50	32.93	31.02	29.24	27.96	27.23	26.72	25.96	25.84
51-60	30.06	31.87	33.34	33.22	32.52	31.66	31.30	30.07
over 60	2.56	2.77	3.02	3.57	3.56	4.03	4.29	5.20
Total %	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Figure 14

Source: Annual Statistical Report

Reviewing data from the 2001-2002 Supply and Demand Survey clearly shows changes in educator age populations. For example, in 2001-2002 the 60+ age group was only 2.56% of the educator population. That number has grown to 5.20% in 2008-2009. The percent of educators in the 41-50 age group has dropped significantly from 32.93% in 2001-2002 to 25.84% in 2008-2009.



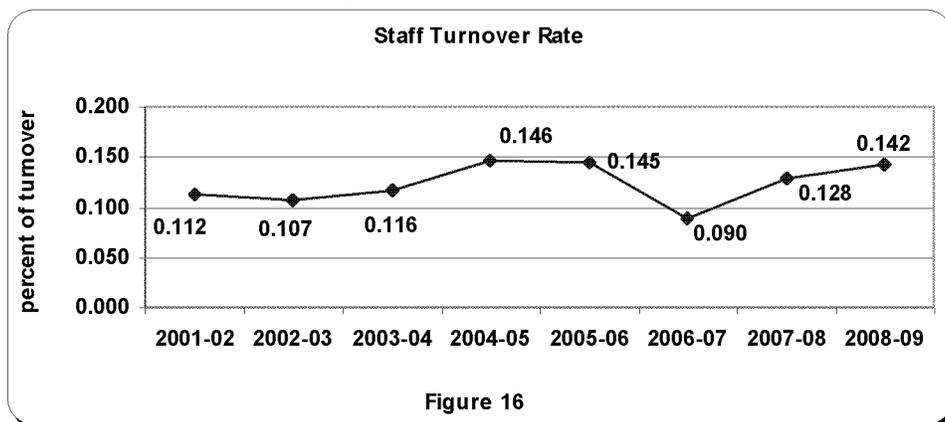
The graph shows the divergence of the upper age group and the relative stability of the younger age groups since 2001-2002.

More detailed numbers including age groups, the numbers within each group, and the percentage of the total education work force, are reported in **Table 1-D**.

J. TURNOVER RATES

There were 2,498 vacancies reported from a total education work force of 17,638 for the 2008-2009 school year. If you divide the number of vacancies by the total number of certificated educators employed in the state, you get an annual percentage turnover rate. In other words, this is the total percent of the jobs in the educational field that require new hires each year. When compared over a period of time, this number gives a quick look at what is happening to the overall rate of people moving in and out of Idaho’s supply pool. The rates for the last eight years run between 9% and 14.6% turnover rate. **Figure 16** shows a comparison of the turnover rates for the last eight years.

Table 1-E and **Table 1-F** in the back of this manual provide detailed data about certificated staff turnover including male and female statistics and reasons for turnover.



Reasons for attrition in the Idaho education work force are reported annually by school districts. **Figure 17** provides **some** of the reasons given for staff turnover.

REASONS FOR TURNOVER RATE IN IDAHO'S EDUCATOR WORK FORCE

Moving to Another ID District		Leaving the Profession		Leaving for Personal Reasons		Leaving Due to a Reduction in Force	
2001-02	346	2001-02	164	2001-02	337	2001-02	33
2002-03	188	2002-03	101	2002-03	424	2002-03	55
2003-04	286	2003-04	173	2003-04	295	2003-04	46
2004-05	357	2004-05	206	2004-05	356	2004-05	51
2005-06	367	2005-06	165	2005-06	334	2005-06	28
2006-07	453	2006-07	144	2006-07	352	2006-07	24
2007-08	533	2007-08	134	2007-08	360	2007-08	31
2008-09	534	2008-09	147	2008-09	486	2008-09	34

Leaving Due to the Transfer of Spouse		Retiring		Requesting a Leave of Absence		Death	
2001-02	48	2001-02	169	2001-02	153	2001-02	13
2002-03	54	2002-03	200	2002-03	122	2002-03	16
2003-04	60	2003-04	201	2003-04	122	2003-04	11
2004-05	70	2004-05	241	2004-05	143	2004-05	16
2005-06	54	2005-06	319	2005-06	69	2005-06	15
2006-07	49	2006-07	310	2006-07	102	2006-07	13
2007-08	53	2007-08	347	2007-08	124	2007-08	14
2008-09	69	2008-09	455	2008-09	77	2008-09	17

Moving to Another State		Going Back to School		Leaving Due to a Family Obligation		Early Retirement	
2001-02	189	2001-02	25	2001-02	5	2001-02	189
2002-03	162	2002-03	13	2002-03	19	2002-03	236
2003-04	140	2003-04	24	2003-04	21	2003-04	228
2004-05	136	2004-05	24	2004-05	11	2004-05	246
2005-06	184	2005-06	22	2005-06	6	2005-06	237
2006-07	191	2006-07	24	2006-07	6	2006-07	228
2007-08	186	2007-08	18	2007-08	4	2007-08	217
2008-09	219	2008-09	15	2008-09	6	2008-09	92

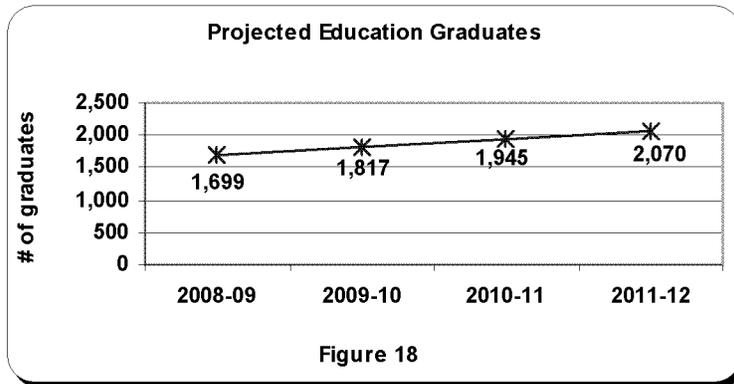
Involuntary Terminations	
2001-02	76
2002-03	55
2003-04	119
2004-05	136
2005-06	58
2006-07	80
2007-08	64
2008-09	57

Figure 17

II. EDUCATOR PREPARATION AND CERTIFICATION

A. EDUCATOR PREPARATION IN IDAHO

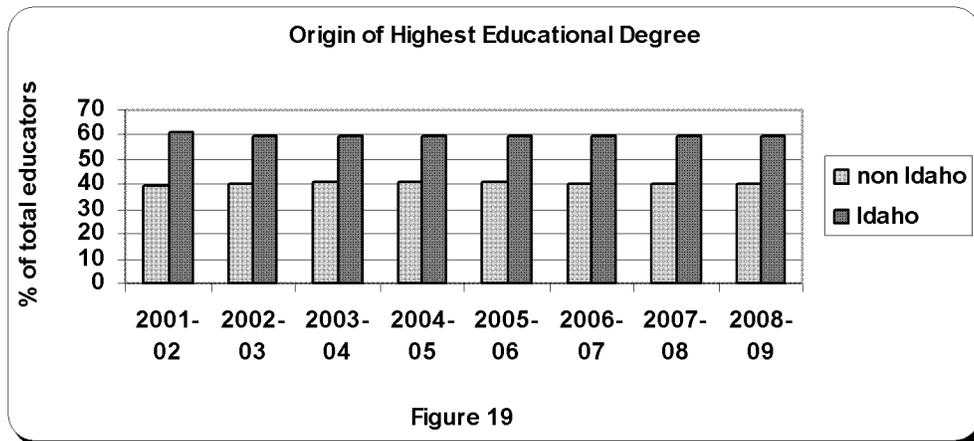
Nine Idaho colleges and universities provide approved teacher preparation programs. Graduates from these institutions make up a significant portion of the certified educators working in Idaho. Projections of future graduates are made annually and are shown in **Figure 18**. An increase in Idaho education graduates will provide a more talented applicant pool; however, from an individual's standpoint, it will also mean more competition for available teaching positions.



More detailed information regarding projected education graduates is included in **Table 1-G** and **Table 1-H**.

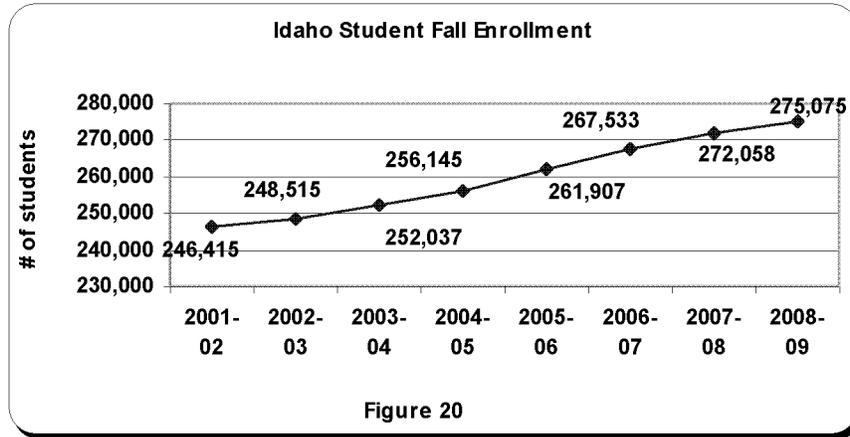
B. ORIGINS OF TRAINING FOR IDAHO EDUCATORS

The majority of certified educators in Idaho's public schools, approximately 60 percent in 2008-2009, received their highest degree from an Idaho college or university. As reported in **Figure 19**, the remaining 40 percent are prepared in other states. It is important to note that while many fear an exodus of Idaho's education graduates to other states, the percentage of total educators that graduate from an Idaho institution remains relatively constant.



C. STATEWIDE ENROLLMENT TRENDS

Student enrollment in Idaho’s school system grew approximately 1 percent per year from 1990 to 1996. In the 1997-98 school year there was a drop in student population. Since then, Idaho’s student population has continued to increase steadily.



The following figures reflect student enrollment trends by region over a twelve-year period. **Figure 22** compares enrollment in the six educational regions in 1996-1997 and 2008-2009. **Figures 23 through 28** are sorted by region and compare district growth or loss of student population from the 1996-97 school year to the 2008-09 school year.

Idaho’s overall student population has continued to grow, but there are districts that experience significant growth or loss over time. Enrollment continues which create unique problems for those districts. Regions 1, 3, and 6, have shown growth. Regional charts show that some districts within the region had growth while other districts in the region had a loss of students.

The numbers reflect significant growth the Treasure Valley area and in the northern part of the state in Kootenai County. Other areas of steady growth are the Twin Falls School District in South Central Idaho and Bonneville and Jefferson County School District in Eastern Idaho. The charts indicate that communities linked to natural resources like forestry and mining are continuing to lose students. Region 5 in Southeast Idaho has lost a significant number of students over the past 12 years.

The questions to be asked about decreasing enrollment are: How do rural schools keep successful programs with a dwindling enrollment? How do rural schools meet federal and state government mandates with a decreasing enrollment? How can districts work together to meet the needs of their students?

More detailed information regarding enrollment is included in **Table 1-M**.

DISTRICT ENROLLMENT GAIN AND LOSS

10 Districts with largest GAIN in actual student count

		2000-01	2008-09	+/-
1	Meridian	23946	33577	9,631
2	Nampa	11444	14797	3,353
3	Vallivue	3598	6677	3,079
4	Bonneville	7691	9585	1,894
5	Kuna	2951	4730	1,779
6	Post Falls	4527	5533	1,006
7	Middleton	2196	3067	871
8	Coeur d'Alene	9423	10278	855
9	Jefferson	3988	4668	680
10	Madison	3993	4657	664

10 Districts with largest LOSS in actual student count

		2000-01	2008-09	+/-
	Boise	26700	24896	1,804
	Minidoka	4482	3893	-589
	Bear Lake	1568	1128	-440
	Mountain Home	4514	4112	-402
	Idaho Falls	10767	10371	-396
	Emmett	3018	2641	-377
	Snake River	2133	1836	-297
	Lake Pend	4061	3782	-279
	Marsh Valley	1537	1262	-275
	Payette	1982	1729	-253

10 Districts with largest % GAIN in student count

		2000-01	2008-09	+/-	%
1	Prairie	5	13	8	160.00%
2	Vallivue	3598	6677	3,079	85.58%
3	Kuna	2951	4730	1,779	60.28%
4	Meridian	23946	33577	9,631	40.22%
5	Middleton	2196	3067	871	39.66%
6	Nampa	11444	14797	3,353	29.30%
7	Meadows Valley	182	235	53	29.12%
8	Bonneville	7691	9585	1,894	24.63%
9	Swan Valley	63	78	15	23.81%
10	Shoshone	480	589	109	22.71%

10 Districts with largest % LOSS in student count

		2000-01	2008-09	+/-	%
	Three Creek	18	4	-14	-77.78%
	Pleasant Valley	26	13	-13	-50.00%
	Arbon	18	10	-8	-44.44%
	Culdesac	216	123	-93	-43.06%
	Avery	22	13	-9	-40.91%
	South Lemhi	160	98	-62	-38.75%
	Nezperce	217	143	-74	-34.10%
	Mullan	165	115	-50	-30.30%
	Glenns Ferry	627	440	-187	-29.82%
	Cambridge	209	148	-61	-29.19%

Figure 21

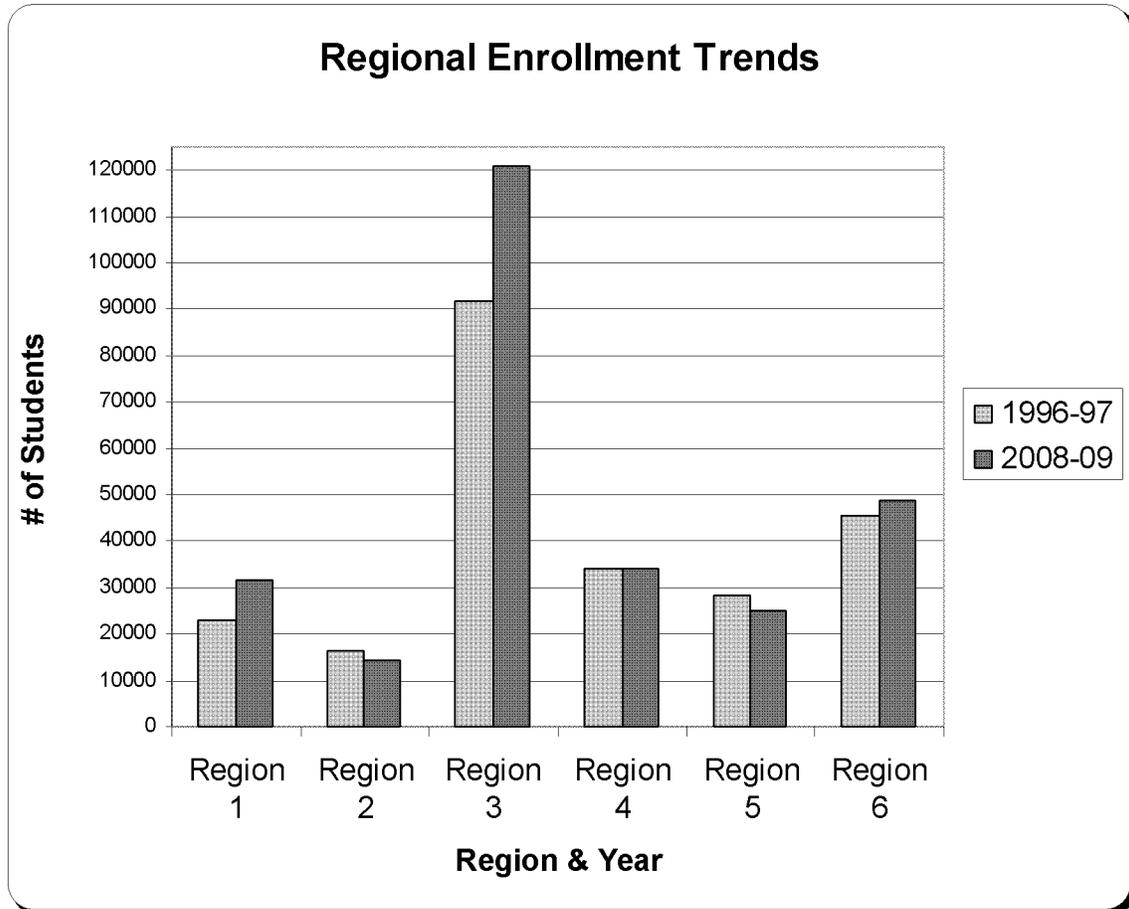


Figure 22

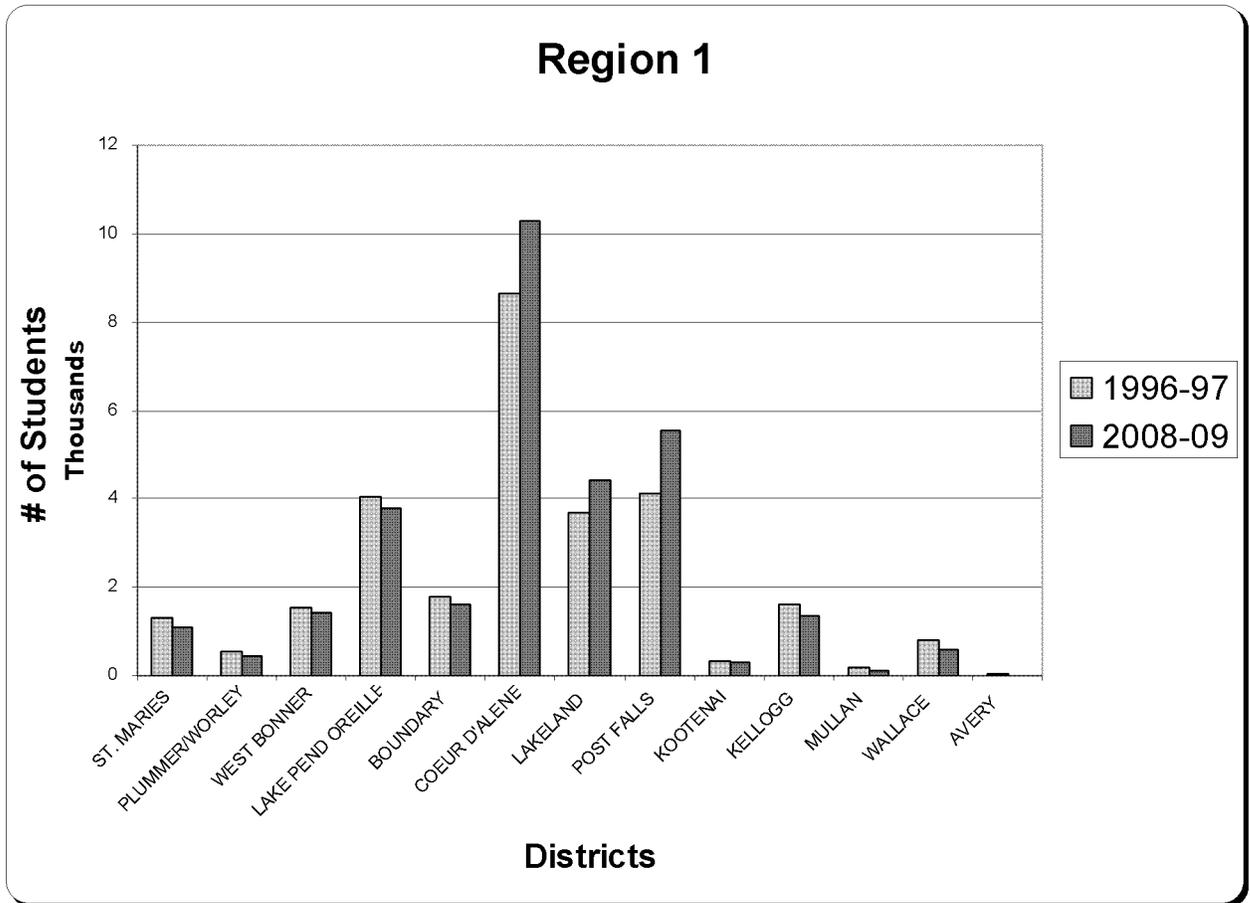


Figure 23

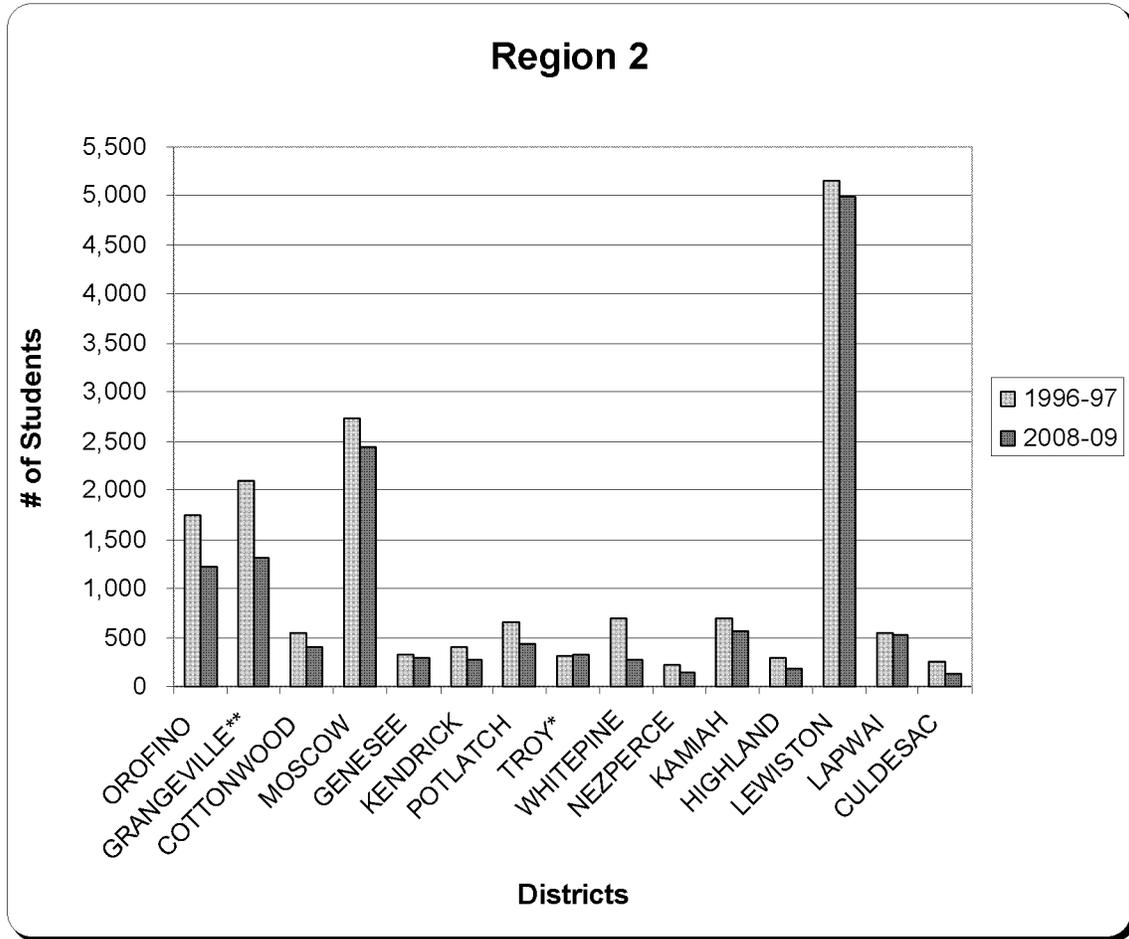


Figure 24

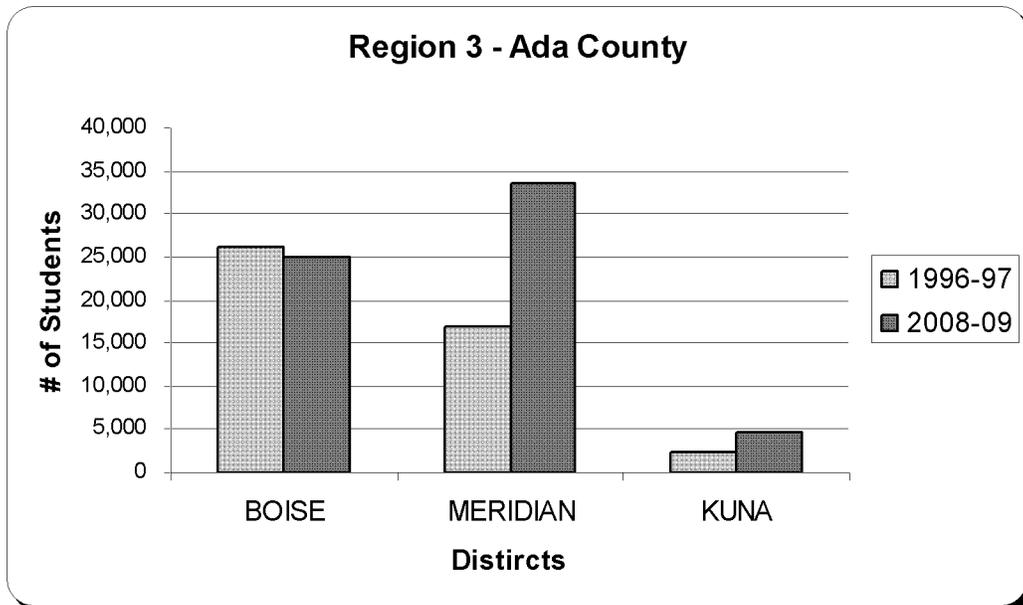


Figure 25 - a

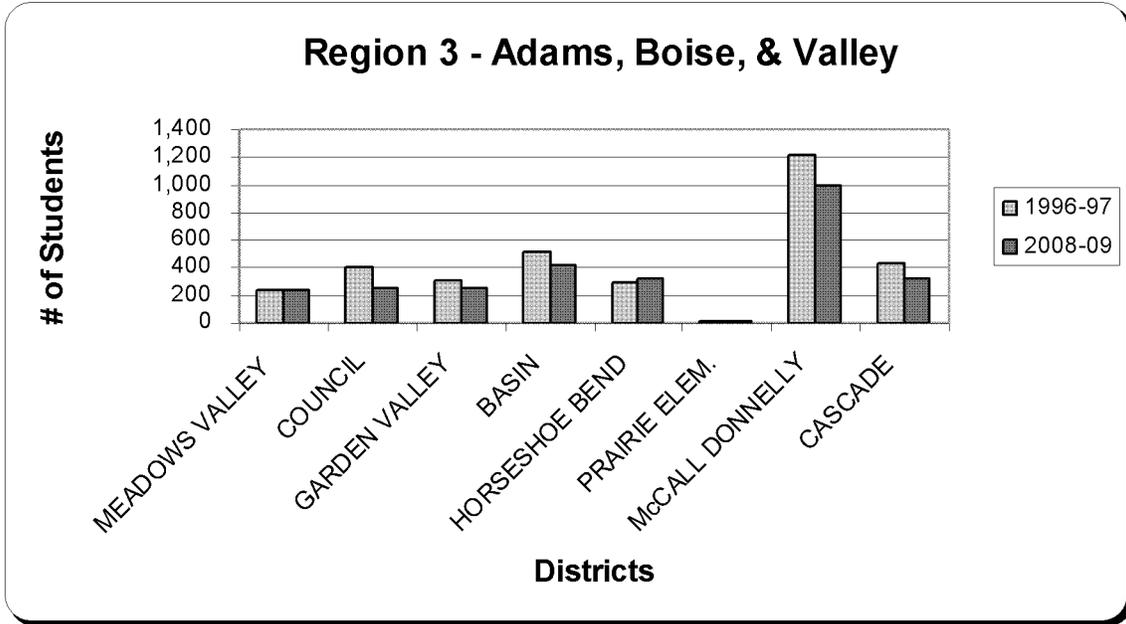


Figure 25 - b

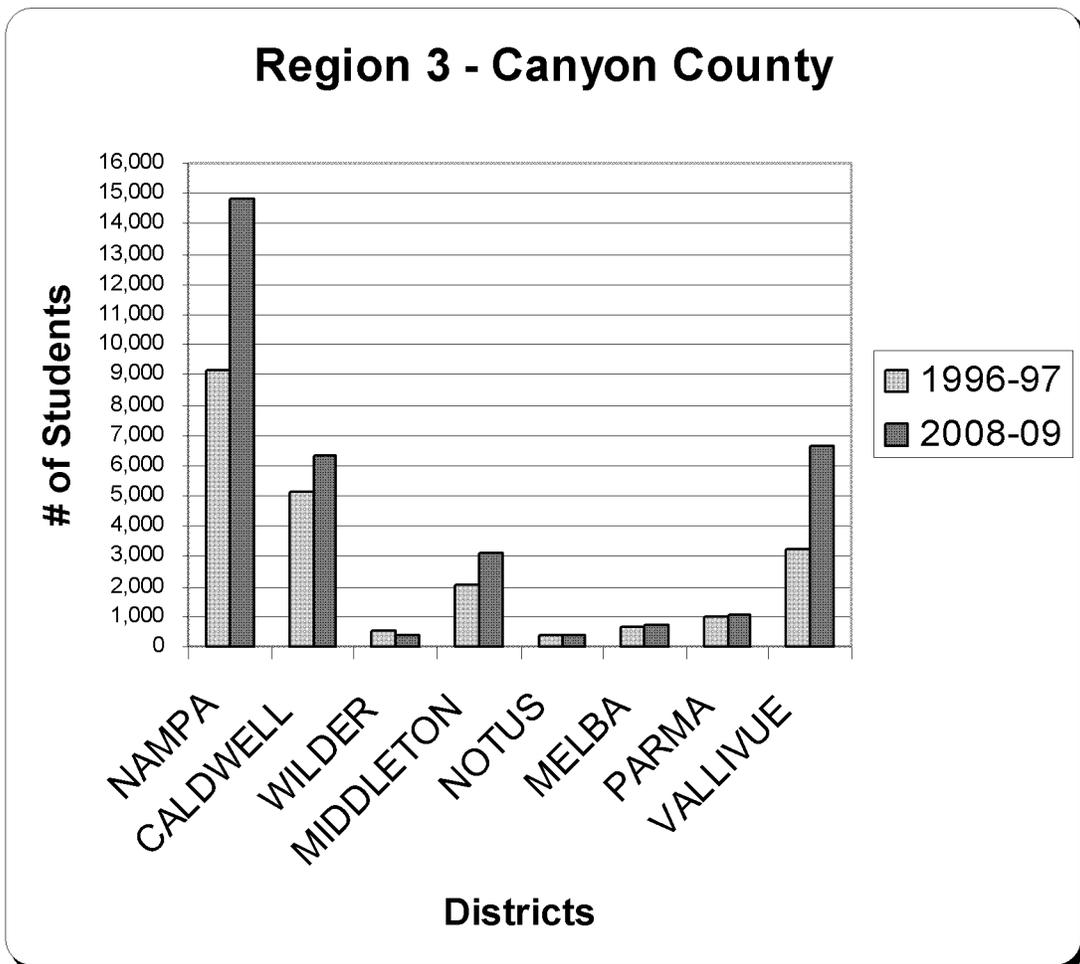


Figure 25 - c

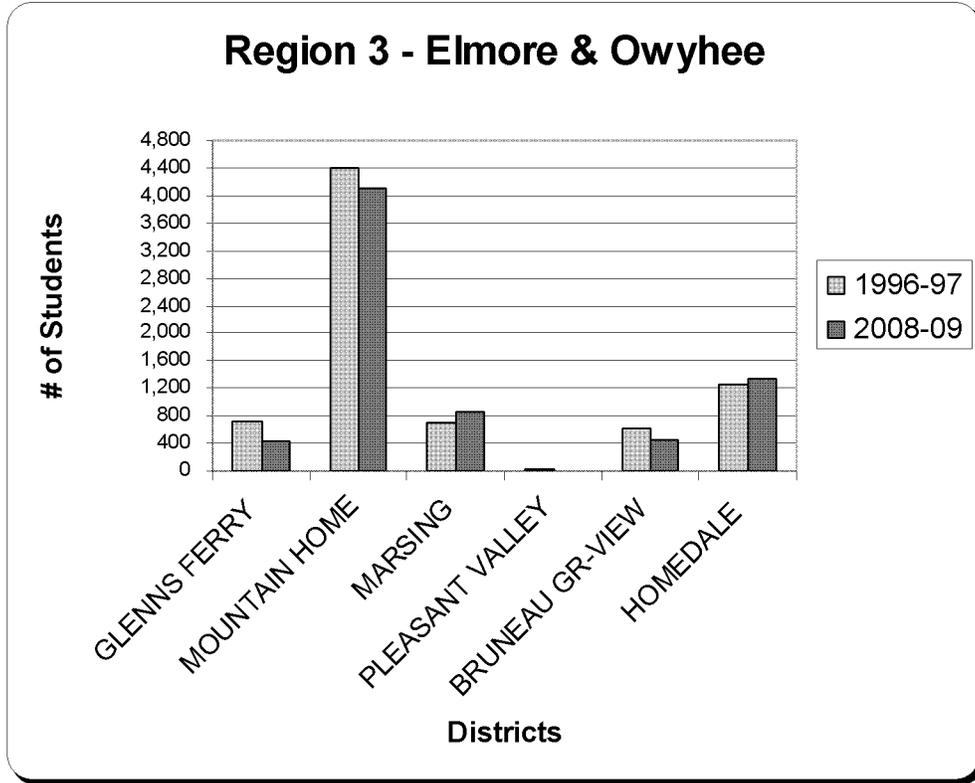


Figure 25 - d

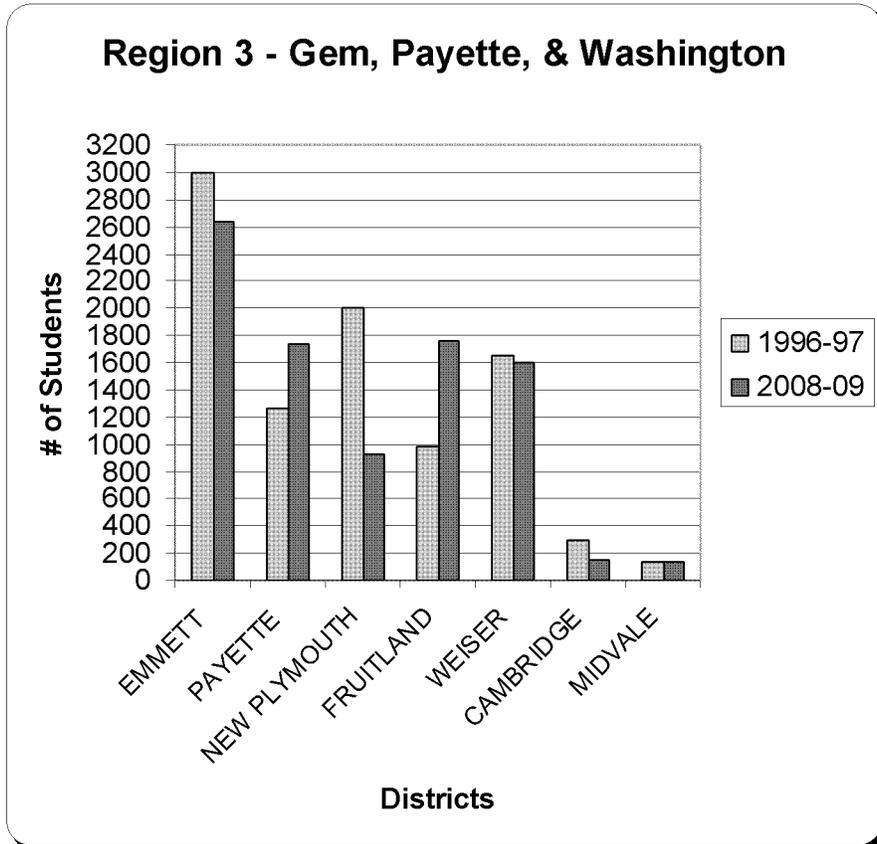


Figure 25 - e

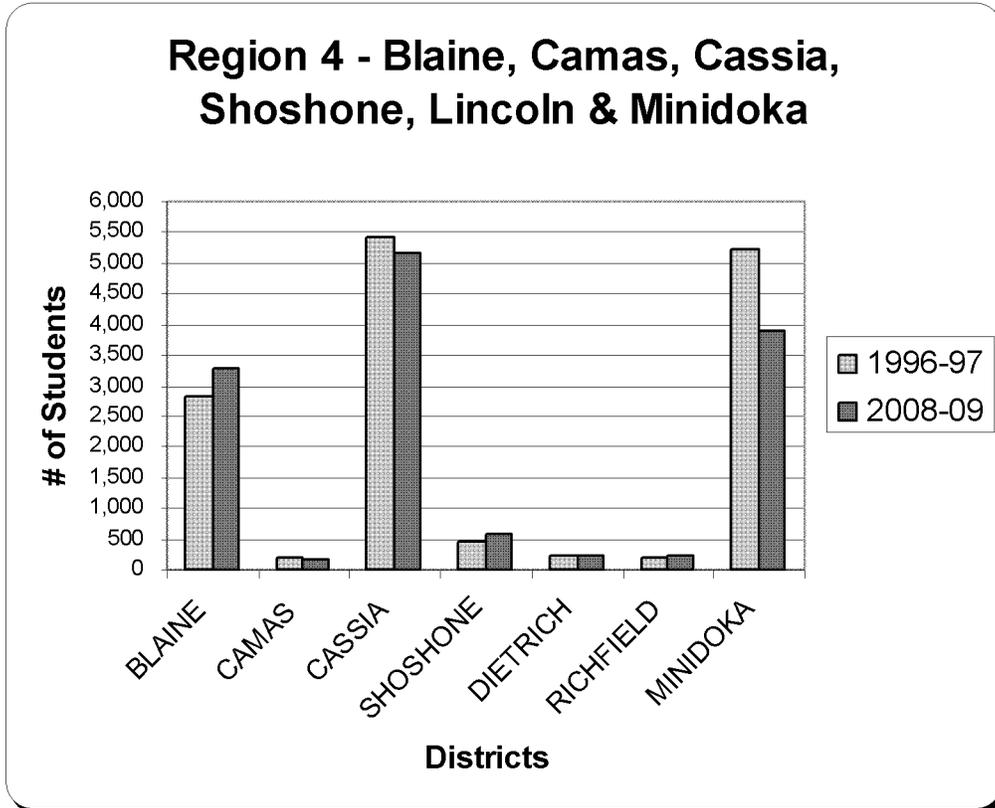


Figure 26 - a

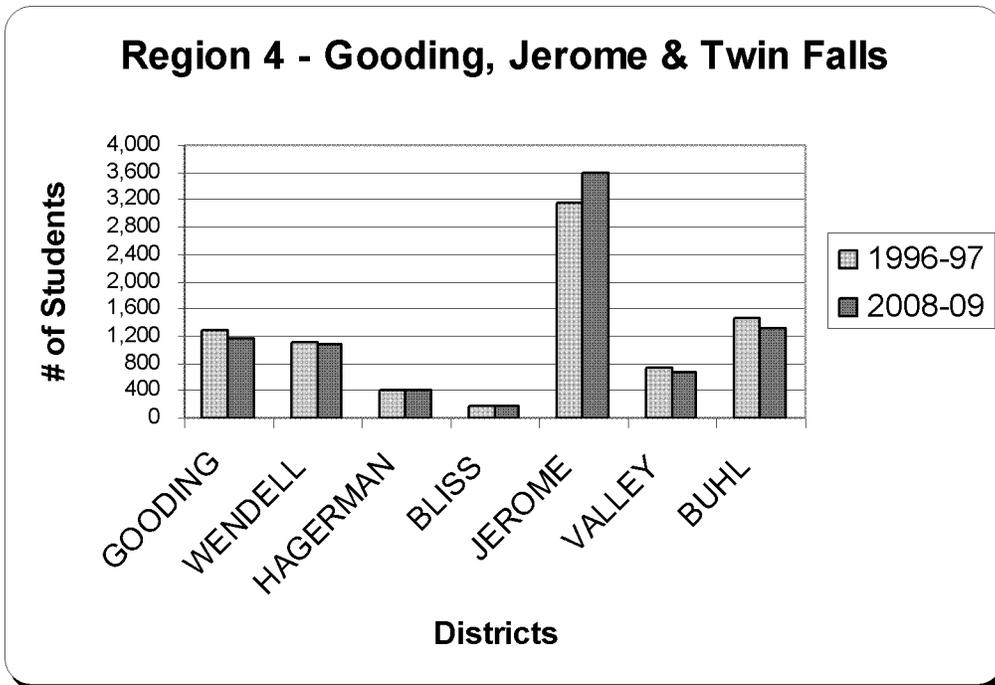


Figure 26 - b

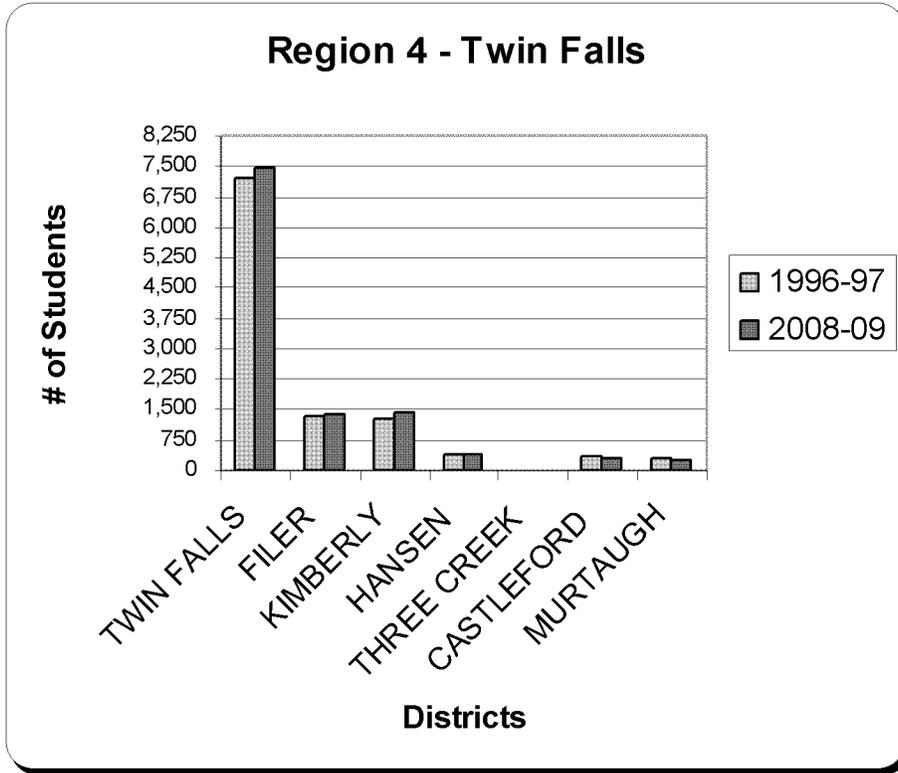


Figure 26 - c

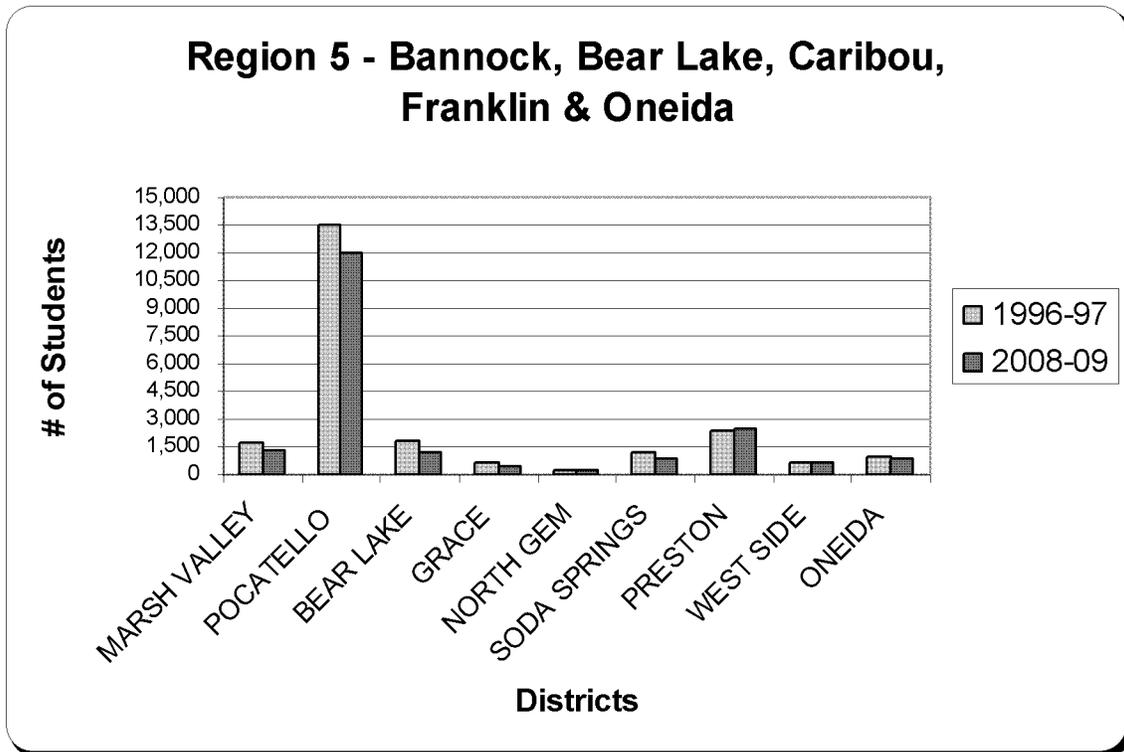


Figure 27 - a

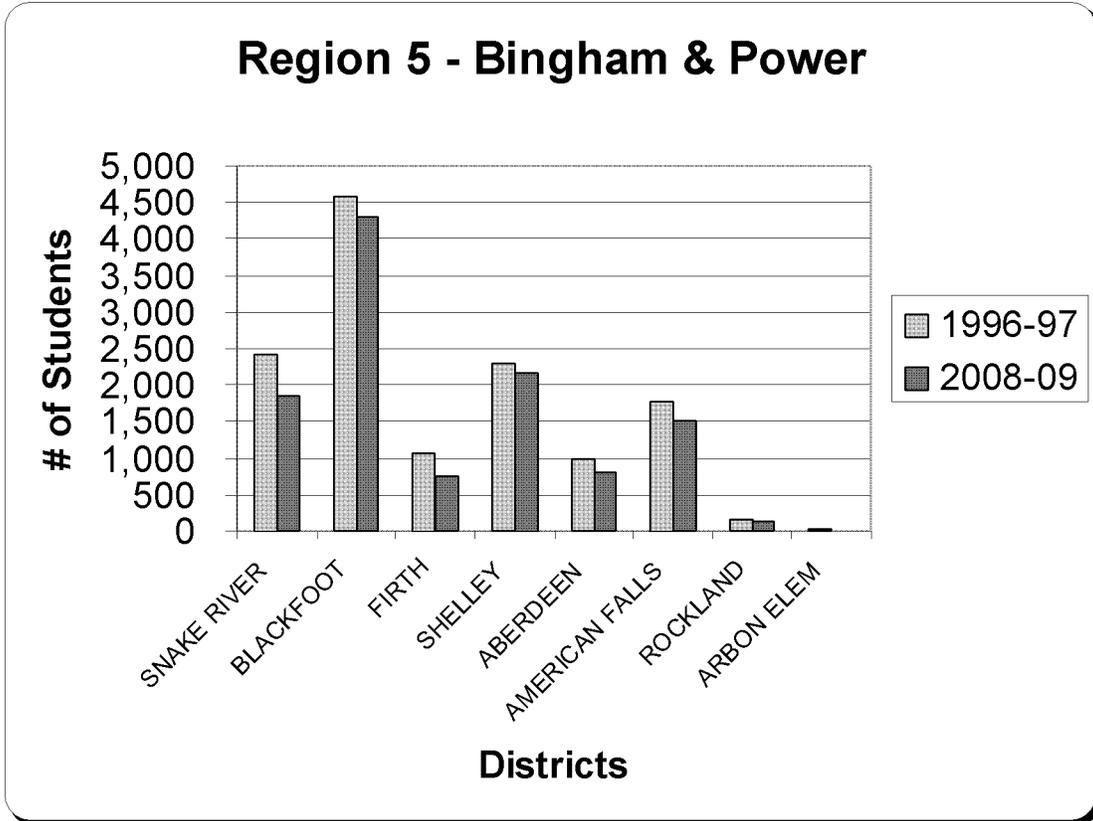


Figure 27 - b

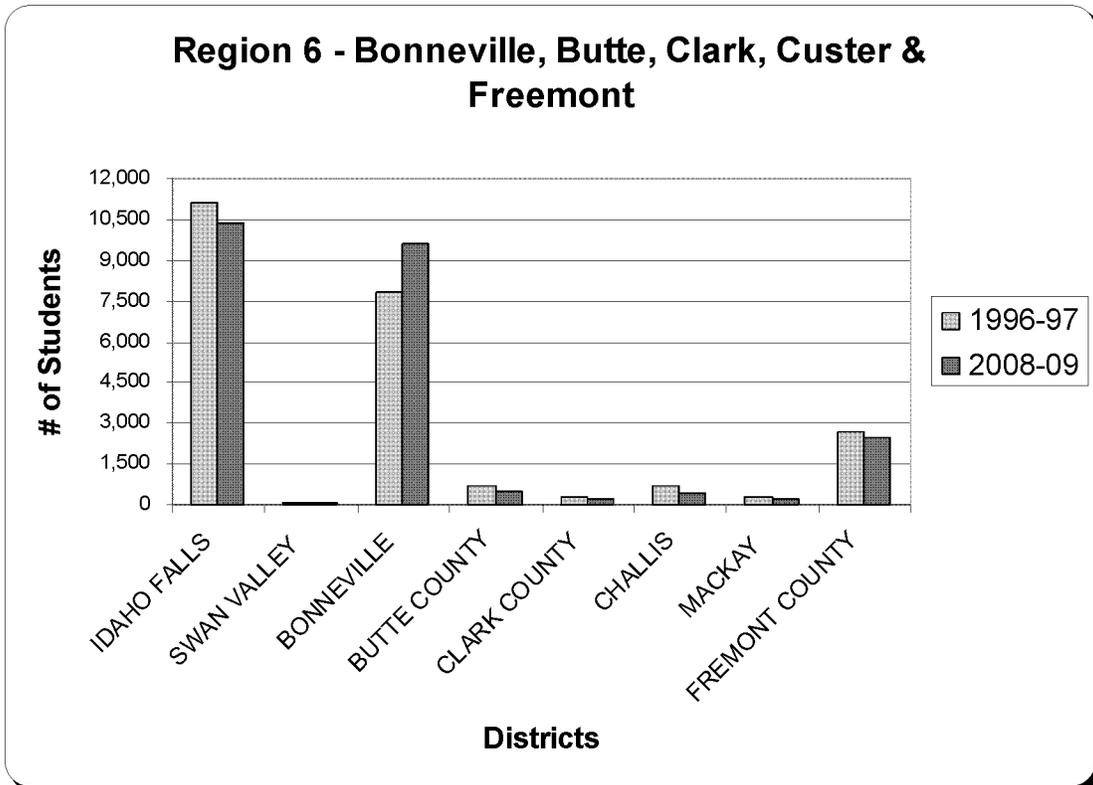


Figure 28 - a

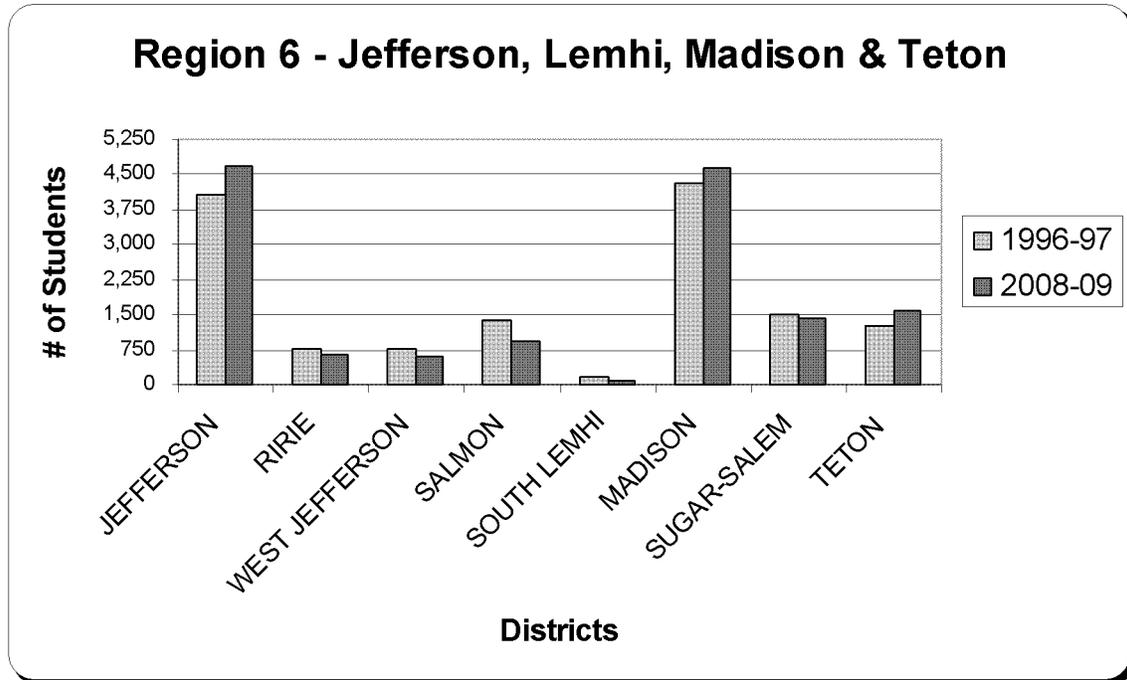


Figure 28 - b

III. NON-TRADITIONAL CERTIFICATION IN IDAHO

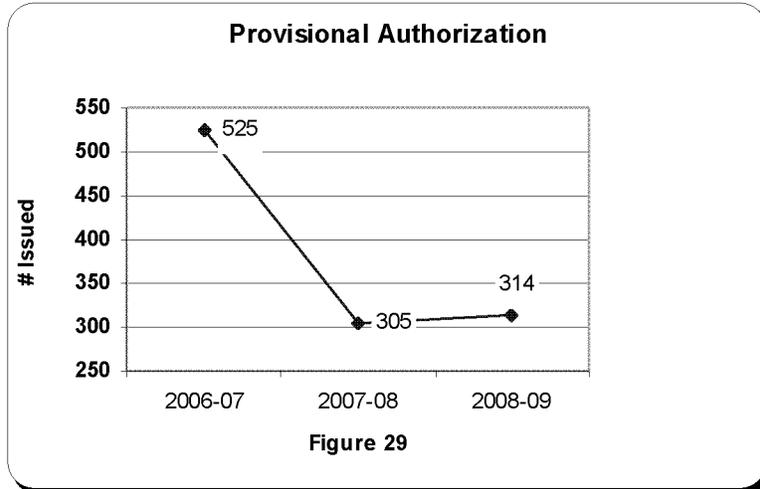
When staffing vacancies occur and qualified applicants with appropriate credentialing cannot be found there are alternative routes that districts can use to solve their hiring dilemmas. The alternatives are:

- Provisional Authorization
- Teacher to New Certification
- Content Specialist
- ABCTE (American Board for Certification of Teacher Excellence)

If certain conditions can be met, the alternative pathways allow districts to hire individuals who don't have appropriate certification, but each option has its own set of requirements before it can be granted. The alternative routes provide districts the opportunity to alleviate difficult staffing problems.

A. PROVISIONAL AUTHORIZATION

A Provisional Authorization is a one year only emergency authorization requested by the school district. It is used when a district cannot fill a position or has lost a certificated individual mid-year. It is not intended to be used as normal hiring practice. **Figure 29** represents those individuals who received a Provisional Authorization.



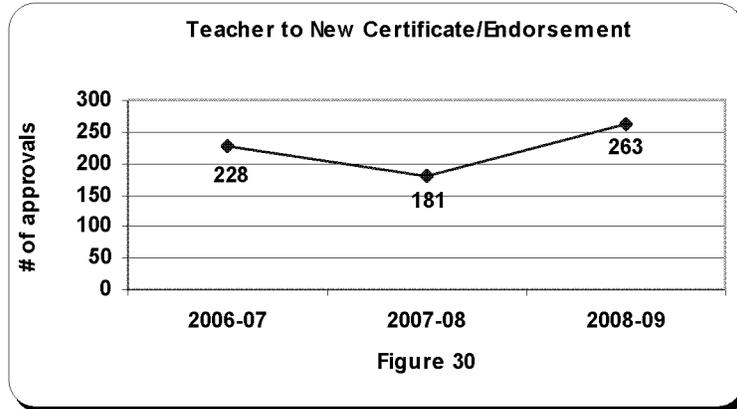
The decrease in the total number of Provisional Authorizations from 2007 to 2009 can be attributed to two factors. The federal government requires that a plan for obtaining the appropriate certificate, endorsement, and highly qualified status must be in place before districts can receive funding for that particular position. Another factor is due to the encouragement that the Office of Teacher Certification has given to districts to utilize the Teacher to Certificate/Endorsement, Content Specialist, or ABCTE methods of alternative certification rather than the Provisional Authorization.

B. TEACHER TO NEW CERTIFICATE / ENDORSEMENT

The purpose of this Teacher to New Certificate/Endorsement is to allow Idaho school districts to request a certificate/endorsement when a professional position cannot be filled with someone who has the correct certificate/endorsement. Applicants must work toward the appropriate certificate or endorsement through either a college plan or mentoring.

The Professional Standards Commission approves applications for the Teacher to New Certificate/Endorsement. This approval is valid for up to three years, but must be reviewed annually by the Professional Standards Commission to ensure adequate progress is being made. If adequate progress is not being made the approval may be rescinded.

Figure 30 displays the number for individuals who have received Teacher to New Certificate/Endorsement approval. Individuals may be considered “highly qualified” under the “No Child Left Behind” statute if they have passed the appropriate Praxis II test.

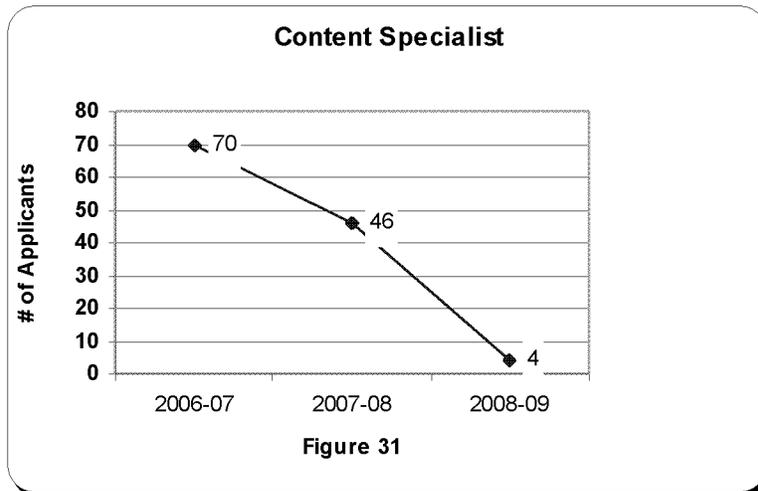


Of the 263 individuals who received the Teacher to New Certification, 56 received it for the Standard Exceptional Child certificate - Generalist K-12 endorsement. The next highest categories are Gifted and Talented with 27 approvals and Mathematics with 17 approvals.

More detailed information regarding Teacher to New Certificate/Endorsement is included in **Table 1-J**.

C. CONTENT SPECIALIST

This alternative authorization is intended to “offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area (IDAPA 08.02.02.044).” The approval is for three years and is non-renewable. The individual must hold a bachelor’s degree, complete eight to sixteen weeks of accelerated study in education pedagogy, and meet or exceed the qualifying score(s) on a Praxis II assessment prior to entering the classroom. This individual must work in as part of a consortium (college/university, district, and themselves) to develop a plan on how to meet Idaho’s standards for the certificate and endorsement. **Figure 31** displays the number of issued Content Specialist certificates.

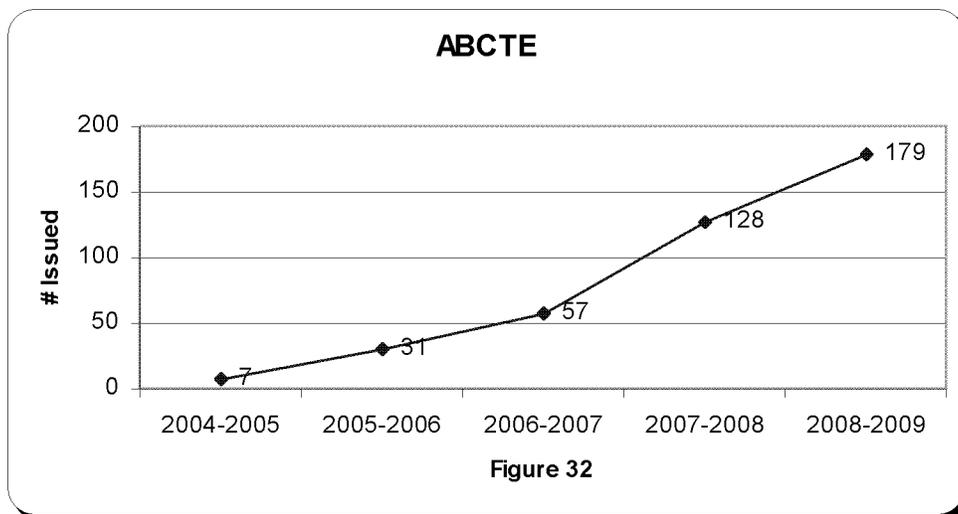


Individuals who receive this authorization are considered “highly qualified” under the “No Child Left Behind” statute, if they have passed the appropriate Praxis II test.

D. COMPUTER BASED ALTERNATIVE ROUTE - ABCTE (American Board for Certification of Teacher Excellence)

This alternative route was approved by the Idaho State Board of Education in 2004. To use this route an individual must complete the ABCTE process and then apply for certification in Idaho. Board rule requires the individual to receive a three-year, non-renewable interim certificate. Upon completion of the required two years of mentoring, the candidate may apply for and receive a standard teaching certificate. This route may also be used to add a certificate and/or endorsement(s) to a certificated individual's existing Idaho credential. **Figure 32** represents the number of individuals who have received an ABCTE interim certificate.

More detailed information regarding ABCTE is included in **Table 1-L**.



IV. SUMMARY

A. EDUCATORS FOR IDAHO'S SCHOOLS

Several factors have developed over the last couple of years that have the potential to impose a negative impact on Idaho's supply of teachers. Such things as increased costs, additional state and federal requirements for certification, public demand for more accountability, and the growth of home schooling and "virtual" schools are a few of the issues that may provide barriers for young people wanting to become teachers and teachers who may want to come to Idaho from other states.

State Superintendent Tom Luna was able to persuade the 2007 Legislature to add a 3% increase to current teachers' salaries increasing the minimum salary for all beginning teachers to \$31,750. However, many of the costs of becoming a teacher have continued to rise. Colleges/universities continue to raise student fees because of the slowing economy. The costs attached to the fingerprinting requirements, Idaho Comprehensive Literacy Course, PRAXIS II content area tests, and the rise in certification fees are all additional expenses that weren't incurred by prospective teachers as recently as five years ago.

The new federal requirements found in the "No Child Left Behind" legislation will require many teachers to take additional coursework or pass Praxis II assessments in order to

obtain “highly qualified” status. Idaho is looking at the whole arena of teacher certification including middle school Praxis II tests, earning certification or endorsement through new alternative routes, implementation of Idaho mentor program standards, and revamping the requirements for certificate renewals. Idaho has implemented procedures that now allow highly qualified teachers from other states to move more effortlessly into teaching positions within the state.

All of these factors have developed within the last few years. Each factor by itself may not be enough to deter new teachers or out-of-state teachers, but the teaching conditions also may not be inviting.

B. POINTS TO PONDER

Attracting and retaining quality educators in Idaho may become more of an issue in the next few years. Some points that will need to be considered as policy makers develop future strategies for recruitment and retention of teachers are:

- Shortages in certain subject areas remain relatively constant
- Shortages in special education and related service areas continue to grow
- Turnover rates appear to be increasing
- Idaho’s public school population is shifting to the western and northern sections of the state
- The student population continues to grow.
- Alternative routes to certification are recognized as an effective avenue to certification for the non-traditional candidates.

C. A FINAL NOTE

This report is not intended to be a definitive predictor of social and educational trends. It is a snapshot of what exists at a certain point in time. If viewed over several years, it can provide clues to developing supply and demand patterns pertaining to the educators for Idaho’s educational work force.

V. TABLES OF STATISTICAL DATA

Table 1-A
Vacancies by Subject Area

Subject Area	Number of Vacancies* 2002 - 2009							Number of Applicants 2002 - 2009							Average # of Applicants per Vacancy 2002 - 2009						
	Year	02-03	03-04	04-05	05-06	06-07	07-08	08-09	02-03	03-04	04-05	05-06	06-07	07-08	08-09	02-03	03-04	04-05	05-06	06-07	07-08
Early Child-Sp Ed Blended	26	31	40	34	36	69	93	74	90	114	165	99	122	167	2.85	2.90	2.85	4.85	2.75	1.77	1.80
Standard Elementary Teacher	546	586	763	900	605	854	848	2,929	2,999	3,022	3,517	2,977	3285	3752	5.36	5.12	3.96	3.91	4.92	3.85	4.42
Library Media Specialist	9	14	18	12	13	13	16	30	30	44	38	43	32	39	3.33	2.14	2.44	3.17	3.31	2.46	2.44
Secondary Teaching Certificate																					
Aq Science & Tech	4	10	6	16	15	5	15	21	27	29	25	36	13	32	5.25	2.70	4.83	1.56	2.40	2.60	2.13
American Government/Political Sci	-	-	-	-	6	5	9	-	-	-	-	33	241	150	-	-	-	-	5.50	48.20	16.67
Art	22	20	28	28	17	20	34	72	112	144	111	136	110	129	3.27	5.60	5.14	3.96	8.00	5.50	3.79
Bilingual	-	-	-	-	1	8	11	-	-	-	-	2	47	52	-	-	-	-	2.00	5.88	4.73
Biological Science	41	38	43	35	31	31	31	213	198	233	240	180	170	194	5.20	5.21	5.42	6.86	5.81	5.48	6.26
Business Ed Technology	20	32	39	35	27	20	38	80	138	184	171	137	59	123	4.00	4.31	4.72	4.89	5.07	2.95	3.24
Chemistry	-	-	-	-	5	9	10	-	-	-	-	58	43	70	-	-	-	-	11.60	4.78	7.00
Communication/Drama/Speech	15	20	29	27	9	13	18	47	74	94	145	48	61	68	3.13	3.70	3.24	5.37	5.33	4.69	3.78
Earth Science/Geology	19	18	33	34	21	16	11	90	155	141	151	120	84	39	4.74	8.61	4.27	4.44	5.71	5.25	3.55
Economics	-	-	-	-	3	2	3	-	-	-	-	126	14	9	-	-	-	-	42.00	7.00	3.00
English	135	137	157	169	111	125	202	589	692	712	676	634	709	1027	4.36	5.05	4.54	4.00	5.71	5.67	5.08
English as a New Lang (ENL)	36	34	41	43	28	15	21	113	109	127	147	122	73	109	3.14	3.21	3.10	3.42	4.36	4.87	5.19
Family Consumer Science	17	19	16	30	20	21	20	86	71	55	104	64	52	48	5.06	3.74	3.44	3.47	3.20	2.48	2.40
Foreign Language	35	40	42	57	27	31	51	153	172	202	230	126	119	172	4.37	4.30	4.81	4.04	4.67	3.84	3.37
Geography	-	-	-	-	3	3	1	-	-	-	-	3	50	5	-	-	-	-	1.00	16.67	5.00
Gifted & Talented	-	-	-	-	4	16	13	-	-	-	-	10	77	26	-	-	-	-	2.50	4.81	2.00
Health	-	-	-	-	4	19	12	-	-	-	-	159	111	139	-	-	-	-	39.75	5.84	11.58
History	-	-	-	-	11	10	18	-	-	-	-	203	295	209	-	-	-	-	18.45	29.50	11.61
Journalism	-	-	-	-	-	5	4	-	-	-	-	-	33	91	-	-	-	-	-	-	-
Literacy (Reading)	30	52	42	45	28	16	21	90	242	130	102	40	132	85	3.00	4.65	3.10	2.27	1.43	8.25	4.05

Appendix D1.2- Educator Supply and Demand in Idaho Report

Math (Standard or Basic)	101	100	138	150	432	126	177	319	420	476	527	432	506	747	3.16	4.20	3.45	3.51	1.00	4.02	4.22
Music	55	64	71	42	47	51	62	142	216	307	152	177	153	172	2.58	3.38	4.32	3.62	3.77	3.00	2.77
Natural Science	-	-	-	-	-	42	70	-	-	-	-	-	117	310	-	-	-	-	-	-	-
Physical Education	41	59	86	77	29	62	56	305	456	575	446	353	336	321	7.44	7.73	6.69	5.79	12.17	5.42	5.73
Physical Science	29	30	39	42	27	17	21	140	200	144	221	124	90	133	4.83	6.67	3.69	5.26	4.59	5.29	6.33
Physics	-	-	-	-	-	4	2	-	-	-	-	-	10	9	-	-	-	-	-	-	-
Social Studies	58	95	105	89	52	70	68	486	971	664	937	528	583	650	8.38	10.22	6.32	10.53	10.15	8.33	9.56
Sociology/Anthropology	-	-	-	-	6	1	1	-	-	-	-	6	2	1	-	-	-	-	1.00	2.00	1.00
Tech Ed (Industrial Arts)	20	17	33	28	21	25	16	71	60	96	73	59	41	55	3.55	3.53	2.91	2.61	2.81	1.64	3.44
Standard Exceptional Child																					
Generalist	204	199	306	223	156	214	202	445	414	384	514	339	439	453	2.18	2.08	1.25	2.30	2.17	2.05	2.24
Hearing Impaired	-	-	-	-	3	4	2	-	-	-	-	4	8	2	-	-	-	-	1.33	2.00	1.00
Visually Impaired	-	-	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	-
Pupil Personnel Services Cert																					
Audiology	-	-	-	-	2	2	3	-	-	-	-	5	2	3	-	-	-	-	2.50	1.00	1.00
School Counselor	73	73	84	95	57	83	76	388	248	304	339	284	271	459	5.32	3.40	3.62	3.57	4.98	3.27	6.04
School Nurse	15	22	14	17	14	24	21	40	58	75	33	31	55	36	2.67	2.64	5.36	1.94	2.21	2.29	1.71
School Social Worker	3	6	5	7	3	7	5	12	21	29	23	18	44	25	4.00	3.50	5.80	3.29	6.00	6.29	5.00
School Psychologist	13	17	17	22	13	15	22	62	37	45	77	41	55	37	4.77	2.18	2.65	3.50	3.15	3.67	1.68
Speech Lang Pathologist	35	35	33	39	23	25	27	46	40	37	49	28	61	48	1.31	1.14	1.12	1.26	1.22	2.44	1.78
Administrative Certificate																					
Principal (Elem or Sec)	58	56	88	76	87	71	91	593	612	736	830	641	632	696	10.22	10.93	8.36	10.92	7.37	8.90	7.65
Superintendent/Asst. Supt.	22	13	13	16	12	14	14	151	114	93	97	86	81	124	6.86	8.77	7.15	6.06	7.17	5.79	8.86
Director-Other/Standard Except Child	4	9	13	7	17	18	12	10	38	24	35	62	98	47	2.50	4.22	1.85	5.00	3.65	5.44	3.92
Professional Tech Occupational Spec	-	-	-	-	-	17	22	-	-	-	-	-	33	38							
Other	53	52	72	66	34	34	33	-	-	-	-	22	216	157							
Total	1,739	1,898	2,414	2,461	2,060	2,252	2,503	7,797	9,014	9,220	10,175	8,599	9,765	11,258							

*numbers have been rounded up to nearest whole number

TABLE 1-B
CERTIFICATED POSITIONS ELIMINATED

Year	Number of Positions Eliminated							
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Early Childhood Special Ed Blended		2.0		1.0				
Standard Elementary Teacher	18.0	19.5	107.0	24.0	4.0	1.0	2.0	3.0
Library Media Specialist	2.0	3.0	1.5	0.5	1.0	3.5		
Ag Science & Tech		1.0		1.5	1.0			
Art	1.0	1.5	2.0	1.0	1.0			
Biological Science		1.0		1.0	1.0			
Business Technology Ed		2.0	3.0	1.5	1.0			
Communications/Speech/Drama	1.0	1.0	1.0	2.0				2.0
Earth Science/Geology		1.0	1.0	1.0				
English		5.0	6.0	2.0	4.0	1.0	2.0	
English as a New Language (ENL)					3.0			
Family and Consumer Science	1.0	4.0	1.0	1.0	2.0	1.0	3.0	
Foreign Language		1.5	4.0	1.0	1.0	1.0		3.0
Health								1.0
History						1.0		
Literacy (Reading)			1.0		2.0			
Math			3.0	3.0				1.0
Music	3.0	4.5	3.0	4.0	3.0			
Natural Science								1.0
Physical Education		4.0	3.5	1.0	1.0			
Physical Science		3.0	0.5	2.0		1.0		1.0
Social Studies	1.0	1.0	4.0	3.5	3.0			1.0
Tech Ed (Industrial Arts)	2.0	1.0	5.0	1.0	3.0			1.0
Standard Exceptional Child (Teacher)		5.5	5.0	1.0	4.0		3.0	6.0
School Counselor	5.0		5.0	6.5	3.0	2.0	1.0	1.0
School Nurse			1.0	1.0				1.0
School Social Worker		1.0		1.0		1.0	1.0	
School Psychologist	2.0		2.0	2.0	1.0			1.0
Speech Language Pathologist			1.0	8.0	8.0	1.0		1.0
Principal/Asst Principal (Elem or Sec)	3.0		6.5	3.0	2.0	2.0	1.0	
Director-Other/Standard Exceptional Child			1.0					
Superintendent/Asst Superintendent	1.0				1.0	2.0		
Other	1.0	1.0	9.0	8.0	1.0	1.0	2.0	1.0
Total	41.0	63.5	177.0	82.5	51.0	18.5	15.0	25.0

**TABLE 1-C
SOURCES OF APPLICANTS FOR CERTIFICATED VACANCIES**

	TOTAL VACANCIES	EXPERIENCED IN-STATE	EXPERIENCED OUT-OF- STATE	NEW IN- STATE	NEW OUT-OF- STATE	ALTERNATE CERTIFICATION	IN-DISTRICT TRANSFERS	POSITIONS ELIMINATED	TOTAL
Early Childhood Special Ed Blended	93	26	12.5	35	7	10.5	2		93.0
Standard Elementary Teacher	847.5	280	92	260.5	48	25	139	3	847.5
Library Media Specialist	15.5	3	3.5		1	2	6		15.5
Secondary Teaching Certificate									
Ag Science & Tech	15	3	5	5	1	1			15.0
American Government/Political Science	9	5.5	1	2.5					9.0
Art	33.5	12	3	12.5	1	3	2		33.5
Bilingual	11	8		1			2		11.0
Biological Science	31	14	3	10	1		3		31.0
Business Technology Ed	38	15	3	13	1	5	2		39.0
Chemistry	9.5	7	1	1		1			10.0
Communications/Speech/Drama	18	3.5	2	4.5		5	1	2	18.0
Earth Science/Geology	11	5	2.5	1		1	1		10.5
Economics	3	2				1			3.0
English	202	88	21.5	59.5	7	11	16		203.0
English as a New Language (ENL)	21	6	4	1		5	5		21.0
Family & Consumer Science (Home Econ)	20	9	3	5		2	1		20.0
Foreign Language	51	13	7	12.5	2	5.5	8	3	51.0
Gifted & Talented	1			1					1.0
Geography	13	3				3	7		13.0
Health	12	5	2	5				1	13.0
History	17.5	5	2.5	6	1	1	2		17.5
Journalism	4	2	1	1					4.0
Literacy (Reading)	20.5	4	3	6		1	6.5		20.5
Math (Basic)	71.5	27	10	12.5	3	9	10	1	72.5
Math (Standard)	105.5	35	10.5	32.5	3	12	12.5		105.5
Music	62	20	5.5	17.5	8	7	3		61.0
Natural Science	70	24.5	5	22	8	6	3.5	1	70.0
Physical Education	56	23	4.5	14	5	5	4.5		56.0

Appendix D1.2- Educator Supply and Demand in Idaho Report

Physical Science	21	11	3	5		1	0.5	1	21.5
Physics	2	1		0.5		1			2.5
Psychology/Sociology/Anthropology	0.5	0.5							0.5
Social Studies	67.5	15.5	8.5	20.5	4	3	15	1	67.5
Technology Ed (Industrial Arts)	16	4	1	6	1	1	2	1	16.0
Standard Exceptional Child									
Generalist	202	78.5	18.5	24	4	49	22	6	202.0
Hearing Impaired	2		1	1					2.0
Visually Impaired									
Pupil Personnel Services Certificate									
Audiology	3	1					2		3.0
School Counselor	76	17	10	21	4	11	10	1	74.0
School Nurse	21	5		8	2	1	4	1	21.0
School Psychologist	5	2		2		1			5.0
School Social Worker	22	10	3	3	1	3	1	1	22.0
Speech Lang Pathologist	26.5	11	4	5		3.5	2	1	26.5
Administrative Certificate									
Principal/Asst Principal (Elem or Sec)	91	26	10.5	11.5		1	41		90.0
Standard Exceptional Child (Director)	12	2	1	1	2		6		12.0
Superintendent/Asst Superintendent	13.5	3.5	2	2		4	1		12.5
Prof Tech-Occupational Spec	22	7	1	2	2	4	6		22.0
Other	33	11	5	5	1	1	9	1	33.0
TOTAL	2498.0	854.5	276.5	659.0	118.0	206.5	358.5	25.0	2498.0

**TABLE 1-D
AGE LEVELS OF CERTIFICATED STAFF**

Age Categories	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	#	%	#	%	#	%	#	%	#	%
Under 25	657	3.97	728	4.30	772	4.49	803	4.59	771	4.37
26-30	1,485	8.96	1,605	9.50	1681.96	9.79	1744	9.98	1798	10.19
31-35	1,876	5.00	1,940	11.47	1949.18	11.34	1943	11.12	1954	11.08
36-40	1,826	11.01	1,932	11.42	2058.64	11.97	2231	12.75	2336	13.24
41-45	2,057	12.40	2,041	12.06	2051.94	11.94	2070	11.85	2133	12.09
46-50	2,581	15.56	2,564	15.16	2539.13	14.78	2467	14.12	2425	13.76
51-55	3,400	20.51	3,250	19.22	3060.96	17.82	2907	16.64	2742	15.55
56-60	2,107	12.71	2,250	13.30	2379.39	13.84	2564	14.67	2562	14.52
Over 60	592	3.57	603	3.57	693.29	4.03	749	4.28	918	5.2
Totals	16,581	93.69	16,913	100.00	17,186	100.00	17,478	100.00	17,639	100.00

Source: Annual Statistical Report

**TABLE 1-E
YEARLY CERTIFICATED STAFF TURNOVER**

YEARS	TOTAL NUMBER OF CERTIFICATED STAFF	MALES	TURNOVER RATE % OF	
			MALES	FEMALES
2008-09	17,639	639	28.90%	71.10%
2007-08	17,478	598	28.64%	71.36%
2006-07	17,186	543	27.42%	72.58%
2005-06	16,913	590	31.64%	68.36%
2004-05	16,587	563	28.33%	71.67%
2003-04	16,374	553	32.02%	67.98%
2002-03	16,257	489	30.00%	70.00%
2001-02	16,225	544	30.98%	69.02%

Appendix D1.2- Educator Supply and Demand in Idaho Report

Source: *Annual Statistical Report*

**TABLE 1-F
REASONS FOR TURNOVER OF CERTIFICATED STAFF**

Reasons for Turnover	2004-05		2005-06		2006-2007		2007-2008		2008-2009	
	#	%	#	%	#	%	#	%	#	%
Moved to work in another district	357	17.98	367	19.70	453	21.90	533	25.53	534	24.15
Moved to work in another state	136	6.84	184	9.90	191	9.80	186	8.91	219	9.91
Leaving the profession	206	10.37	165	8.80	144	7.40	134	6.42	147	6.65
Leaving to return to school	24	1.21	22	1.20	24	1.40	18	0.86	15	0.68
Leaving due to spouse's transfer	70	3.52	54	2.90	49	2.70	53	2.54	69	3.12
Leaving due to retirement	241	12.13	319	17.10	310	15.70	347	16.62	455	20.58
Leaving due to early retirement	246	12.39	237	12.70	228	11.50	217	10.39	17	0.77
Death	16	0.08	15	1.00	13	0.80	14	0.67	92	4.16
Leave of absence	143	7.20	69	3.70	102	5.30	124	5.94	77	3.48
Other	547	27.54	433	23.00	466	23.50	462	22.13	586	26.50
Totals	1,986	99.26	1,865	100.00	1,980	100.00	2,088	100.00	2,211	100.00

Source: *Annual Statistical Report*

NOTE: The "Other" category includes personal reasons, involuntary terminations, family leave, and contracted services.

TABLE 1-G
NUMBERS OF GRADUATES FROM
IDAHO TEACHER TRAINING INSTITUTIONS
 (projected)

College/University	Projected Numbers				Totals
	2009	2010	2011	2012	
College of Idaho	24	20	30	35	109
Boise State University	484	509	543	586	2122
BYU - Idaho	456	507	514	514	1991
George Fox University	24	20	20	20	84
Idaho State University	226	232	232	232	922
Lewis-Clark State College	80	97	87	106	370
Northwest Nazarene University	101	105	123	138	467
University of Idaho	293	305	336	359	1293
University of Phoenix	11	22	60	80	173
Totals	1,699	1,817	1,945	2,070	7,531

TABLE 1-H
PROJECTED # OF IDAHO GRADUATES by SUBJECT AREA

Subject Area	The number of education graduates projected to enter the work force per year for each subject area.			
	2009	2010	2011	2012
Early Childhood/Spec. Ed Blended	74	98	95	97
Standard Elementary Teacher	530	538	540	596
Library Media Specialist	2	3	2	2
Standard Secondary Certificate			10	10
Ag Science & Technology	9	8	9	9
American Government/Political Science	24	25	27	29
Art	39	39	44	46
Bilingual	20	23	25	30
Biological Science	21	29	26	28
Business Technology Ed	7	8	7	7
Chemistry	8	7	10	11
Communications/Speech/Drama	24	14	27	24
Earth Science/Geology	11	18	16	17
Economics	10	11	8	9
English	89	114	105	112
English as a New Language (ENL)	1	2	1	1
Family & Consumer Science (Home Econ)	16	19	25	24
Foreign Language	32	36	40	43
Geography	2	2	2	1
Gifted & Talented	5	5	5	5
Health	42	43	31	31
History	94	101	114	117
Journalism	12	12	12	12
Literacy (Reading)	31	32	39	41
Math (Basic)	4			
Math (Standard)	65	64	70	71
Music	54	53	73	75
Natural Science	7	5	6	8
Physical Education	125	130	130	136
Physical Science			1	1
Physics	4	5	6	9
Psychology/Sociology/Anthropology	6	7	10	10
Social Studies	40	50	38	43
Technology Education (Industrial Arts)	8	9	10	10
Standard Exceptional Child				
Generalist	36	41	53	65
Hearing Impaired				
Visually Impaired				
Pupil Personnel Services				
Audiology				
School Counselor	56	39	62	61
School Nurse				

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School Social Worker				
School Psychologist	12	20	13	20
Speech Language Pathologist				
Administrative Certificate				
Principal (Elem or Second)	112	121	152	157
Standard Exceptional Child (Director)	23	22	21	22
Superintendent/Asst. Superintendent	14	20	25	25
Other	30	44	55	55
Total	1,699	1,817	1,945	2,070

TABLE 1-I		
DISTRICT PROJECTED VACANCIES		
Subject/Position	2010	2011
Early Childhood/Spec. Ed Blended	15	4
Standard Elementary Teacher	152	79
Library Media Specialist	4	1
Standard Secondary Teacher		
Ag Science & Technology	1	1
American Government/Political Science	1.5	3
Art	5	1
Bilingual	2	1
Biological Science	9	4
Business Technology	4	2
Chemistry	2.5	2
Communication/Drama/Speech	3	1
Earth Science/Geology	3.5	0
Economics	1.5	0
English	44.5	19
English as a New Language (ENL)	5	1
Family & Consumer Science (Home Econ)	7	2
Foreign Language	7.5	1
Geography	0	0
Gifted and Talented	4	1
Health	1	3
History	5	0.5
Journalism	0	0
Literacy (Reading)	5	5
Math (Basic)	12.5	9
Math (Standard)	21.5	11
Music	11	1
Natural Science	15.5	9.5
Physical Education	7	2
Physical Science	4	1
Physics	0	1
Psychology/Sociology/Anthropology	1	0
Social Studies	8	11
Technology Education (Industrial Arts)	5	1
Standard Exceptional Child		
Generalist	41.5	16
Hearing Impaired	0	0
Visually Impaired	0	0
Pupil Personnel Services		
Audiology	0	0
School Counselor	18	4
School Nurse	2	0
School Social Worker	1	0
School Psychologist	6	1
Speech/Language Pathologist	6.5	0
Administrator		
Principal/Asst Principal (Elem or Sec)	18.5	4
Director - Special Education/Other Services	2	0
Superintendent/Asst Superintendent	2.5	2
Prof Tech-Occupational Spec	4	0
Other:	4	0
Total:	474.5	205

**TABLE 1-J
APPROVED TEACHER TO NEW
ENDORSEMENT / CERTIFICATE**

Subject Area	2006-2007	2007-2008	2008-2009
Early Child-Special Ed Blended	22	16	12
Standard Elementary Certificate	7	5	7
Standard Secondary Certificate			
Ag Science & Technology			
American Government/Political Sci			2
Art			1
Bilingual	1		
Biological Science	1	1	2
Business Technology Ed	3		3
Chemistry		1	3
Communications/Speech/Drama	3	12	14
Earth Science/Geology	1	1	1
Economics	1		3
English	3	5	11
English as a New Language (ENL)	4	4	5
Foreign Language	3	5	7
Geography			1
Gifted and Talented	12	15	27
Health	2	4	11
History		4	6
Humanities		1	
Library Media Specialist	2	3	7
Literacy (Reading)	3		4
Math	13	14	17
Music	2	1	1
Natural Science	3	8	12
Physical Education	4	7	11
Physics	1		
Physical Science		6	6
Psychology/Sociology/Anthropology		1	
Social Studies	5	2	2
Technology Ed (Industrial Arts)		3	3
Standard Exceptional Child Cert			
Generalist	101	49	56
Visually Impaired	1		
Hearing Impaired			
Pupil Personnel Services Cert			
School Counselor	10	3	9
School Nurse			
School Psychologist	1		1
School Social Worker			
Speech Lang Pathologist	8		
Administrative Certificate			
Principal (Elem or Second)	5	6	9
Spec Ed Director	2	2	1
Superintendent/Asst Supt	2	2	8
Director-Other	2		
Total	206	165	251

**TABLE 1-K
APPROVED CONTENT SPECIALIST**

(by subject or job area)

Subject Area	2006- 2007	2007- 2008	2008- 2009
Early Child-Special Ed Blended			1
Standard Elementary Certificate		4	
Standard Secondary Certificate			
Ag Science & Technology	1		
American Government/Political Sci	2		
Art		1	1
Bilingual		1	
Biological Science	3		
Business Technology Ed	1		1
Chemistry	4		
Communications/Speech/Drama	7	5	
Earth Science/Geology			
Economics	1		
English	2	3	
English as a New Language (ENL)	1		
Family and Consumer Science			
Foreign Language	1	3	
Geography			
Gifted and Talented			
Health	1	2	
History	1	2	
Humanities	1		
Journalism	2		
Library Media Specialist	1		
Literacy (Reading)			
Math	14	6	
Music	1	1	
Natural Science	6	2	
Physical Education	2	2	
Physics	4	1	
Physical Science	8	1	
Psychology/Sociology/Anthropology	1	1	
Social Studies	2	2	
Technology Ed (Industrial Arts)			
Standard Exceptional Child Cert			
Generalist	3	8	1
Visually Impaired			
Hearing Impaired			
Pupil Personnel Services Cert			
School Counselor			
School Nurse			
School Psychologist			
School Social Worker			
Speech Lang Pathologist		1	
Total	70	46	3

**TABLE 1-L
NUMBER OF ISSUED ABCTE CERTIFICATES/ENDORSEMENTS**

CERTIFICATE/ENDORSEMENT	YEAR									
	2004-05	Percentage	2005-06	Percentage	2006-07	Percentage	2007-08	Percentage	2008-09	Percentage
Standard Elementary										
Elementary All Subjects K-8	6	86%	17	55%	38	67%	67	52%	92	51%
Standard Exceptional Child										
Generalist K-12					3	5%	21	16%	24	13%
Standard Secondary										
Biological Science		0%	1	3%	4	7%	3	2%	10	6%
Chemistry		0%		0%		0%	1	1%	2	1%
English		0%	9	29%	6	11%	14	11%	17	9%
History (both World & US)		0%		0%		0%		0%	4	2%
Literacy (Reading)		0%		0%		0%		0%		0%
Mathematics	1	14%	3	10%	3	5%	13	10%	18	10%
Natural Science		0%	1	3.23%	3	5%	8	6%	7	4%
Physics		0%		0.00%		0%	1	1%	5	3%
Total	7		31		57		128		179	

* Candidates may earn more than certificate or endorsement.

Table 1-M										
IDAHO DEPARTMENT OF EDUCATION										
HISTORICAL FALL ENROLLMENT BY SCHOOL DISTRICT FOR IDAHO PUBLIC SCHOOLS										
FALL ENROLLMENT										
#	SCHOOL DISTRICT	Percentage of increase and decrease from 2007-08 to 2008-09	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02
Region 1										
41	ST. MARIES	-4.1%	1,109	1,156	1,131	1,136	1,102	1,112	1,139	1,132
44	PLUMMER/WORLEY	-4.9%	447	470	478	517	514	530	518	529
83	WEST BONNER CO	-6.3%	1,437	1,534	1,572	1,556	1,548	1,580	1,533	1,515
84	LAKE PEND OREILLE	-2.9%	3,782	3,893	4,073	4,155	4,098	4,076	4,130	4,108
101	BOUNDARY CO	-2.6%	1,591	1,634	1,604	1,598	1,573	1,569	1,648	1,633
271	COEUR D'ALENE	-0.8%	10,278	10,356	10,646	10,346	10,096	9,781	9,501	9,326
272	LAKELAND	-0.9%	4,430	4,470	4,485	4,494	4,332	4,189	4,146	4,168
273	POST FALLS	2.2%	5,533	5,415	5,290	5,220	5,062	4,944	4,841	4,629
274	KOOTENAI	0.0%	275	275	262	289	282	288	279	288
391	KELLOGG	-0.3%	1,344	1,348	1,391	1,394	1,421	1,421	1,386	1,411
392	MULLAN	0.0%	115	115	126	126	139	131	145	158
393	WALLACE	0.9%	574	569	561	549	555	602	599	614
394	AVERY	-27.8%	13	18	16	14	19	24	29	26
	Total		30,928	31,253	31,635	31,394	30,741	30,247	29,894	29,537
Region 2										
171	OROFINO	-3.5%	1,221	1,265	1,303	1,370	1,377	1,390	1,414	1,419
241	GRANGEVILLE				1,326	1,343	1,389	1,460	1,520	1,561
242	COTTONWOOD	-2.4%	409	419	420	435	437	440	481	496
243	SALMON RIVER	-8.1%	137	149						
244	MOUNTAIN VIEW	1.4%	1,178	1,162						

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281	MOSCOW	-1.2%	2,437	2,467	2,542	2,567	2,564	2,551	2,575	2,554	
282	GENESEE	-4.5%	294	308	310	321	314	327	326	341	
283	KENDRICK	-11.3%	268	302	302	306	328	340	339	343	
285	POTLATCH	0.2%	445	444	498	518	556	567	550	585	
287	TROY	2.5%	331	323	319	331	321	327	308	317	
288	WHITEPINE	-4.6%	268	281	1,447	1,225	873	272	280	286	
302	NEZPERCE	-9.5%	143	158	161	156	170	182	186	207	
304	KAMIAH	-0.5%	571	574	535	532	538	510	553	585	
305	HIGHLAND	-11.7%	188	213	212	206	224	228	245	237	
340	LEWISTON	-0.5%	4,991	5,014	5,015	5,075	5,044	5,010	5,091	5,048	
341	LAPWAI	-0.7%	531	535	550	517	533	560	519	535	
342	CULDESAC	1.7%	123	121	151	157	199	199	207	213	
	Total		13,535	13,735	15,091	15,059	14,867	14,363	14,594	14,727	
	Region 3										
1	BOISE	-0.4%	24,896	24,990	25,662	25,805	26,268	26,211	26,381	26,778	
2	MERIDIAN	2.6%	33,577	32,728	32,277	30,582	28,655	26,987	26,114	25,226	
3	KUNA	4.0%	4,730	4,548	4,310	3,939	3,867	3,612	3,315	3,141	
11	MEADOWS VALLEY	15.2%	235	204	207	199	193	207	180	179	
13	COUNCIL	-9.5%	248	274	283	297	304	312	342	333	
71	GARDEN VALLEY	-2.0%	246	251	243	275	281	290	304	320	
72	BASIN	-7.8%	427	463	459	465	467	492	472	459	
73	HORSESHOE BEND	2.9%	321	312	333	342	314	308	307	318	
131	NAMPA	0.9%	14,797	14,672	14,749	14,050	13,538	13,437	12,715	12,115	
132	CALDWELL	-1.7%	6,316	6,428	6,401	6,053	5,971	5,926	5,885	5,665	
133	WILDER	-2.6%	417	428	444	472	465	483	546	536	
134	MIDDLETON	3.9%	3,067	2,952	2,921	2,810	2,623	2,451	2,375	2,285	
135	NOTUS	10.7%	363	328	306	305	300	307	333	334	
136	MELBA	0.1%	750	749	756	706	673	702	690	713	
137	PARMA	0.2%	1,073	1,071	1,082	1,046	1,016	1,025	1,034	1,054	
139	VALLIVUE	5.7%	6,677	6,314	6,198	5,552	5,062	4,691	4,092	3,888	
191	PRAIRIE ELEM.	62.5%	13	8	5	4	3	5	5	5	
193	MOUNTAIN HOME	-1.6%	4,112	4,179	4,127	4,010	4,095	4,454	4,487	4,561	
221	EMMETT	-6.6%	2,641	2,827	2,925	2,968	3,042	2,996	2,928	2,980	
363	MARSING	1.4%	865	853	823	818	791	749	765	759	
364	PLEASANT VALLEY	-23.5%	13	17	18	20	26	24	19	19	
365	BRUNEAU GR-VIEW	3.7%	448	432	448	448	468	479	504	526	

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370	HOMEDALE	4.5%	1,335	1,277	1,281	1,283	1,313	1,323	1,260	1,284
371	PAYETTE	0.3%	1,729	1,724	1,820	1,797	1,795	1,851	1,883	1,923
372	NEW PLYMOUTH	-2.5%	924	948	907	924	919	961	986	950
373	FRUITLAND	-0.4%	1,759	1,766	1,752	1,682	1,587	1,558	1,524	1,502
421	McCALL DONNELLY	-2.1%	988	1,009	1,084	1,074	1,012	949	985	986
422	CASCADE	-7.8%	329	357	379	381	359	360	369	347
431	WEISER	-0.9%	1,601	1,615	1,672	1,635	1,649	1,620	1,631	1,640
432	CAMBRIDGE	9.6%	148	135	153	167	170	167	179	193
433	MIDVALE	-6.8%	138	148	126	125	142	127	134	128
	Total		115,183	114,007	114,151	110,234	107,368	105,064	102,744	101,147
Region 4										
61	BLAINE CO	1.7%	3,290	3,235	3,175	3,243	3,188	3,155	3,103	3,053
121	CAMAS CO	-11.5%	162	183	159	158	174	163	158	163
151	CASSIA CO	2.7%	5,161	5,025	5,059	5,058	4,947	5,002	4,996	5,104
192	GLENNS FERRY	-13.7%	440	510	510	531	541	584	610	605
231	GOODING	-9.3%	1,172	1,292	1,318	1,345	1,321	1,307	1,255	1,262
232	WENDELL	-0.6%	1,079	1,085	1,120	1,118	1,104	1,101	1,044	1,008
233	HAGERMAN	-1.2%	414	419	419	404	408	410	413	386
234	BLISS	-3.4%	170	176	170	186	187	194	180	174
261	JEROME	5.2%	3,594	3,415	3,354	3,239	3,287	3,069	3,028	3,087
262	VALLEY	-3.5%	659	683	676	661	670	632	629	653
312	SHOSHONE	-4.4%	589	616	580	569	502	487	526	499
314	DIETRICH	-1.8%	220	224	197	182	166	185	194	198
316	RICHFIELD	0.5%	218	217	222	236	212	211	204	197
331	MINIDOKA CO	-1.1%	3,893	3,936	4,067	4,112	4,123	4,247	4,338	4,369
411	TWIN FALLS	1.0%	7,479	7,408	7,336	7,293	7,020	7,052	7,029	6,869
412	BUHL	1.6%	1,302	1,282	1,326	1,328	1,306	1,312	1,345	1,384
413	FILER	-1.7%	1,378	1,402	1,405	1,361	1,325	1,316	1,326	1,319
414	KIMBERLY	-0.8%	1,416	1,428	1,369	1,340	1,327	1,279	1,285	1,281
415	HANSEN	-1.0%	400	404	422	406	383	373	374	389
416	THREE CREEK	0.0%	4	4	4	4	6	10	8	15
417	CASTLEFORD	4.0%	287	276	299	305	325	338	355	337
418	MURTAUGH	1.7%	236	232	229	229	236	222	229	233
	Total		33,563	33,452	33,416	33,308	32,758	32,649	32,629	32,585
Region 5										
21	MARSH VALLEY	0.8%	1,262	1,252	1,275	1,292	1,351	1,363	1,421	1,471

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25	POCATELLO	2.9%	12,045	11,703	12,015	12,066	11,979	12,111	11,944	12,370
33	BEAR LAKE	-2.9%	1,128	1,162	1,213	1,250	1,305	1,357	1,419	1,501
52	SNAKE RIVER	0.4%	1,836	1,828	1,892	1,987	2,018	2,042	2,079	2,052
58	ABERDEEN	-6.0%	796	847	838	895	844	859	907	934
148	GRACE	-0.2%	448	449	464	482	510	515	522	547
149	NORTH GEM	2.8%	182	177	190	200	200	196	184	194
150	SODA SPRINGS	-5.1%	877	924	930	925	966	1,000	1,028	1,060
201	PRESTON	-0.8%	2,496	2,515	2,497	2,500	2,451	2,445	2,449	2,393
202	WEST SIDE	4.2%	591	567	562	555	580	561	577	569
351	ONEIDA	1.0%	891	882	874	897	902	880	919	940
381	AMERICAN FALLS	-1.9%	1,515	1,545	1,572	1,574	1,617	1,619	1,640	1,648
382	ROCKLAND	3.7%	141	136	139	147	144	143	147	156
383	ARBON ELEM.	11.1%	10	9	9	8	7	8	10	14
Total			24,218	23,996	24,470	24,778	24,874	25,099	25,246	25,849
Region 6										
55	BLACKFOOT	3.4%	4,299	4,158	4,228	4,256	4,263	4,163	4,138	4,197
59	FIRTH	-4.1%	746	778	787	804	830	893	941	922
60	SHELLEY	1.8%	2,157	2,118	2,157	2,100	2,084	2,048	1,990	1,971
91	IDAHO FALLS	-0.2%	10,371	10,395	10,217	10,198	10,248	10,385	10,520	10,648
92	SWAN VALLEY	4.0%	78	75	64	64	59	60	58	55
93	BONNEVILLE	4.7%	9,585	9,152	9,004	8,692	8,292	7,997	7,672	7,568
111	BUTTE CO	-3.3%	465	481	507	521	521	2,409	1,510	535
161	CLARK CO	1.4%	210	207	235	234	239	223	220	229
181	CHALLIS	-6.0%	439	467	462	448	461	509	520	558
182	MACKAY	-1.9%	209	213	233	247	228	221	246	258
215	FREMONT CO	4.7%	2,467	2,356	2,339	2,361	2,395	2,390	2,369	2,363
251	JEFFERSON CO	3.5%	4,668	4,512	4,281	4,124	3,987	3,956	3,971	3,965
252	RIRIE	-3.4%	660	683	658	686	689	670	702	710
253	WEST JEFFERSON	1.1%	628	621	661	666	688	690	680	654
291	SALMON	-3.8%	925	962	1,022	1,027	1,060	1,077	1,112	1,134
292	SOUTH LEMHI	-4.9%	98	103	90	97	111	125	130	129
321	MADISON	0.8%	4,657	4,620	4,472	4,306	4,263	4,131	4,112	4,016
322	SUGAR-SALEM	3.3%	1,438	1,392	1,343	1,307	1,336	1,296	1,288	1,305
401	TETON CO	2.3%	1,589	1,554	1,412	1,403	1,420	1,372	1,374	1,353
Total			45,689	44,847	44,172	43,541	43,174	44,615	43,553	42,570

**TABLE 1-N
LIST OF IDAHO SCHOOL DISTRICTS**

#	District Name	#	District Name	#	District Name
1	Boise	181	Challis Joint	331	Minidoka County Joint
2	Meridian Joint	182	Mackay Joint	340	Lewiston
3	Kuna Joint	191	Prairie Elem.	341	Lapwai
11	Meadows Valley	192	Glenns Ferry Joint	342	Culdesac Joint
13	Council	193	Mountain Home	351	Oneida County
21	Marsh Valley Joint	201	Preston Joint	363	Marsing Joint
25	Pocatello	202	West Side Joint	364	Pleasant Valley Elem
33	Bear Lake Co.	215	Fremont County Joint	365	Bruneau-Grand View Joint
41	St. Maries Joint	221	Emmett	370	Homedale Joint
44	Plummer/Worley Joint	231	Gooding Joint	371	Payette Joint
52	Snake River	232	Wendell	372	New Plymouth
55	Blackfoot	233	Hagerman Joint	373	Fruitland
58	Aberdeen	234	Bliss Joint	381	American Falls Joint
59	Firth	242	Cottonwood Joint	382	Rockland
60	Shelley Joint	243	Salmon River	383	Arbon Elem
61	Blaine County	244	Mountain View	391	Kellogg Joint
71	Garden Valley	251	Jefferson County Joint	392	Mullan
72	Basin	252	Ririe Joint	393	Wallace
73	Horseshoe Bend	253	West Jefferson	394	Avery
83	West Bonner County	261	Jerome Joint	401	Teton County
84	Lake Pend Orielle	262	Valley	411	Twin Falls
91	Idaho Falls	271	Coeur d'Alene	412	Buhl Joint
92	Swan Valley Elem	272	Lakeland Joint	413	Filer
93	Bonneville Joint	273	Post Falls	414	Kimberly
101	Boundary County	274	Kootenai Joint	415	Hansen
111	Butte County Joint	281	Moscow	416	Three Creek Joint Elem
121	Camas County	282	Genesee Joint	417	Castleford Joint
131	Nampa	283	Kendrick Joint	418	Murtaugh Joint
132	Caldwell	285	Potlatch	421	McCall-Donnelly Joint
133	Wilder	287	Troy	422	Cascade
134	Middleton	288	Whitepine Joint	431	Weiser
135	Notus	291	Salmon	432	Cambridge Joint
136	Melba Joint	292	South Lemhi	433	Midvale
137	Parma	302	Nezperce Joint		
139	Vallivue	304	Kamiah Joint		
148	Grace Joint	305	Highland Joint		
149	North Gem	312	Shoshone Joint		
150	Soda Springs Joint	314	Dietrich		
151	Cassia County Joint	316	Richfield		
161	Clark County Joint	321	Madison		
171	Orofino Joint	322	Sugar-Salem Joint		

Idaho's Charter Schools

Academy at Roosevelt Center
ANSER Charter School
ARTEC Charter School
Blackfoot Community Lrng Center
Coeur d'Alene Charter Academy
Compass Public Charter School
Falcon Ridge Public Charter
Garden City Community School
Hidden Springs Charter School
Idaho Arts Charter School
Idaho Distance Education Academy

Idaho Virtual Academy
Inspire Virtual Charter School
iSucceed Virtual High School
Liberty Charter School
Meridian Charter High School
Meridian Medical Arts Charter
Moscow Charter School
North Star Charter School
North Valley Academy
Pocatello Comm Charter School
Richard McKenna Charter School

Rolling Hills Public Charter
Sandpoint Charter School
Taylor Crossing Pub Charter School
Thomas Jefferson Charter School
Upper Carman Public Charter
Victory Charter School
Vision Charter School
White Pine Charter School
Xavier Charter School

Alternative Authorizations 2008-2009

Total Authorizations	Provisional Authorization	Alternative Authorization - Teacher to New Certificate	Alternative Authorization - Content Specialist	Computer Based Alternate Route - ABCTE
659	272	241	4	142

Percentage of Districts Requesting an Alternative Authorization	
Provisional Authorization	73/146
Teacher to New Certificate	85/146
Content Specialist	3/146
ABCTE	36/146

Year	Number of alternate approvals	Total Certificated Statewide	Percent of Educators Working with an Alternative Authorization
2008-2009	659	17,638	3.74%
2007-2008	640	17,479	3.66%
2006-2007	875	17,186	5.09%

120. LOCAL DISTRICT EVALUATION POLICY.

Each school district board of trustees will develop policies in which criteria and procedures for the evaluation of certificated personnel are established. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (4-1-97)

01. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 13, and each school nurse and librarian (Section 33-515, Idaho Code). Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (4-1-97)

02. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation. (4-1-97)

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data. (4-1-97)

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)

f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (4-1-97)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)

03. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. At a minimum, the policy must provide standards for evaluating the following personnel: (4-1-97)

a. First-, second-, and third-year nonrenewable contract personnel will be evaluated at least once prior to the beginning of the second semester of the school year. (4-1-97)

b. All renewable contract personnel will be evaluated at least once annually. (4-1-97)

04. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). (4-1-97)

ISLLC

Educational Leadership Policy Standards:

20008

As Adopted by the National Policy Board for Educational Administration



Educational Leadership Policy Standards: ISLLC 2008

As Adopted by the National Policy Board
for Educational Administration



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Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.



Rick Melmer (South Dakota), President
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National Policy Board for Educational Administration

The following organizations and councils are members of the National Policy Board for Educational Administration (NPBEA): American Association of Colleges for Teacher Education, American Association of School Administrators, Association for Supervision and Curriculum Development, Council of Chief State School Officers, National Association of Elementary School Principals, National Association of Secondary School Principals, National Council for Accreditation of Teacher Education, National Council of Professors of Educational Administration, National School Boards Association, and University Council for Educational Administration.

For the past two years, the NPBEA Interstate School Leaders Licensure Consortium (ISLLC) Steering Committee has been revising the ISLLC Standards. This steering committee asked each NPBEA organization to obtain input from its respective constituencies regarding the revision of the ISLLC Standards. The NPBEA/ISLLC Steering Committee also created a national Research Panel that identified the research base for updating these ISLLC Standards. This document presents the updated standards, explains the research behind the revisions, and provides other material explaining how the policy standards can be used.

The Wallace Foundation

The Wallace Foundation supported the development of *Educational Leadership Policy Standards: ISLLC 2008* as part of its long-term commitment to develop and share knowledge, ideas, and insights aimed at increasing understanding of how education leadership can contribute to improved student learning. Many of the resources cited in this publication and other materials on education leadership can be downloaded for free at www.wallacefoundation.org.

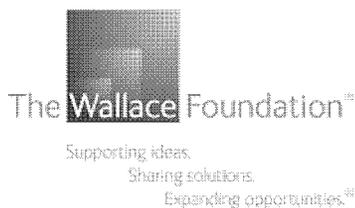


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To review the extensive collection of research that was studied during the development of the policy standards and additional research conducted subsequent to this work, please go to:

www.ccsso.org/ISLLC2008Research

Dear Colleagues:

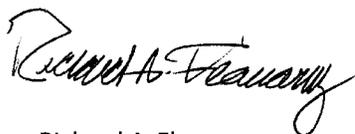
We are very pleased to announce the publication of *Educational Leadership Policy Standards: ISLLC 2008*, as adopted by the National Policy Board for Educational Administration (NPBEA).

We have been privileged over the past two years to co-chair NPBEA's Steering Committee. Convened by NPBEA (the member organizations are listed on page 21) in response to requests from our constituents for updated leadership standards, the Steering Committee developed and guided a process for updating the 1996 *Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders*. We relied heavily on professional groups and stakeholders throughout the process, and the new standards are the result of this national collaboration. They incorporate what has been learned about education leadership in the past decade and address the changing policy context of American education.

These standards retain the structure or "footprint" of the six original ISLLC Standards, but they are written for new purposes and audiences. *Educational Leadership Policy Standards: ISLLC 2008* reinforces the proposition in the original ISLLC Standards that leaders' primary responsibility is to improve teaching and learning for all children. However, the updated standards are explicitly policy-oriented because the 1996 *ISLLC Standards for School Leaders* have been so widely used as a model for state education leadership policies.

We are committed to gathering reactions to and learning from experience with these new policy standards in order to keep them vibrant in the ever-changing education policy arena. We encourage you to contact your respective organizational representatives with your feedback on *Educational Leadership Policy Standards: ISLLC 2008*. These standards are intended to enhance the field by stimulating dialogue about a new conception of education leadership that will improve policies and practices nationwide.

Sincerely,



Richard A. Flanary
Co-Chair, NPBEA Steering Committee



Joseph H. Simpson
Co-Chair, NPBEA Steering Committee

Foreword

By Gene Wilhoit
Executive Director, CCSSO

Education leadership is more important than ever. States recognize that schools and districts will not meet demanding requirements for improving achievement without effective leaders. This publication, *Educational Leadership Policy Standards: ISLLC 2008*, represents the latest set of high-level policy standards for education leadership. It provides guidance to state policymakers as they work to improve education leadership preparation, licensure, evaluation, and professional development.

As adopted by the National Policy Board for Educational Administration (NPBEA), these standards reflect the wealth of new information and lessons learned about education leadership over the past decade. This document, which introduces the *Educational Leadership Policy Standards: ISLLC 2008* (hereafter referred to as *ISLLC 2008*), shows the importance of policy standards to leadership-related activities.

Part I discusses the high-profile demands placed on education leaders to raise student achievement and the role that policy standards can play in helping them meet these growing expectations. Part II describes the differences between *ISLLC 2008* and the original leadership standards, reviews the updating process, and makes the case for the development of the new policy standards. Part III describes some of the highlights from

research on education leadership conducted over the past decade, while Part IV explains how policy standards form the foundation for a continuum of policies and activities that guide education leaders throughout their careers. Part V presents the new policy

These standards reflect the new information and lessons learned about education leadership.

standards, while Part VI describes specific activities, such as leadership academies and professional development, that can be guided by *ISLLC 2008*.

This standards document builds on the Council of Chief State School Officers' tradition of leadership in this area. The *Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders* (hereafter referred to as *ISLLC 1996*) were written by representatives from states and professional associations in a partnership with NPBEA in 1994–95, supported by grants from the Pew Charitable Trusts and the Danforth Foundation. The standards were published by CCSSO in 1996.

Recognizing the importance of updating that work, The Wallace Foundation provided support to review the growing base of research on education leadership and to disseminate *ISLLC 2008*.

While it was clear that school leaders were essential to the smooth and efficient operation of schools, when the 1996 standards were developed there was little research or consensus on the characteristics of good school leaders, the role principals play in raising student achievement, and the best policies and practices for expanding the nation's pool of effective administrators.

In developing the new standards, NPBEA consulted with policy-oriented, practitioner-based organizations, researchers, higher education officials, and leaders in the field. NPBEA also worked with a panel of scholars and experts in education administration to identify the research base for updating *ISLLC 1996*—research that previously did not exist.

These standards helped lay the foundation necessary for states to develop—and be more informed as they built and supported—various levels of the educator system, from preparation and induction to professional development and performance evaluation.

Since then, 43 states have used the 1996

ISLLC Standards for School Leaders in their entirety or as a template for developing their own standards. With these guiding standards in place, states have been much more successful in addressing school leadership and needs at each stage of an education leader's career.

These much-anticipated updated policy standards would not have been possible without the tireless dedication of several groups and individuals. For over ten years, they have dedicated themselves to improving the leadership of our nation's schools.

States should review the new policy standards and use them to shape, develop, and help implement the policies and practices that will give our nation's children the leaders they need and deserve to succeed in the 21st century. Most states have made important progress toward improving their school leaders, but more work needs to be done, particularly to support and train leaders at all stages along the career continuum. We believe these policy standards will provide the foundation for this work.

Introduction

Over the past decade, dramatic changes have put education leadership at the forefront of education policy research and debate. Research has taught us that school leaders are crucial to improving instruction and raising student achievement. At the policy level, school performance measures have been codified in state and federal law to hold schools increasingly accountable for raising student achievement among students from all population subgroups. At the same time, schools are under pressure to produce high school graduates who are better trained and who can adapt to an ever-changing workplace.

These mounting demands are rewriting administrators' job descriptions every year, making them more complex than ever. Today, education leaders must not only manage school finances, keep buses running on time, and make hiring decisions, but they must also be instructional leaders, data analysts, community relations officers, and change agents. They have to be able to mobilize staff and employ all the tools in an expanded toolbox.

Clear and consistent standards can help them do this. *ISLLC 2008* will help state policy-makers strengthen selection, preparation, licensure, and professional development for education leaders—giving these leaders the tools they need to meet new demands.

"The national conversation has shifted

from 'whether' leadership really matters or is worth the investment, to 'how' to train, place, and support high-quality leadership where it's needed the most: in the schools and districts where failure remains at epidemic levels," wrote Wallace Foundation President M. Christine DeVita in *A Bridge to School Reform*. Unfortunately, the same report also noted that "states are only beginning to put

***ISLLC 2008* keeps the "footprint" of the original ISLLC standards, but is written for new purposes and audiences.**

together coherent systems that reliably achieve the goal of placing an appropriate, well-trained principal in every school."

Fortunately, the last decade has produced more research than ever about education leadership and the role that school leaders can and should play in raising student achievement. One of the clearest lessons from this research is that the states that are using education leadership standards are on the right track. According to an extensive review of the research literature funded by The Wallace Foundation, goal- and vision-setting, which are articulated in the standards, are areas in which education leaders can have the most impact. Standards and other guidelines have been shown to be essential tools in developing effective pre-service training programs for principals.

Therefore, incorporating clear and consistent standards and expectations into a statewide education system can be a core predictor of strong school leadership.

Drawing on this new knowledge allows policymakers and educators to devote more time and energy to strategies that have been shown to work. *ISLLC 2008* is meant to serve

educator development. Standards are the foundation and can inform all components of an aligned and cohesive system—preparation, licensing, induction, and professional development. They can help states set expectations for licensure, guide improvements in administrator preparation programs at colleges and universities, and influence the process for screening and hiring leaders, even at the level of local school boards. Just as importantly, they can set parameters for developing assessment instruments, practice standards, and professional development to facilitate performance growth toward expert practice.

Additionally, they can inform state policies, not just for those coming into the field, but for all leaders as they move through their careers. These standards can help to further clarify expectations for professional development and the performance of veteran principals. Ultimately, the standards can help states create a seamless set of supporting policies and activities that span the career continuum of an education leader.

This document presents the newly adopted NPBEA standards coupled with the growing research base available on education leadership and suggestions for how standards can help serve as the foundation of an entire system of educator development.

(b)(6)

as a foundational piece for policymakers as they assess current goals, regulations, policies, and practices of education leaders.

These policy standards can be used by policymakers to think about their system of

Policy Standards: Building a Better Vision for Leadership

ISLLC 2008 is designed to serve as a broad set of national guidelines that states can use as a model for developing or updating their own standards. These standards provide high-level guidance and insight about the traits, functions of work, and responsibilities they will ask of their school and district leaders. Using the policy standards as a foundation, states can create a common language and bring consistency to education leadership policy at all levels so that there are clear expectations.

Gene Wilhoit, the executive director of the Council of Chief State School Officers, describes policy standards as the first step toward creating comprehensive, locally tailored approaches for developing and retaining high-quality leaders. The ultimate goal of these standards, as with any set of education standards, is to raise student achievement. These standards contribute to this effort by improving coordination among policymakers, education leaders, and organizations. They do this by beginning to answer questions such as:

- How do schools of education know what education leaders need to know as it relates to every child meeting academic achievement standards?
- How can schools of education effectively convey that knowledge in a coherent fashion?

- How does a district or school evaluate the skills and dispositions of a candidate to improve student performance?
- How does one evaluate appropriate continuing education programs or mentoring of new principals?
- How does one evaluate existing school leaders in meeting accountability goals?

Responding to the Field

In the fast-changing education policy environment, a set of standards is only as good as the input on which it is based. *ISLLC 2008* addresses changes in the field and responds to input from practitioners and policy leaders. Among the concerns addressed is

These standards provide high-level guidance and insight about the traits, functions of work, and responsibilities expected of school and district leaders.

the fact that the 1996 standards were too restrictive, as the very nature of listing examples of leadership indicators was unintentionally limiting and negated other areas that could have been included in an exhaustive listing.

The new standards also respond to concerns that the 1996 standards “froze” leadership preparation programs.

ISLLC 2008 is intended to encourage more flexibility in how leadership preparation programs define and view leadership. Also, by providing a representative sample of empirical research, the new standards provide background material that was not contained in the 1996 standards.

The most fundamental change, however, responds to the recognition that when implementing the 1996 standards, some institutions used them differently, confusing policy standards with practice standards and/or program standards. Consequently, this document states unequivocally, in its title and elsewhere, that the standards here are *policy standards* and are designed to be discussed at the policymaking level to set policy and vision. NPBEA and other organizations also are engaged in efforts to make

recommendations regarding how the policy standards in this publication can be used to influence leadership practice and policy.

Other points of comparison between *ISLLC 1996* and *ISLLC 2008* include:

- The language and framework of the six “broad standards” are similar, yet not identical.
- “Indicators” are not listed in the revised policy standards as they were in the 1996 version. Policy standards are there to set overall guidance and vision.
- Significantly, “functions” that define each standard have been added to replace the knowledge, skills, and dispositions. It is here that research findings and feedback from NPBEA and its members are addressed.

Improving Leadership Standards

***Educational Leadership Policy Standards: ISLLC 2008* organizes the functions that help define strong school leadership under six standards. These standards represent the broad, high-priority themes that education leaders must address in order to promote the success of every student. These six standards call for:**

- 1. Setting a widely shared vision for learning;**
- 2. Developing a school culture and instructional program conducive to student learning and staff professional growth;**
- 3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;**
- 4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;**
- 5. Acting with integrity, fairness, and in an ethical manner; and**
- 6. Understanding, responding to, and influencing the political, social, legal, and cultural contexts.**

- While the titles of the standards and this publication have been changed to make clear that they are policy standards, the “ISLLC” moniker remains. Because so many states have adopted the ISLLC standards in one form or another, it is important to maintain this link.

Developing the Policy Standards

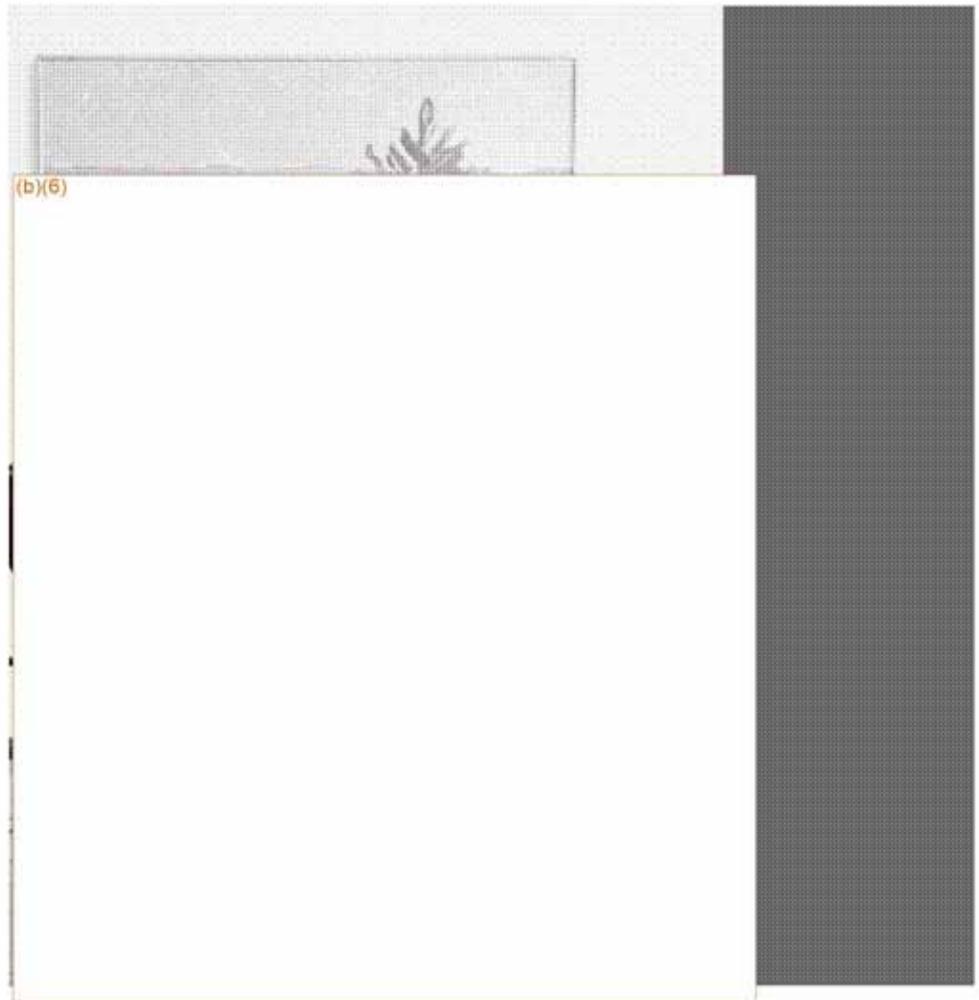
The new standards flow from a two-year revision process led by NPBEA. In revising *ISLLC 1996*, NPBEA consulted with its member organizations (see member list on page 21) and other policy-oriented, practitioner-based organizations, researchers, higher education officials, and leaders in the field. Additionally, NPBEA created a panel of scholars and experts in education administration to identify the research base for updating *ISLLC 1996*—a majority of this research did not exist when those original standards were published.

The NPBEA/ISLLC Steering Committee (see page 22 for a complete list) carried out its work in several phases. Each NPBEA member organization identified a strategy to obtain membership input regarding the revision of *ISLLC 1996*. Once a draft of the revised standards was complete, the NPBEA Steering Committee distributed copies to and gathered feedback from NPBEA member organizations, other professional groups, and the research panel.

The research panel was charged with identifying a research base for updating *ISLLC 1996* and for users of the updated standards. Because of the extensive nature of the

research identified and the interest in designing an interactive forum that can be regularly updated by researchers and practitioners, this information has been compiled into a database now available online at www.ccsso.org/ISLLC2008Research.

The initial research base, identified by the NPBEA research panel, contains empirical research reports as well as policy analyses,



leadership texts, and other resources considered to be “craft knowledge” and “sources of authority” in the field.

Based on this extensive process of input and feedback, the NPBEA Steering Committee revised drafts and finalized *ISLLC 2008*,

recommending the standards for adoption by the NPBEA Executive Board.

Starting in January 2008, NPBEA began updating the Educational Leadership Constituent Council (ELCC) Program Standards, which are used by the National Council for Accreditation of Teacher Education (NCATE) to review preparation programs in education leadership. The 2002 ELCC Program Standards are based on the original *ISLLC 1996*. Updating them will contribute to a coherent vision and system of leadership that can guide state policies and leadership programs.

The policy standards in this publication will form the foundation for further thought, research, dialogue, and debate on creating standards and guidelines that specifically meet the needs of practitioners. The intent of NPBEA is to continue to refine the process of policy standard revision so that the standards reflect changes in the knowledge base. *ISLLC 2008* will serve as a catalyst for research efforts to study the implementation and effects of these policy standards and the program and practice expectations aligned with or resulting from the policy standards.

Setting the Stage for ISLLC 2008

The following principles set the direction and priorities during the development of the new policy standards:

1. Reflect the centrality of student learning;
2. Acknowledge the changing role of the school leader;
3. Recognize the collaborative nature of school leadership;
4. Improve the quality of the profession;
5. Inform performance-based systems of assessment and evaluation for school leaders;
6. Demonstrate integration and coherence; and
7. Advance access, opportunity, and empowerment for all members of the school community.

Research Offers New Insight on Education Leadership

As noted in The Wallace Foundation 2007 report, *A Bridge to School Reform*, until recently there was little evidence about what effective education leadership looks like and the best ways to evaluate this leadership. In the past decade, a new research literature has filled this void. The research has drawn attention to the crucial connection between school leadership and student achievement. It gives state officials, education leaders, and the institutions that train school leaders new resources to guide their standards, policies, and practices.

ISLLC 2008 reflects the input of over 100 research projects and studies, which helped guide the standards revision process and, ultimately, influence the standards presented in this document.

Effective Leaders Promote Better Teaching

This research consistently points out that states and districts are right to focus on standards for education leaders. School leaders are critical to helping improve student performance. Research now shows that leadership is second only to classroom instruction among school-related factors that influence student outcomes, according to an extensive review of the research literature conducted in 2004 by Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson, and Kyla Wahlstrom.

In *How Leadership Influences Student Learning*, they report that direct and indirect leadership effects account for about one-quarter of total school effects on student learning.

Effective principals and school administrators set the organizational direction and culture that influences how their teachers perform. According to *How Leadership*

Studies find leadership is second only to classroom instruction in influencing student outcomes.

Influences Student Learning, the category called “setting directions” is the area in which education leaders have the greatest impact, as the goals and sense of purpose they provide strengthens the entire staff.

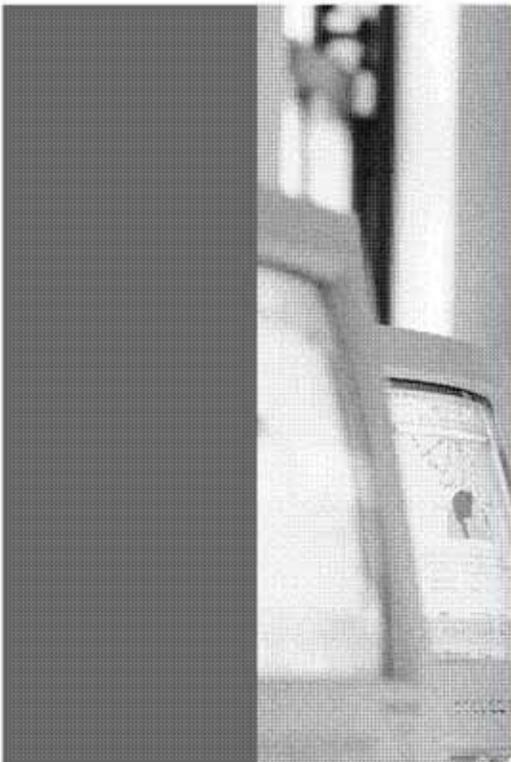
Strong education leaders also attract, retain, and get the most out of talented teachers. Drawing on previous research reviews, Leithwood and his colleagues judged the research supporting this conclusion “substantial” and that effective education leaders can enhance teachers’ performance by providing targeted support, modeling best practice, and offering intellectual stimulation.

Research also finds that successful leadership preparation programs—particularly those that train principals who are willing and able to work in our most challenging schools—are modeled and organized around

clear goals for systemwide values and learning. A 2007 report by Linda Darling-Hammond and colleagues at Stanford University found that exemplary pre- and in-service development programs for principals have many common components, including “a comprehensive and coherent curriculum aligned to state and professional standards, in particular the NCATE/Interstate School Leaders Licensure Consortium (ISLLC) standards, which emphasize instructional leadership.”

According to *Leadership for Learning*:

Making the Connections Among State, District and School Policies and Practices (2006), there are three core system elements (namely standards, training, and conditions) that determine the quality of school leadership. Adequate training and the right mix of incentives and conditions are needed to help facilitate strong leadership. But the most important element is “standards that spell out clear expectations about what leaders need to know and do to improve instruction and learning and that form the basis for holding them accountable for results.”



(b)(6)

IV A Comprehensive Strategy to Improve Education Leadership

ISLLC 2008 should be the starting point for future thought, research, dialogue, and debate about standards for school leaders. CCSSO and NPBEA envision these standards as the foundation for a comprehensive framework that addresses each stage of an education leader's career. The new policy standards build on *ISLLC 1996* and complement other standards and expectations related to education leadership.

As a set of policy standards, *ISLLC 2008* offers high-level guidance to policymakers and education leaders as they set goals and design their own standards. Because improving student achievement at the state level requires coordinated policies to cultivate excellent leadership at the school and district levels, policy standards establish common goals for policymakers and organizations as they form policies regarding school leadership and set statewide goals for school leadership development.

These policy standards were updated to provide a framework for policy creation, training program performance, life-long career development, and system support. Given their broad nature, they can influence and drive many system supports and changes which will ultimately lead to effective instructional leadership that positively impacts student achievement (please refer to graphic on page 13).

Training Programs with Established Performance Expectations

Serving as a foundation, these policy standards are well poised to influence and drive training and preparation programs. *ISLLC 2008* plays out at the preparation program level by establishing performance expectations and lends itself to aid in and can facilitate curriculum development, candidate assessment, and accountability. Certainly *ISLLC 2008* is already informing the NCATE accreditation process and the program standards that guide NCATE's work. In 2002, the NPBEA-appointed Educational Leadership Constituent Council released *Standards for Advanced Programs in Educational Leadership*; they are now reviewing those standards so that they will be aligned with *ISLLC 2008*.

The CCSSO State Consortium on Education Leadership (SCEL) will release in the spring of 2008 *Performance Expectations and Indicators for Education Leaders: A Companion Guide to the Educational Leadership Policy Standards—ISLLC 2008*. Describing those expectations through dispositions, elements, and indicators will help to operationalize the policy standards at a more granular level.

Licensing and Induction

In turn, *ISLLC 2008* can inform licensing and induction programs, which assess new leader professional knowledge. This helps to ensure that the new leaders in the system can

demonstrate adequate professional knowledge before moving into their position. These policy standards are an anchor and will help states formulate in very concrete and direct terms what they expect of their school leaders entering the profession.

Evaluating Performance

States additionally have the ability to set guidelines for evaluating performance of their school leaders and can use *ISLLC 2008* as a basis for this work. These evaluative measures must be performance-based and can more readily formalize what is expected of each leader in the system. Many states have successfully implemented assessment structures to ensure that there are resources in place to continually evaluate leaders' performance. The Wallace Foundation has funded a large evaluation effort with Vanderbilt University. In the fall of 2008, the Vanderbilt Assessment of Leadership in Education (Val-Ed) will be available. It was developed in recognition that leader assessment is an important step in evaluating school performance and is a key determinant of student success. Linking the assessment to *ISLLC 2008* helps states, districts, and schools create an aligned performance-based system.

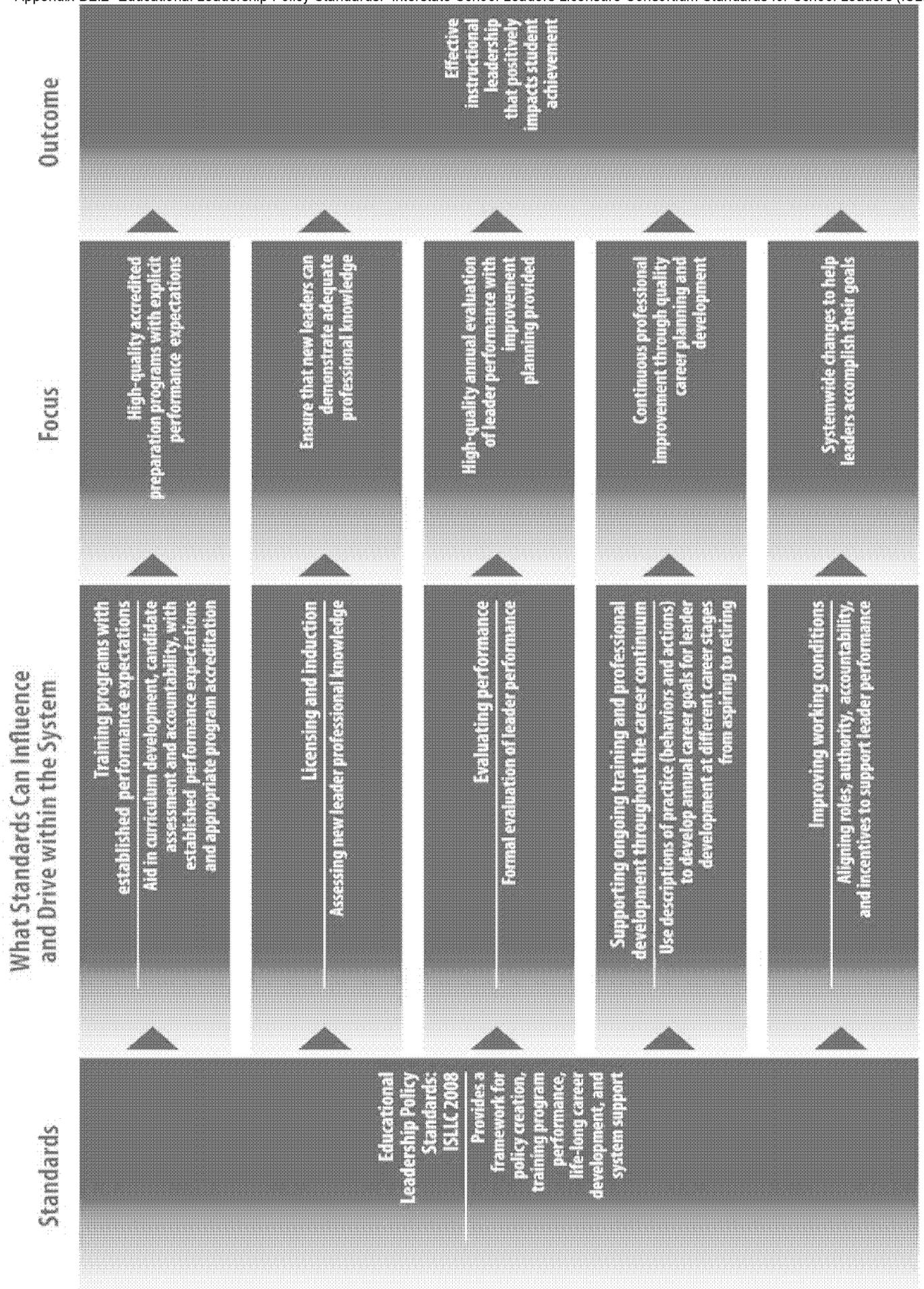
Supporting Leaders Throughout the Career Continuum

Many states have recognized the need for continuing evaluation. Missouri, for example has developed the *Performance-Based Superintendent Evaluation* and the

Performance-Based Principal Evaluation. These evaluations, developed collaboratively by the Missouri Department of Elementary and Secondary Education and the state's 17 preparation institutions, set out what high-quality education leadership looks like and what school and district leaders must be able to do. Missouri has shown that policy standards can form the basis for ongoing professional development throughout the career continuum. They allow one to think about continuous improvement through high-quality career development and planning. Taken to a different level of granularity, these standards can also serve as a basis for developing descriptors of practice from aspiring to retiring.

Improving Working Conditions

As articulated previously, *ISLLC 2008* is designed to provide a framework and foundation as each state develops and aligns its expectations for education leaders. As states and districts work toward all of these improvements, they must also consider improving working conditions. *ISLLC 2008* can drive and influence how one aligns and assigns roles, responsibilities, and authority. They can also form the basis for implementing incentives for leaders to choose certain positions in specific locations. They can additionally serve as the foundation in developing an advanced professional certification for leaders. Making systemwide changes to the work environment can certainly help leaders meet their professional goals.



V Educational Leadership Policy Standards

Educational
Leadership
Policy Standards:
ISLLC 2008
as adopted by
the National Policy
Board for Educational
Administration
(NPBEA) on
December 12, 2007.

Standard 1

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

VI. Making the Standards Work

Educational Leadership Policy Standards:

ISLLC 2008 is now ready for state policymakers to adopt or adapt as they develop coherent education leadership policies that promote student success. These standards are the first step toward creating innovative policies and programs that ensure our investments of time and resources deliver the best possible results for our schools.

Ensuring that the standards are used at different levels of education leadership to influence student achievement should be the primary goal for policymakers. By painting a portrait of effective education leadership—the traits and objectives that all education leaders should share—the standards enable state policymakers to guide improvements. While Part IV described in more general terms how these standards can drive and influence different parts of the educator development system, here are some specific examples in making standards work.

Setting Common Expectations

As a national standards document, *ISLLC 2008* can help state leaders create a common language when discussing expectations for education leaders. They bring greater consistency to education leadership policy, while providing high-level guidance that can serve as the foundation for other portions of

the system. Just as importantly, they can set parameters for developing professional development and evaluation systems that can readily facilitate performance growth of all education leaders. By and large, states have yet to evaluate performance assessments for education leaders against policy standards—this is a promising area for pioneering states.

Guidance for Leadership

Academy Activities

New, comprehensive systems of education leadership standards are only as good as their implementation. To ensure that these standards improve education leadership statewide, policymakers should consider creating or expanding leadership academies for school and district leaders. These academies create opportunities to bring together faculty members from leadership preparation programs throughout a particular state and improve the coordination and consistency of expectations for education leaders. For example, Missouri's Department of Elementary and Secondary Education operates a leadership academy in cooperation with university-based preparation programs that provides standards-based evaluation and professional development for education leaders.

Improving Professional Development

The policy standards outlined in this publication can be used in evaluating current professional development offerings for education leaders. Ohio's Department of Education has collaborated with the state elementary and secondary principals associations to create a two-year induction program for new principals. Each new principal selects a content track for performance-based professional development based on *ISLLC 1996*. However, states can do much more to create standards-based mentoring programs for educational leaders and collect performance data that link areas of weakness to professional learning plans for leaders.

Strengthening State Systems

States need to do more to comprehensively monitor and report the impact that preparation and professional development programs are having on the quality of education leadership—*ISLLC 2008* can help with this task. Some states have taken initial steps: Delaware, for example, has developed assessments to report on preparation programs; and Kentucky has commissioned validation studies on certification exams. Standards-based professional evaluation remains an area ripe for additional development and leadership by states.

Maximizing Returns for Student Results

By drawing on the latest research on education leadership, these new standards orient policymakers toward the most important aspects of education leadership, allowing them to maximize the impact of limited resources on student achievement. State policymakers can adopt or adapt them into statute and/or regulation. Chief state school officers can work closely with governors and legislators to pass new standards and policies and allocate funding for implementation. These standards can also provide greater clarity to the public by outlining the expectations we should have for each and every leader.

ISLLC 2008 supports the role of principals as instructional leaders and the importance of sound education leadership at all levels to raising student achievement—and offers concrete policy recommendations that flow from these standards. As such, they are an important resource for guiding the next generation of education leadership policies and programs.

Appendix 1: Comparing ISLLC 1996 and ISLLC 2008

Changes made to the text of each standard are underlined below.

ISLLC Standards for School Leaders (1996)

STANDARD 1:

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge, Skills & Dispositions: 29

STANDARD 2:

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge, Skills & Dispositions: 39

STANDARD 3:

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge, Skills & Dispositions: 38

STANDARD 4:

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge, Skills & Dispositions: 29

STANDARD 5:

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge, Skills & Dispositions: 29

STANDARD 6:

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge, Skills & Dispositions: 19

Educational Leadership Policy Standards: ISLLC 2008

STANDARD 1:

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions: 5

STANDARD 2:

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions: 9

STANDARD 3:

An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Functions: 5

STANDARD 4:

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions: 4

STANDARD 5:

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions: 5

STANDARD 6:

An education leader promotes the success of every student by understanding, responding to, and influencing the ** political, social, economic, legal, and cultural context.

Functions: 3

Appendix 2: ISLLC 2008 at a Glance

Educational Leadership Policy Standards: ISLLC 2008

An education leader promotes the success of every student by...

STANDARDS

FUNCTIONS

<p>Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders</p>	<p>A. Collaboratively develop and implement a shared vision and mission</p>	<p>B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning</p>	<p>C. Create and implement plans to achieve goals</p>	<p>D. Promote continuous and sustainable improvement</p>	<p>E. Monitor and evaluate progress and revise plans</p>
<p>Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth</p>	<p>A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations</p>	<p>B. Create a comprehensive, rigorous, and coherent curricular program</p>	<p>C. Create a personalized and motivating learning environment for students</p>	<p>D. Supervise instruction</p>	<p>F. Develop the instructional and leadership capacity of staff</p>
<p>Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment</p>	<p>A. Monitor and evaluate the management and operational systems</p>	<p>B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources</p>	<p>C. Promote and protect the welfare and safety of students and staff</p>	<p>D. Develop the capacity for distributed leadership</p>	<p>E. Ensure teacher and organizational time is focused to support quality instruction and student learning</p>
<p>Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources</p>	<p>A. Collect and analyze data and information pertinent to the educational environment</p>	<p>B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources</p>	<p>C. Build and sustain positive relationships with families and caregivers</p>	<p>D. Build and sustain productive relationships with community partners</p>	<p>G. Maximize time spent on quality instruction</p>
<p>Acting with integrity, fairness, and in an ethical manner</p>	<p>A. Ensure a system of accountability for every student's academic and social success</p>	<p>B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior</p>	<p>C. Safeguard the values of democracy, equity, and diversity</p>	<p>D. Consider and evaluate the potential moral and legal consequences of decision-making</p>	<p>H. Promote the use of the most effective and appropriate technologies to support teaching and learning</p>
<p>Understanding, responding to, and influencing the political, social, economic, legal, and cultural context</p>	<p>A. Advocate for children, families, and caregivers</p>	<p>B. Act to influence local, district, state, and national decisions affecting student learning</p>	<p>C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies</p>	<p>I. Monitor and evaluate the impact of the instructional program</p>	

Appendix 3: Glossary of Terms

Craft Knowledge: Abilities, awareness, information, and other accumulated knowledge based on field and classroom experience.

Empirical: A type of evidence “gained from observation or experiment rather than theory” (Source: *Webster’s II: New Riverside Dictionary*).

Function: The action or actions for which a person or thing is responsible.

Policy Standards: High-level, broad national standards that policymakers and states use as a model for developing their own policy standards. Policy standards are typically used for visioning, policy development, and identifying general goals for education leaders.

Practice Standards: Observable behaviors and actions required to meet performance standards. They are measurable and can be used as guides to establish individual performance goals, professional development plans, and evaluation conferences within a system of continuous improvement focused on expert performance.

Program Standards: Guide curriculum planning, program and candidate assessment design, and implementation of the accreditation process for school building and district leadership preparation programs at colleges and universities undergoing NCATE accreditation.

Results: Outputs and outcomes achieved by an organization.

Stakeholders: Individuals or groups that might be affected by a particular action and/or activity.

Standards: The knowledge and skills that should be mastered in order to achieve a level of proficiency in a particular area. Standards are also a means of setting criteria for accomplishing or judging a particular activity or event.

Systematic: Processes that are repeatable and predictable, rather than anecdotal and episodic.

Systemic: Interrelatedness and interdependency of parts and people within the system.

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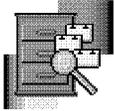
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Idaho Statutes

TITLE 33
EDUCATION

CHAPTER 5
DISTRICT TRUSTEES

33-514.ISSUANCE OF ANNUAL CONTRACTS -- SUPPORT PROGRAMS -- CATEGORIES OF CONTRACTS -- OPTIONAL PLACEMENT. (1) The board of trustees shall establish criteria and procedures for the supervision and evaluation of certificated employees who are not employed on a renewable contract, as provided for in section 33-515, Idaho Code.

(2) There shall be three (3) categories of annual contracts available to local school districts under which to employ certificated personnel:

(a) A category 1 contract is a limited one-year contract as provided in section 33-514A, Idaho Code.

(b) A category 2 contract is for certificated personnel in the first and second years of continuous employment with the same school district. Upon the decision by a local school board not to reemploy the person for the following year, the certificated employee shall be provided a written statement of reasons for non-reemployment by no later than May 25. No property rights shall attach to a category 2 contract and therefore the employee shall not be entitled to a review by the local board of the reasons or decision not to reemploy.

(c) A category 3 contract is for certificated personnel during the third year of continuous employment by the same school district. District procedures shall require at least one (1) evaluation prior to the beginning of the second semester of the school year and the results of any such evaluation shall be made a matter of record in the employee's personnel file. When any such employee's work is found to be unsatisfactory a defined period of probation shall be established by the board, but in no case shall a probationary period be less than eight (8) weeks. After the probationary period, action shall be taken by the board as to whether the employee is to be retained, immediately discharged, discharged upon termination of the current contract or reemployed at the end of the contract term under a continued probationary status. Notwithstanding the provisions of sections 67-2344 and 67-2345, Idaho Code, a decision to place certificated personnel on probationary status may be made in executive session and the employee shall not be named in the minutes of the meeting. A record of the decision shall be placed in the employee's personnel file. This procedure shall not preclude recognition of unsatisfactory work at a subsequent evaluation and the establishment of a reasonable period of probation. In all instances, the employee shall be duly notified in writing of the areas of work which are deficient, including the conditions of probation. Each such certificated employee on a category 3 contract shall be given notice, in writing, whether he or she will be reemployed for the next ensuing year. Such notice shall be given by the board of trustees no later than the twenty-fifth day of May of each such year. If the board of trustees has decided not to reemploy the certificated employee, then the notice must contain a statement of reasons for such decision and the employee shall, upon

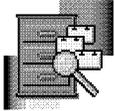
request, be given the opportunity for an informal review of such decision by the board of trustees. The parameters of an informal review shall be determined by the local board.

(3) School districts hiring an employee who has been on renewable contract status with another Idaho district or has out-of-state experience which would otherwise qualify the certificated employee for renewable contract status in Idaho, shall have the option to immediately grant renewable contract status, or to place the employee on a category 3 annual contract. Such employment on a category 3 contract under the provisions of this subsection may be for one (1), two (2) or three (3) years.

(4) There shall be a minimum of two (2) written evaluations in each of the annual contract years of employment, and at least one (1) evaluation shall be completed before January 1 of each year. The provisions of this subsection (4) shall not apply to employees on a category 1 contract.

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Idaho Statutes

TITLE 33 EDUCATION

CHAPTER 5 DISTRICT TRUSTEES

33-515.ISSUANCE OF RENEWABLE CONTRACTS. (1) During the third full year of continuous employment by the same school district, including any specially chartered district, each certificated employee named in subsection (16) of section 33-1001, Idaho Code, and each school nurse and school librarian shall be evaluated for a renewable contract and shall, upon having been offered a contract for the next ensuing year, having given notice of acceptance of renewal and upon signing a contract for a fourth full year, be placed on a renewable contract status with said school district subject to the provisions included in this chapter.

(2) After the third full year of employment and at least once annually, the performance of each such certificated employee, school nurse, or school librarian shall be evaluated according to criteria and procedures established by the board of trustees in accordance with general guidelines approved by the state board of education. Except as otherwise provided, that person shall have the right to automatic renewal of contract by giving notice, in writing, of acceptance of renewal. Such notice shall be given to the board of trustees of the school district then employing such person not later than the first day of June preceding the expiration of the term of the current contract. Except as otherwise provided by this paragraph, the board of trustees shall notify each person entitled to be employed on a renewable contract of the requirement that such person must give the notice hereinabove and that failure to do so may be interpreted by the board as a declination of the right to automatic renewal or the offer of another contract. Such notification shall be made, in writing, not later than the fifteenth day of May, in each year, except to those persons to whom the board, prior to said date, has sent proposed contracts for the next ensuing year, or to whom the board has given the notice required by this section.

(3) Any contract automatically renewed under the provisions of this section shall be for the same length as the term stated in the current contract and at a salary no lower than that specified therein, to which shall be added such increments as may be determined by the statutory or regulatory rights of such employee by reason of training, service, or performance, except where a board of trustees has declared a financial emergency pursuant to section 33-522, Idaho Code.

(4) Nothing in this section shall prevent the board of trustees from offering a renewed contract increasing the salary of any certificated person, or from reassigning an administrative employee to a nonadministrative position with appropriate reduction of salary from the preexisting salary level. In the event the board of trustees reassigns an administrative employee to a nonadministrative position, the board shall give written notice to the employee which contains a statement of the reasons for the reassignment. The employee, upon written request to the board, shall be entitled to an informal review of that decision. The process and procedure for the informal review shall be determined by the local board

of trustees.

(5) Before a board of trustees can determine not to renew for reasons of an unsatisfactory report of the performance of any certificated person whose contract would otherwise be automatically renewed, or to renew the contract of any such person at a reduced salary, such person shall be entitled to a reasonable period of probation. This period of probation shall be preceded by a written notice from the board of trustees with reasons for such probationary period and with provisions for adequate supervision and evaluation of the person's performance during the probationary period. Such period of probation shall not affect the person's renewable contract status. Consideration of probationary status for certificated personnel is consideration of the status of an employee within the meaning of section 67-2345, Idaho Code, and may be held in executive session. If the consideration results in probationary status, the individual on probation shall not be named in the minutes of the meeting. A record of the decision shall be placed in the teacher's personnel file.

(6) If the board of trustees takes action to immediately discharge or discharge upon termination of the current contract a certificated person whose contract would otherwise be automatically renewed, or to renew the contract of any such person at a reduced salary, the action of the board shall be consistent with the procedures specified in section 33-513(5), Idaho Code, and furthermore, the board shall notify the employee in writing whether there is just and reasonable cause not to renew the contract or to reduce the salary of the affected employee, and if so, what reasons it relied upon in that determination.

(7) If the board of trustees takes action after the declaration of a financial emergency pursuant to section 33-522, Idaho Code, and such action is directed at more than one (1) certificated employee and, if mutually agreed to by both parties, a single informal review shall be conducted. Without mutual consent of both parties, the board of trustees shall use the following procedure to conduct a single due process hearing within sixty-seven (67) days of the declaration of financial emergency pursuant to section 33-522(2), Idaho Code, or on or before June 22, whichever shall occur first:

(a) The superintendent or any other duly authorized administrative officer of the school district may recommend the change in the length of the term stated in the current contract or reduce the salary of any certificated employee by filing with the board of trustees written notice specifying the purported reasons for such changes.

(b) Upon receipt of such notice, the board of trustees, acting through its duly authorized administrative official, shall give the affected employees written notice of the reductions and the recommendation of the change in the length of the term stated in the current contract or the reduction of salary, along with written notice of a hearing before the board of trustees prior to any determination by the board of trustees.

(c) The hearing shall be scheduled to take place not less than six (6) days nor more than fourteen (14) days after receipt of the notice by the employees. The date provided for the hearing may be changed by mutual consent.

(d) The hearing shall be open to the public.

(e) All testimony at the hearing shall be given under oath or affirmation. Any member of the board, or the clerk of the board of trustees, may administer oaths to witnesses or affirmations by witnesses.

(f) The employees may be represented by legal counsel and/or by a representative of a local or state education association.

(g) The chairman of the board of trustees or the designee of the chairman shall conduct the hearing.

(h) The board of trustees shall cause an electronic record of the

hearing to be made or shall employ a competent reporter to take stenographic or stenotype notes of all the testimony at the hearing. A transcript of the hearing shall be provided at cost by the board of trustees upon request of the employee.

(i) At the hearing the superintendent or other duly authorized administrative officer shall present evidence to substantiate the reduction contained in such notice.

(j) The employees may produce evidence to refute the reduction. Any witness presented by the superintendent or by the employees shall be subject to cross-examination. The board of trustees may also examine witnesses and be represented by counsel.

(k) The affected employees may file written briefs and arguments with the board of trustees within three (3) days after the close of the hearing or such other time as may be agreed upon by the affected employees and the board of trustees.

(l) Within seven (7) days following the close of the hearing, the board of trustees shall determine and, acting through its duly authorized administrative official, shall notify the employees in writing whether the evidence presented at the hearing established the need for the action taken.

The due process hearing pursuant to this subsection (7) shall not be required if the board of trustees and the local education association reach an agreement on issues agreed upon pursuant to section 33-522(3), Idaho Code.

(8) If the board of trustees, for reasons other than unsatisfactory service, for the ensuing contract year, determines to change the length of the term stated in the current contract, reduce the salary or not renew the contract of a certificated person whose contract would otherwise be automatically renewed, nothing herein shall require a probationary period.

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Appendix D2.5

General Rules associated with the Idaho Incentive Pay Pilot Program

1. Idaho incentive pay pilot program monies are to be paid to recipients as a lump-sum bonus.
2. In addition to any bonuses paid, grant funds are to be allocated for the associated variable benefit costs related to the employer-paid portion of FICA and PERSI (Public Employee Retirement System of Idaho).
3. The receipt of an Idaho incentive pay pilot program bonus by an individual in one year creates no obligation or expectation that a bonus would be received that individual in any subsequent year.
4. School districts shall not enter into any contract that discriminates against those not receiving an Idaho incentive pay pilot program bonus.
5. The State Department of Education may require reports of information as necessary related to the Idaho incentive pay pilot program.

Other Rules associated w/Student Achievement Portion of Idaho Incentive Pay Pilot Program

1. If it is not possible to calculate the state portion due to a lack of ISAT (Idaho Standards Achievement Test) testing in the grades served by a particular school (such as a primary school), the staff at that school will be included with the state calculations at the school to which the students matriculate.
2. Eligible employees assigned to more than one school or other grouping will have their shares pro-rated, based on the percentage of their time assigned to each school or grouping.
3. Part-time employees will have their shares pro-rated based on their full-time equivalency status.
4. For the state portion, quartiles will be calculated based on the performance of all schools in the state. The amount of “space” occupied by each school within the quartiles will be calculated based on the number of certificated full-time positions assigned to each school.
5. Students whose scores are excluded from AYP (Adequate Yearly Progress) calculations will also be excluded from the state portion of the Student Achievement calculations.
6. To the extent practicable, the ISAT scores of students for whom no score is available from the previous year’s test will be excluded from the state’s Student Achievement growth calculations.

Other Rules Associated w/Hard-to-Fill Positions Portion of the Idaho Incentive Pay Pilot Program

1. The State Board of Education must revise its list of certificates and endorsement areas eligible for district selection as a Hard-to-Fill area at least every other year, and must do so by no later than March 31st of the school year prior to the school year in which any changes are to take effect.
2. Individuals qualifying for Hard-to-Fill position bonuses in more than one area, as could occur in an individual with multiple endorsements or certificates, will receive their award on a blended, full-time equivalency weighted basis.
3. Those receiving a scholarship-type award must earn a passing grade in any funded coursework, defined as a grade of “pass” or a “C” or better.
4. Those receiving a scholarship-type award who fail to adhere to the requirements herein shall be required to re-pay monies received, unless the inability to adhere to the requirements is related to the individual’s death or disability.
5. No one can be required to participate in a scholarship-type award.
6. No bonus or scholarship-type award may exceed \$4,000 per annum.
7. Districts may weight Hard-to-Fill position bonuses on a full-time equivalency adjusted basis.

Other Rules Associated w/Leadership Awards Portion of the Idaho Incentive Pay Pilot Program

1. Leadership Awards are to be granted to recognize excellence, and require the performance of at least one additional duty.
2. Additional duties eligible for a leadership award shall not include duties related to extracurricular student activities or athletics.
3. To receive a leadership award, the individual must be required to work additional time outside the normal contract period.
4. The Board of Trustees may bestow multiple leadership awards upon a single individual, requiring multiple additional duties.
5. No individual may receive more than \$4,000 in leadership awards per annum.
6. A leadership award is only valid for the state fiscal year for which it is granted.

Appendix D2.6 Calculating Student Growth and Ranking Schools by Growth

Idaho has developed a model to compare growth in learning across grade levels using an effect size metric. This model then does not disadvantage secondary schools that have typically exhibited less growth on the state's IRT learning curve than elementary schools, but provides a comparison of growth in secondary schools against that of other schools, regardless of level. Further, while average scale scores could be compared across schools, we believe the calculation of an effect size provides a more accurate representation of true growth because it better accounts for the variations within scores. Effect sizes are a useful way to compare the magnitude of differences among similar measures (Valentine & Cooper, 2003).

1. Using the continuous scale score for students in the ISAT Math, Reading and Language Usage, the magnitude of growth from one grade level to the next will be calculated. Through the use of unique ID's, students will be matched across time. The process matches students from one year to the next (insuring that only students who have had a year of instruction are included), and uses only their ISAT scale scores to calculate the effect size.
2. Those averages are then converted to a disattenuated Cohen's *d* or "effect size" using the following formula:

$$\frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{r_1s_1^2 + r_2s_2^2}{2}}}$$

where

\bar{X} = average (mean) score

r = reliability of the test

s = standard deviation.

This formula accounts for the score variance in both groups (the pooled standard deviations) and the reliability of each test.

3. A z-score will be determined for each school within a specific grade span (i.e., grade 3 to grade 4, etc.) using the following formula:

$$z = \frac{X - M}{SD}$$

where

X = the school's Cohen *d* in the target grade level

M = the mean Cohen *d*'s for all schools in the target grade level

SD = the standard deviation of Cohen *d*'s for schools in target grade

Z-score can have both positive and negative values, so a Standard Score was used to reduce the positive-negative confusion. The Standard Score (SS) is determined using the following formula:

$$SS = 10 z + 50$$

where

z = the school's z score computed from the Cohen d

10 = the standard deviation for the Standard Score distribution

50 = the mean for the Standard Score distribution

4. Steps 2 and 3 are repeated for each grade level spans for which ISAT data is available (i.e. grades 3-4, 4-5, 5-6, 6-7, 7-8, 8-9, 9-10).
5. The Standard Scores for each grade level in the school are then averaged for the total grade span for a school. (Ex. School X with grades K-6 average z -score = (grade 3-4 SS + grade 4-5 SS + grade 5-6 SS)/3)
6. This process is then repeated for each of the other subject areas, and the subject areas averaged for each school (i.e. (Average Reading SS + Average Language SS + Average Math SS)/3).
7. Ascertain the number of certificated staff in each school, and put the schools in a three-column list (e.g., school name, standard score, certificated staff) that is rank ordered by the Standard Score.
8. Move down the ordered list creating a cumulative total of the number of certificated staff. The *Top Quarter of Schools* will be identified when the cumulative count of certificated staff is about 25% the state's total certificated staff.
9. Continue counting certificated staff down the list until the *Upper Middle Quarter of Schools* will be identified when the cumulative count reaches about 50% of the state's certificated staff.
10. Continue until the cumulative staff count reaches about 75%, which sets the *Lower Middle Quarter of Schools*.
11. The remaining schools make up the *Bottom Quarter of Schools*.

Reference

Valentine, J. C. & Cooper, H. (2003). *Effect size substantive interpretation guidelines: issues in the interpretation of effect sizes*. Washington, DC: What Works Clearinghouse. Retrieved December 22, 2009, from <http://ies.ed.gov/ncee/wwc/essig.pdf>

Calculating Student Achievement and Ranking Schools by Achievement

Idaho's calculation of School Achievement Rankings will be done with the same creation of a z-score to standardize the scores across grade levels. To determine which schools have the highest achievement (i.e. highest average scale scores for students for a given year), the following steps will be used to calculate School Achievement:

1. The average scale score for each grade level within a school will be determined.
2. A z-score will be determined for each school within a specific grade (i.e., grade 5, etc.) using the following formula:

$$z = \frac{X - M}{SD}$$

where

X = the mean scale score for the school's grade level

M = the mean scale score for all schools in the target grade level

SD = the standard deviation of scale scores for all schools in target grade

3. Z-scores can have both positive and negative values, so a Standard Score was used to reduce the positive-negative confusion. The Standard Score (SS) is determined using the following formula:

$$SS = 10z + 50$$

where

z = the school's z score computed from the mean scale score

10 = the standard deviation for the Standard Score distribution

50 = the mean for the Standard Score distribution

4. Steps 2 and 3 are repeated for each grade level for which ISAT data is available (i.e. grades 3, 4, 5, 6, 7, 8, 9, 10).
5. The Standard Scores for each grade level are then averaged for the total grade span for a school. (Ex. School X with grades K-6 average z-score = (grade 3 SS + grade 4 SS + grade 5 SS + grade 6 SS)/4)
6. This process is then repeated for each of the other subject areas, and the subject areas averaged for each school (i.e. (Average Reading SS + Average Language SS + Average Math SS)/3).

Appendix D2.6- Calculating Student Growth and Ranking Schools by Growth

7. Ascertain the number of certificated staff in each school, and put the schools in a three-column list (e.g., school name, standard score, certificated staff) that is rank ordered by the Standard Score.
8. Move down the ordered list creating a cumulative total of the number of certificated staff. The *Top Quarter of Schools* will be identified when the cumulative count of certificated staff is about 25% the state's total certificated staff.
9. Continue counting certificated staff down the list until the *Upper Middle Quarter of Schools* will be identified when the cumulative count reaches about 50% of the state's certificated staff.
10. Continue until the cumulative staff count reaches about 75%, which sets the *Lower Middle Quarter of Schools*.
11. The remaining schools make up the *Bottom Quarter of Schools*.

Appendix D2.7

How to Calculate Student Achievement Awards for Certificated Employees

State Student Achievement Goals

The state portion of the Idaho Pay for Performance plan is based on the performance of whole schools on the Idaho Standards Achievement Test (ISAT). The ISAT is administered in mid-April to early May each year, and is Idaho’s statewide summative, standards-based test used for AYP calculations. Shares may be earned through a school attaining either the top three quartiles in the measured growth in student test scores from one year to the next, or the top two quartiles of overall student achievement scores, or both. Based on this performance, all building staff will be awarded the same number of state shares. The number of state shares that may be earned can be seen on the following table:

	GROWTH	ACHIEVEMENT
1st Highest Quartile	1.00 share	0.50 share
2nd Highest Quartile	0.50 share	0.25 share
3rd Highest Quartile	0.25 share	0.00 share
4th Highest Quartile	0.00 share	0.00 share

However, since the maximum number of shares that may be earned on the state goals portion of this plan is 1.00, the total state shares that may be earned, based on a combination of the growth and achievement measures, are limited as follows:

		GROWTH			
		1st Highest Quartile	2nd Highest Quartile	3rd Highest Quartile	4th Highest Quartile
ACHIEVEMENT	1st Highest Quartile	1.00 share	1.00 share	0.75 share	0.50 share
	2nd Highest Quartile	1.00 share	0.75 share	0.50 share	0.25 share
	3rd Highest Quartile	1.00 share	0.50 share	0.25 share	0.00 share
	4th Highest Quartile	1.00 share	0.50 share	0.25 share	0.00 share

Local Student Achievement Goals

The local plan developed by school districts will also be share-based. Like the state portion of this plan, fractions of shares may be earned and share awards may be scaled, with larger shares being awarded for greater achievements. Also like the state portion, the maximum number of local shares that may be earned by an employee is 1.00.

AWARD FORMULA

Step 1 – Determine the Amount of Money a District Will Be Required to Distribute

(“statewide” calculations include only all participating districts)

1. Multiply the number of statewide building-based certificated FTE by \$750.

Appendix D2.7- How to Calculate Student Achievement Awards for Certificated Employees

2. Divide the result of #1 by the number of state shares earned statewide by building-based certificated FTE.
3. Multiply the result of #2 by the number of state shares earned by building-based certificated FTE within the district.
4. Divide the result of #1 by the number of statewide building-based certificated FTE at schools that earned at least a fraction of a state share.
5. Multiply the result of #4 by the number of building-based certificated FTE at schools within the district that earned at least a fraction of a state share.
6. Add the result of #3 and the result of #5.

Step 2 – Determine the Value of Shares Earned by Eligible Staff

7. Add the shares of all building-based certificated FTE within the district that earned at least a fraction of a state share and a fraction of a local share.
8. Divide the result of #6 by the result of #7. This is the value of a share within the district.

Step 3 – Determine the Amount a District is Required to Award to Each Eligible Employee

9. For each individual building-based certificated employee who earned at least a fraction of a state share and a fraction of a local share, add their state and local shares.
10. Multiply the result of #8 by the result of #9 to determine each individual's bonus award (the district is also required to utilize its grant funds to add the variable benefit rate associated with the employer cost share for FICA and PERSI).

For building-based non-certificated staff, the processes and calculations are exactly the same, except the beginning amount in #1, which drives the two sets of calculations in #2-#3 and #4-#5 is \$187.50, rather than \$750.00.

Appendix D2.8

Permissible Local Student Achievement Measures

1. End-Of-Course Assessments (EOCs)
2. Direct Math Assessment (DMA)
3. Direct Writing Assessment (DWA)
4. Idaho Reading Indicator (IRI)
5. Disaggregated Idaho Standards Achievement Test (ISAT) data
6. Graduation Rate
7. Dropout Rate
8. Percent of Graduates Attending Postsecondary or Entering Military
9. ACT Scores
10. SAT Scores
11. Making Adequate Yearly Progress (AYP)
12. Number of Dual Credit or Advanced Placement (AP) Courses Successfully Completed
(with a grade of “C” or better)
13. College Placement Exams
14. Curriculum-Based Measure (i.e. teacher-developed test, AIMSweb, Dibels, etc.)
15. Percentage of Students Involved in Extracurricular Activities (i.e. FFA, student council, athletics, etc.)
16. Class Projects
17. Portfolios
18. Special Student Assignments (i.e. science fairs, robotics competitions, etc.)
19. Parental Involvement
20. Teacher Grades
21. Improved Rates of Attendance

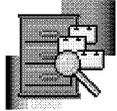
Appendix 2.9

Permissible Leadership Award Duties

1. Mentoring of Teachers or Other Certificated Instructional Staff
2. Content Leadership
3. Lead Teacher
4. Peer Teaching Coach
5. Content Specialist
6. Remedial Instructor
7. Curriculum Development
8. Assessment Development
9. Data Analysis
10. Grant Writing
11. Special Program Coordinator (i.e. volunteer coordinator, community outreach coordinator, etc.)
12. Research Project
13. Teaching Professional Development Course
14. Service on Local/State/National Education Committee or Task Force
15. Providing leadership to a Professional Learning Community
16. Member of a Professional Learning Community
17. Earning National Board Certification

Permissible Hard-to-Fill Areas

The state will utilize data from the *Educators Supply and Demand Report* and the *Alternative Authorizations Report* to determine which areas are potentially eligible for hard-to-fill position awards.



Idaho Statutes

TITLE 33
EDUCATION

CHAPTER 1
STATE BOARD OF EDUCATION

33-114.CERTIFICATION -- COURSES OF STUDY -- ACCREDITATION. Supervision and control of the certification of professional education personnel is vested in the state board. The board shall approve the program of education of such personnel in all higher institutions in the state, both public and private, and shall accredit as teacher training institutions those in which such programs have been approved.

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IDAHO ADMINISTRATIVE CODE
State Board of Education
IDAPA 08.02.02
Rules Governing Uniformity

20. Respondent. The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators. (3-20-04)

21. Revocation. The invalidation of any Certificate held by the educator. (3-20-04)

22. Stipulated Agreement. A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms, or by subsequent action by the Professional Standards Commission. (3-20-04)

23. Student. Any individual enrolled in any Idaho public or private school from preschool through grade 12. (3-20-04)

24. Sufficient Grounds. A determination by the Executive Committee that sufficient evidence exists to issue an Administrative Complaint. (3-20-04)

078. -- 089. (RESERVED).

090. INTERSTATE CERTIFICATION COMPACT.

Idaho participates in the Interstate Agreement of Qualification of Education Personnel. This agreement applies equally to teachers entering Idaho from another compact-member state and to teachers entering another compact-member state from Idaho. The compact applies to classroom teachers only. Trades and industries teachers are not covered by the agreement. (Section 33-4104, Idaho Code) (4-1-97)

091. -- 099. (RESERVED).

100. OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.

(Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs. The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial Certification of Professional School Personnel as approved on June 2004. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will not take effect on approval evaluations of the Idaho program until two (2) years after notification of such revision. The two (2) year deferral may be waived upon written request of the head of the college or department to be evaluated (4-6-05)

02. Effective Date. The effective date for the NCATE approved Idaho Standards for the Initial Certification of Professional School Personnel is September 1, 2001. Students with junior or senior standing and currently enrolled in an institution's program that does not meet the Standards will be eligible for certification in Idaho after successfully completing their program if this program is completed within two (2) years of the September 1, 2001 effective date. All programs not meeting the Standards will be responsible for informing enrolled students of their non-compliance. (3-30-01)

03. Reference Availability. The Idaho Standards for the Initial Certification of Professional School Personnel are incorporated herein by reference and are available for inspection in the Office of the State Board of Education. (3-30-01)

04. Continuing Accreditation. The state of Idaho will follow the National Council for Accreditation of Teacher Education (NCATE) model and pursue continuing approval at the end of seven (7) years following baseline approval. (3-16-04)

05. Payment Responsibilities for Teacher Preparation Program Reviews. The Professional Standards Commission is responsible for Idaho teacher preparation program reviews, including assigning responsibility for paying for program reviews. To implement the reviews, it is necessary that: (4-6-05)

IDAHO ADMINISTRATIVE CODE
State Board of Education
IDAPA 08.02.02
Rules Governing Uniformity

a. The Professional Standards Commission pay for all in-state expenses for on-site teacher preparation reviews from its budget. (4-6-05)

b. Requesting institutions pay for all out-of-state expenses related to on-site teacher preparation program reviews. (4-6-05)

101. -- 109. (RESERVED).

110. PERSONNEL STANDARDS.

The State Board of Education supports the efforts made by the Idaho Legislature to lower class size. Significant progress has been made in grades one through three (1-3). The State Board of Education believes that class sizes in grades four through six (4-6) are too high. Districts are encouraged to lower all class sizes as funds become available. Each district will develop personnel policies and procedures to implement the educational program of the district. The policies and procedures will address representation in each of the following personnel areas, as appropriate to student enrollment and the needs of each attendance area. Districts should strive to achieve ratios consistent with state class size ratio goals.

INSTRUCTIONAL PERSONNEL

TEACHERS	STATE GOALS
Kindergarten	20
Grades 1, 2, 3	20
Grades 4, 5, 6	26
Middle School/Jr. High	160 teacher load
High School	160 teacher load
Alternative School (7-12)	18 average daily class load

Schools are encouraged to explore technological options that provide for credible alternative delivery systems. Present and emerging information transmission technology may provide for greater teacher/pupil class size ratios.

PUPIL PERSONNEL	
(Certificated School Counselors, Social Workers, Psychologists)	400:1 * student/district average
Secondary Media Generalist and Assistants	500:1 * student/district average
Elementary Media Generalist or Assistants	500:1 * student/district average
Building Administrative Personnel	Not to exceed 500:1 * district average

* The stated pupil to personnel ratio is the goal; each school district will assign personnel as appropriate to student enrollment and the needs of each attendance area.

Classroom Assistants - State Goal: will be provided where the student/teacher ratio is deemed excessive by the district or where other student special needs exist (e.g., limited English proficiency or special education).

Classified Personnel - State Goal: will be employed in each building to support the needs of the staff, students, and community. (4-1-97)

111. -- 119. (RESERVED).

Center for Educational Effectiveness

The Center for Educational Effectiveness, Inc. (CEE) is an independent organization based in Redmond, Washington that provides service, consulting, and research organization dedicated to the mission of partnering with K-12 schools to improve student learning. The Idaho State Department of Education has contracted with CEE to conduct a variety of perceptual data surveys, organized around the *9 Characteristics of High Performing Schools* (Shannon & Bylsma, 2007). This perceptual data is provided at both the school and district level, as well as in comparison to the CEE data repository which includes over 42,000 respondents. Results are shared in a report designed to serve as a teaching tool when working with district and school staff in the school improvement process. These surveys are collected and provided for the internal development of participating schools and districts.

In addition to the staff and student surveys, CEE was hired to create and conduct a multi-source feedback survey designed to measure with perceptual data the effectiveness of the of both our Idaho Build Capacity Project and current conditions within LEAs identified as low achieving. The survey results are presented in the following five categories:

1. School Improvement Skills
2. Management of Responsibilities
3. Advocates/Facilitates the Process
4. Trust Building
5. Communication Skills

The summary view provided for each category is represented by five to ten questions asked in the survey that feeds into each of the five categories. The report also provides a breakdown for each individual question, and a gap analysis.

References

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- Redding, S. & Walberg, H.J. (2008). *Handbook on statewide systems of support*. Charlotte, NC: Information Age Publishing, Inc.

Appendix E2.1– Collecting Perceptual Data used in Focus Visits

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Taylor, B.O. (2002). The effective schools process: Alive and well. *Phi Delta Kappan*, 83(5), 375-378.

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Appendix E2.2

Expanding Opportunities for College and Career Readiness

Currently, Idaho has a relatively high graduation rate (89.7% in 2007-2008), but a low college attendance (31% of 18-24 year olds). The disparity between the graduation rate and the percentage of students going on to post secondary schools has been and continues to be a concern for policy makers. We reviewed many of the factors that may be impeding subsequent achievement, but decided to start with that which we can control - the K-12 system. Our initial approach was to start by expanding the preparedness of secondary students. The 2007 Legislature approved increased high school graduation requirements, which went into effect with this year's class (graduating class of 2013).

The new rule requires that all students:

- Take three (3) years of math, one of which must be the last year of high school; one of which must be in the last year of high school
- Take three (3) years of science
- Complete a senior project;
- Take the ACT, SAT or Compass exam by the end of 11th grade.

The rule also requires school districts to offer students at least one advanced opportunity, such as concurrent credit, Advanced Placement or tech prep courses.

We understand the importance of preparedness, but preparedness is not the same as access. Our state recently committed to increasing the community college opportunities across the state. But even that is not enough. We need our students to be concerned with their future before they get to their last year in high school. Research suggests (and our LEAs concur) that being able to offer dual credit opportunities can and will increase the likelihood of students going on to institutes of higher education.¹

Using RT3 funds we will be able to offer all of our participating districts (LEAs with signed MOUs) the ability to have their students enroll in dual credit courses beginning

¹ Merchur Karp, M. & Huges, K. (2008) Supporting College Transitions Through Collaborative Program, Columbia University, NY:NY

their junior year in high school. Students within participating LEAs will have the ability to take up to six credits in both their junior and senior year of high school. And all students in the class of 2013 will be required to take the ACT. So that whether or not they choose to enter college immediately after their senior year or later they will have the necessary assessment to attain admission to a public university in Idaho. We understand that obtaining a high school diploma is no longer sufficient for young people who hope to land a job that pays a family sustaining wage.²

We believe that both the opportunity to earn college credit during high school and complete the necessary assessment will have a positive impact on the number of students completing at least a baccalaureate degree. And we recognize that the rural nature of our state prevents some of our students from doing that which is why Idaho has committed to building the Idaho Education Network which will allow the opportunity for virtual classes.

But we want to go further by offering onsite college experiences to both middle school and high school students in our lowest achieving school districts. This program will provide one week onsite community college experiences to the students in our lowest achieving school districts. The emphasis of the “college camp” will be on science, technology, engineering, and math.

High school students from our lowest achieving LEAs will have the opportunity to attend a STEM summer camp offered at one of our three public universities for two weeks. High school students will have the option of applying for college credit by participating in the camp and completing all related course work. In either case (middle or high school) the courses will be taught by university faculty and educators from the participating LEAs will be invited to participate.

² Hooker, S. & Brand, B. ((2009) Success at Every Step: How 23 Programs support youth on the page to college and beyond.

Idaho Public School Funding

Public School Funds come primarily from state general funds, and are supplemented by federal funds and state dedicated funds. For FY 2010, the following amounts were appropriated by the 2009 Legislature:

General Account	\$1,224,117,600
Dedicated Accounts	56,825,900
Cigarette and Lottery Taxes	7,000,000
ARRA Federal Stimulus Funds	145,733,000
Federal Funds	<u>269,383,000</u>
 TOTAL REVENUES	 \$1,703,059,500

State funds are distributed to public schools according to statute (Title 33, Chapter 10, Idaho Code) and appropriation intent language (special distributions).

Average Daily Attendance (ADA) is calculated from data provided by public schools. There are three reporting periods that end on the first Friday in November, the first Friday in March, and the last day of school. A day of attendance is defined in State Board of Education rules and is basically a minimum of 2 ½ hours for kindergarten students and a minimum of 4 hours for grades 1-12.

ADA is converted to Support Units, per §33-1002 (6), Idaho Code. The divisors take the size of the School District or Charter School into consideration. That is, the larger the ADA, the larger the divisor; the smaller the ADA, the smaller the divisor. In other words, smaller programs will require less ADA to generate a support unit, and larger programs will require more ADA to generate a support unit. This results in more funding per student for smaller programs, taking into consideration smaller class sizes that still require full-time staffing costs.

The Divisors also are a factor in how much is distributed by grade category. For example, a Support Unit (\$92,300 FY 2009 statewide average) equals approximately:

- \$2,300 per Kindergarten student ADA (divisor of 40)
- \$4,000 to \$7,700 per Elementary (grades 1-6) ADA (divisors from 12 to 23)
- \$5,000 to \$7,700 per Secondary (grades 7-12) ADA (divisors from 12 to 18.5)
- \$6,400 per Exceptional ADA (divisor of 14.5)
- \$7,700 per Alternative Secondary (grades 7-12) ADA (divisor of 12)

Support Units are used to calculate Salary & Benefit apportionment, and discretionary funds. Support Units based on the first reporting period are used to calculate Salary & Benefit apportionment. Support Units based on the best-28 weeks are used to calculate discretionary funds.

Staff hired are categorized into three areas:

- Instructional
- Administrative

- Classified

For Instructional and Administrative staff, an Experience and Education Multiplier (index) per §33-1004A, Idaho Code, will be generated and used to calculate Salary & Benefit apportionment. The higher the index, the higher the Salary Apportionment. The lower the index, the lower the Salary Apportionment. These indexes are the only variable in determining a school district's or charter school's support unit value.

For each Support Unit, the following Staff Allowance ratios per §33-1004, Idaho Code will be used to calculate Staff Allowance:

- Instructional = 1.1
- Administrative = 0.075
- Classified = 0.375

For example, 50 support units will provide 55 Instructional Staff Allowance (50 x 1.1), 3.75 Administrative Staff Allowance (50 x 0.075), and 18.75 Classified Staff Allowance (50 x 0.375).

Base salaries for each category, as well as the minimum Instructional salary are reviewed and set by the Legislature each session.

A School District's or Charter School's Salary Apportionment is basically:

Support Units x Staff Allowance Ratio x Index (except Classified) x Base Salary

A School District must employ at least the number of Instructional staff in order to receive its Instructional Staff Allowance [§33-1004 (2), Idaho Code]. This is commonly referred to as the "use it or lose it" provision. Charter Schools are exempt from this statutory requirement.

Benefit apportionment is basically 18.04% of Salary Apportionment and is based on the Public Employee Retirement System of Idaho (PERSI) and FICA. It is limited to the smaller of the Staff Allowance or Actual Salaries.

In summary, the amount per ADA that a School District or Charter School receives is generally based on:

- Size (in terms of ADA)
- Student Mix (grades served)
- Staff hired (Experience & Education Multiplier)

Other Statutory distributions such as Pupil Transportation, Border Contracts, Exceptional Contracts / Tuition Equivalents, Early Retirement Incentive, Bond Levy Equalization Support Program, and Lottery are calculated according to statute and rule.

Appendix F1.1- Idaho's Public School Funding Formula

Special Distributions such as Classroom Supplies, Textbook Allowance, Remediation, Technology, Idaho Reading Initiative, and Gifted / Talented are calculated according to appropriation bill intent language.

Appendix F2.1- Idaho Charter School Data

Idaho Charter School Data						
School Year	Charter Schools Opened	# Applications Approved	# Delayed Opening	# Applications Denied	Reason for denial	Schools Closed
2009-2010	6	5	1	2	Financial sustainability Incomplete petition	1
2008-2009	2	5	0	0		0
2007-2008	2	8	0	0		1
2006-2007	4	2	0	0		0
2005-2006	6	6	2	1	Financial sustainability	0

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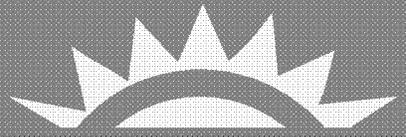
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Report



**Out of Many, One:
Toward Rigorous Common
Core Standards From the
Ground Up**

July 2008

Out of Many, One: Toward Rigorous Common Core Standards From the Ground Up

All students should graduate from high school prepared for the demands of postsecondary education, meaningful careers and effective citizenship.

For the first time in the history of American education, educators and policymakers are setting their sights on reaching this goal. Achieving the goal will require states to address the twin challenges of graduating more students and graduating them ready for college, careers and citizenship.

Achieve, Inc., the Education Trust, the Thomas B. Fordham Foundation and the National Alliance of Business launched the American Diploma Project (ADP) in 2001 to help states prepare all students for success. In 2004, we published a landmark report, *Ready or Not: Creating a High School Diploma That Counts*, which found that all students, whether they are heading to college or embarking on a meaningful career, need the same level of knowledge in the foundational subjects of English and mathematics. The ADP English and mathematics benchmarks reflect the knowledge and skills all students should gain in high school to ensure that they are prepared to enter and succeed in credit-bearing college courses or to gain entry-level positions in high-paying careers that offer opportunities to advance.

In 2005, Achieve launched the ADP Network to help states align standards with real-world demands and adopt policies to increase student success. Participating in the ADP Network helps states chart their own path to college- and career-readiness.

Why ADP? Too many students across the country meet state standards, pass state tests and complete state-required courses only to be placed into remedial courses once they enroll in college or find they are unqualified for training programs and skilled employment in the modern workplace. They may be *proficient*, but they are obviously not *prepared*. Using the ADP benchmarks, Achieve helps state policymakers collaborate with K-12 public educators, postsecondary faculty, the business community and other partners in their states to identify the knowledge and skills required for their graduates to succeed after high school.

Before the ADP benchmarks identified what students need to know to succeed post-high school graduation, state standards reflected a consensus among subject matter experts about what would be desirable or

important for young people to learn. They did not take into account what postsecondary institutions, training programs and employers expected of high school graduates.

Since 2005, states have made rapid progress in raising standards to align with the real-world expectations of employers and postsecondary faculty in the increasingly competitive global marketplace. To date, 22 states have aligned their high school standards with these real-world goals. To get there, each state convened employers and postsecondary faculty, along with K-12 educators, to articulate what students need to know and be able to do to succeed after high school.

This report presents an analysis of the college- and career-ready standards for English in 12 states and for mathematics in 16 states.¹

What have we learned from the work of these leading states?

- Whether students are headed directly to work or to postsecondary education, employers and faculty agree that high school graduates need increasingly similar levels of rigor.
- When states take the lead, and use college- and career-readiness as their goal, they will develop rigorous standards that prepare all students for success.
- A critical mass of states has arrived at a *common core* of standards in English and mathematics as a byproduct of their deliberate, voluntary efforts to align their high school standards with the demands of college and careers.

Each state is responsible for setting their own academic standards, consistent with their constitutional responsibilities. Federal efforts to influence—let alone direct or determine—state standards have met with stiff and effective political resistance. This report demonstrates that state education policymakers—focusing on their own goals, working with their own constituents and on their own timetables—will put in place rigorous, competitive standards that prepare all students for college and careers.

Voluntary, state led alignment efforts that have resulted in a common core should not be confused with calls for the federal government to set national standards. The common core discussed in this report came about organically, through action by individual states, working in their states to identify what their high school graduates need to know. The common core reflects the reality of the world—that there is fundamental knowledge in English and mathematics that all graduates must know to succeed and that is not bound by state lines—but the common core also respects the traditional role of state decision making in education.

With the necessary and intentional leadership from states, there is every reason to think that a common core of college- and career-ready expectations can—and should—be reflected in virtually every state. Getting standards right is not just an academic exercise. Rigorous state standards anchored in real world demands can and should drive the rest of the states' education reform agenda—including graduation requirements, assessments, accountability and data systems. Only then can the gap between students being proficient and being truly prepared be closed.

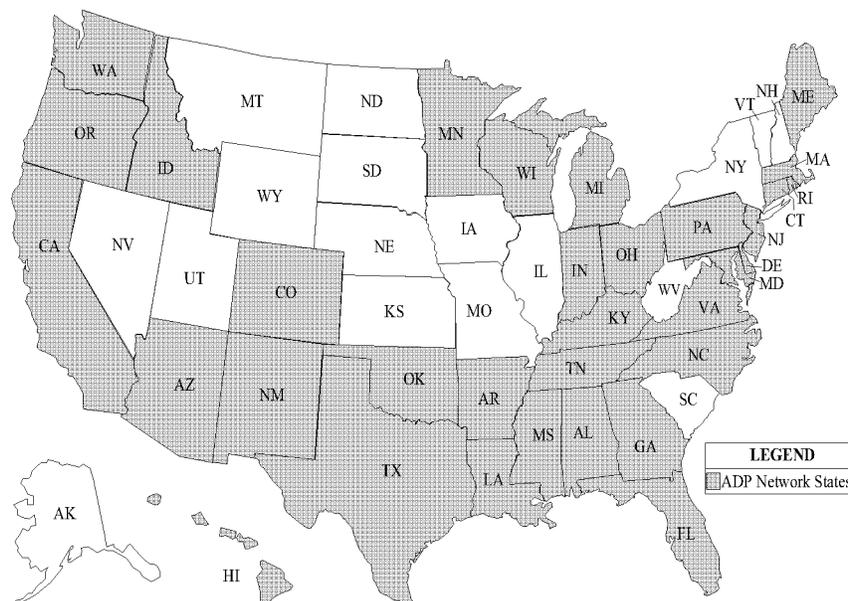
The American Diploma Project Network

The states that have led this effort are members of the American Diploma Project (ADP) Network. In 2005, Achieve and 13 states created the ADP Network to help states close the significant gap between what students need to know for postsecondary success and what states require them to demonstrate in order to earn a high school diploma. Supported by research that has identified the knowledge and skills in English and mathematics all students need to succeed in postsecondary education and good jobs, the governors, chief state school officers, and postsecondary and business leaders in the network states have committed to work together to:

- Align high school standards with the demands of postsecondary education and the workplace;
- Require students to complete a college- and career-ready curriculum to earn a high school diploma;
- Build college- and career-ready measures into statewide high school assessment systems, and
- Hold high schools and postsecondary institutions accountable for student preparation and success.

Three years later, the ADP Network has grown to 33 states—collectively educating 80 percent of the nation's public school students—committed to enacting this policy agenda as part of a broader effort to improve preparation for postsecondary education and careers. Through the ADP Network, Achieve has worked closely with states to help them align their high school academic content standards. Achieve's work with states replicates the process developed during the research phase of the American Diploma Project—research that produced the ADP college- and career-ready benchmarks against which Achieve now evaluates state high school standards in English and mathematics.

The American Diploma Project Network States



The ADP Network states have made considerable progress. Whereas only three states reported that they had aligned their high school standards with college and workplace demands before the Network was formed, today 22 states report that they have done so for English and mathematics. Ten other states are planning to do so this year. Whereas by the end of 2004, only two states had adopted policies that required students to complete a rigorous college- and career-prep curriculum in order to graduate, today 20 states and the District of Columbia have enacted such policies.

The American Diploma Project Benchmarks

From 2002 to 2004, in partnership with the Education Trust, the Thomas B. Fordham Foundation, and the National Alliance of Business, Achieve worked closely with representatives from the K–12, postsecondary and business communities in Indiana, Kentucky, Massachusetts, Nevada and Texas to identify the English and mathematics knowledge and skills high school graduates need for success in college and careers. As the first step of the project, economists analyzed labor market projections to identify the most promising jobs—those that pay enough to support a family and provide real potential for career advancement—and reviewed high school transcripts and other longitudinal education data to determine the preparation workers in those occupations had received in high school.² ADP partnered with postsecondary faculty from two- and four-year broad-access institutions in the five partner states to determine the prerequisite English and mathematics knowledge and skills required for success in entry-level, credit-bearing courses in English, mathematics, the physical sciences, the social sciences and the humanities.

An ambitious set of academic content standards reflecting the convergence of both employer and postsecondary expectations, the ADP benchmarks, emerged from this research.³ These college- and career-ready benchmarks define the knowledge and skills in English and mathematics that all students must acquire in high school if they are to be prepared to meet the challenges that await them on college campuses and in the workplace.

In **English**, the ADP benchmarks focus not only on literature and writing but also explicitly on reasoning, logic and communication skills. The English benchmarks demand strong oral and written communication skills because these skills are staples in college classrooms and 21st century jobs. They also contain analytical and reasoning skills that formerly were associated with advanced or honors courses in high school offered to a select few. Today, however, colleges and employers agree that all high school graduates need these essential skills to be prepared.

In **mathematics**, the ADP benchmarks include number sense and numerical operations; algebra; geometry; data interpretation, statistics and probability; and mathematical reasoning. The mathematics benchmarks equate roughly to the body of knowledge and skills students should encounter in a four-year high school mathematics program that includes content typically taught in Algebra I, Geometry and Algebra II, as well as data analysis, statistics and probability.⁴ A fourth year of meaningful mathematics is considered critical by college faculty and employers alike so that students continue to develop and hone their facility with mathematics.

ADP Benchmarks: Cross-Disciplinary Proficiencies

The increasing demands of the global economy require that American high school students graduate with the knowledge and skills necessary to succeed. To achieve success in college, the workplace and life, American students must not only master important content, they must also be adept problem solvers and critical thinkers who can contribute and apply their knowledge and skills in novel contexts and unforeseen situations. They must be able to read complex texts, use writing and research in sophisticated ways, and be mathematically and technologically fluent. High school graduates must also be able to work collegially in teams and be keenly aware of the rapidly changing world around them.

Students need a strong content foundation in order to master these sophisticated cross-disciplinary proficiencies. Cross-disciplinary proficiencies are, therefore, best taught in the context of rigorous courses in the foundational disciplines. The ADP benchmarks in English and mathematics include these critical proficiencies and provide the foundation for their development. Specifically, the ADP benchmarks include the following cross-disciplinary proficiencies:

Research and Evidence Gathering. The ADP benchmarks call on students to be able to conduct research and to utilize the research process to describe, summarize and synthesize information or to solve problems. In college and in the workplace, young adults will be asked to sift through information and make choices on a wide range of issues. The ability to conduct an inquiry and engage in a focused examination of information is critical.

Critical Thinking and Decision Making. Whether interpreting a graph or a piece of informational text, high school graduates must be able to employ abstract and concrete reasoning to make and assess logical inferences, conclusions and predictions. The ADP benchmarks foster the ability to analyze evidence and data to build arguments and strategize about possible solutions. They also call on students to learn to make sound decisions that acknowledge and evaluate probability, uncertainty and risk.

Communication and Teamwork. Today's employers and postsecondary institutions need high school graduates with a diverse set of communications skills. The ability to listen critically, make oral presentations and write complex reports is key. The ADP benchmarks focus on developing the skills to articulate and translate ideas and information with precision and coherence. Postsecondary classrooms and workplaces are also increasingly global meeting places where high school graduates must be able to work, learn and collaborate with diverse individuals from various cultures and religions. The ADP benchmarks call for self-directed students with the ability to listen and learn from others in order to reach common goals while respecting differences. They include a focus on understanding different viewpoints to reach consensus and work productively in teams.

Media and Technology. A sophisticated workforce of lifelong learners must continuously adapt to technology that is advancing every year and be able to recognize how best to utilize technology efficiently and effectively. The ADP benchmarks call on students to be able to use the appropriate information and communications technologies to enhance comprehension, creativity and productivity. They call on students to learn to assess and employ a variety of media and formats to evaluate, create and distribute information.

The ADP Core

During the original ADP research, college faculty and employers highlighted two categories of critical shortcomings in the preparation of many recent high school graduates. The first was deficiency in the specific and narrow foundational skills typically taught in middle school. The other was a lack of complex and conceptual competencies acquired late in high school that take students several years to develop. While helping states align their standards to college- and career-ready expectations, Achieve has heard these same concerns echoed across the country.

Based on these insights and Achieve's extensive experience evaluating state standards, Achieve content experts have identified within the ADP benchmarks a core set of essential understandings that states must include in their standards if they are to address these critical gaps and ensure that their graduates are well prepared for college and careers. Although a well prepared high school graduate will have mastered *all* of the knowledge and skills found in the ADP benchmarks, the "ADP Core" contained within the benchmarks represent a vital subset of college- and career-ready expectations and form the basis for the analysis in this report.

There are 22 ADP Core **English** Benchmarks that cut across the eight strands of the ADP Benchmarks: language, communication, writing, research, logic, informational text, media and literature. The ADP Core in English includes important foundational skills such as using proper grammar, punctuation and spelling. In addition, it covers traditional expectations such as interpreting significant works from various genres of literature and informational materials. It also includes critical skills such as developing an argument, discerning the nuances of an issue by analyzing information gleaned from multiple sources, and participating productively in self-directed work teams, all of which professors and employers cite as critical for success in college and good jobs.

There are 34 ADP Core **Mathematics** Benchmarks that cut across the five ADP strands: number sense and numerical operations; algebra; geometry; data interpretation, statistics and probability; and mathematical reasoning. The ADP Core in mathematics calls for students to master the foundational computational skills and to recognize and solve problems that can be represented by various types of equations. The ADP Core extends beyond the expectation of fluent procedural skills by emphasizing the importance of students being able to identify real world problems that can be solved mathematically, translate these problems into mathematical models, apply appropriate techniques to solve them, and interpret a solution in the context of the problem. The mathematical reasoning inherent in applying geometric properties to solve problems, prove theorems and perform constructions is also emphasized, as are key concepts in data interpretation, statistics and probability.

TABLE 1: ADP CORE IN ENGLISH

There are 22 ADP Core English Benchmarks that cut across the eight strands of the ADP Benchmarks: language, communication, writing, research, logic, informational text, media and literature. The ADP Core in English includes important foundational skills such as using proper grammar, punctuation and spelling. In addition, it covers traditional expectations such as interpreting significant works from various genres of literature and informational materials. It also includes critical skills such as developing an argument, discerning the nuances of an issue by analyzing information gleaned from multiple sources, and participating productively in self-directed work teams, all of which professors and employers cite as critical for success in college and good jobs.

A. Language
A1. Demonstrate control of standard English through the use of grammar, punctuation, capitalization and spelling.
A6. Recognize nuances in the meanings of words; choose words precisely to enhance communication.
A7. Comprehend and communicate quantitative, technical and mathematical information.
B. Communication
B4. Identify the thesis of a speech and determine the essential elements that elaborate it.
B6. Make oral presentations.
B7. Participate productively in self-directed work teams for a particular purpose.
C. Writing
C2. Select and use formal, informal, literary or technical language appropriate for the purpose, audience and context of the communication.
C3. Organize ideas in writing with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole.
C9. Write an academic essay.
C10. Produce work-related texts.
D. Research
D5. Write an extended research essay (approximately six to 10 pages), building on primary and secondary sources.
E. Logic
E1. Distinguish among facts and opinions, evidence and inferences.
E4. Evaluate the range and quality of evidence used to support or oppose an argument.
E8. Analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusions.
E9. Construct arguments (both orally and in writing).
F. Informational Text
F2. Identify the main ideas of informational text and determine the essential elements that elaborate them.
F5. Interpret and use information in maps, charts, graphs, time lines, tables and diagrams.
F7. Synthesize information from multiple informational and technical sources.
G. Media
G1. Evaluate the aural, visual and written images and other special effects used in television, radio, film and the Internet for their ability to inform, persuade and entertain.
G4. Apply and adapt the principles of written composition to create coherent media productions.
H. Literature
H3. Interpret significant works from various forms of literature.
H8. Analyze the moral dilemmas in works of literature, as revealed by characters' motivation and behavior.

TABLE 2: ADP CORE IN MATHEMATICS

There are 34 ADP Core Mathematics Benchmarks that cut across the five ADP strands: number sense and numerical operations; algebra; geometry; data interpretation, statistics and probability; and mathematical reasoning. The ADP Core in mathematics calls for students to master the foundational computational skills and to recognize and solve problems that can be represented by various types of equations. The ADP Core extends beyond the expectation of fluent procedural skills by emphasizing the importance of students being able to identify real world problems that can be solved mathematically, translate these problems into mathematical models, apply appropriate techniques to solve them, and interpret a solution in the context of a problem. The mathematical reasoning inherent in applying geometric properties to solve problems, prove theorems and perform constructions is also emphasized, as are key concepts in data interpretation, statistics and probability.

I. Number Sense and Numerical Operations
I1.1. Add, subtract, multiply and divide integers, fractions and decimals.
I1.3. Use the correct order of operations to evaluate arithmetic expressions, including those containing parentheses.
I2. Recognize and apply magnitude (absolute value) and ordering of real numbers.
I4.1. Use calculators appropriately and make estimations without a calculator regularly to detect potential errors.
J. Algebra
J1.1. Understand the properties of integer exponents and roots and apply these properties to simplify algebraic expressions.
J2.3. Understand functional notation and evaluate a function at a specified point in its domain.
J3.1. Solve linear equations and inequalities in one variable including those involving the absolute value of a linear function.
J3.3. Solve systems of two linear equations in two variables.
J3.5. Solve quadratic equations in one variable.
J4.1. Graph a linear equation and demonstrate that it has a constant rate of change.
J4.5. Graph a quadratic function and understand the relationship between its real zeros and the x-intercepts of its graph.
J4.7. Graph exponential functions and identify their key characteristics.
J4.8. Read information and draw conclusions from graphs; identify properties of a graph that provide useful information about the original problem.
J5.1. Recognize and solve problems that can be modeled using a linear equation in one variable, such as time/rate/distance problems, percentage increase or decrease problems, and ratio and proportion problems.
J5.3. Recognize and solve problems that can be modeled using a quadratic equation, such as the motion of an object under the force of gravity.
J5.4. Recognize and solve problems that can be modeled using an exponential function, such as compound interest problems.

TABLE 2 (CONTINUED): ADP CORE IN MATHEMATICS

K. Geometry
K1.2. State and prove key basic theorems in geometry such as the Pythagorean theorem, the sum of the angles of a triangle is 180 degrees, and the line joining the midpoints of two sides of a triangle is parallel to the third side and half its length.
K2.1. Identify and apply properties of and theorems about parallel lines and use them to prove theorems such as two lines parallel to a third are parallel to each other and to perform constructions such as a line parallel to a given line through a point not on the line.
K2.2. Identify and apply properties of and theorems about perpendicular lines and use them to prove theorems such as the perpendicular bisectors of line segments are the set of all points equidistant from the two end points and to perform constructions such as the perpendicular bisector of a line segment.
K3. Know the basic theorems about congruent and similar triangles and use them to prove additional theorems and solve problems.
K7. Know about the similarity of figures and use the scale factor to solve problems.
K8.1. Understand that numerical values associated with measurements of physical quantities must be assigned units of measurement or dimensions; apply such units correctly in expressions, equations and problem solutions; and convert a measurement using one unit of measurement to another unit of measurement.
K8.2. Determine the perimeter of a polygon and the circumference of a circle; the area of a rectangle, a circle, a triangle and a polygon with more than four sides by decomposing it into triangles; the surface area of a prism, a pyramid, a cone and a sphere; and the volume of a rectangular box, a prism, a pyramid, a cone and a sphere.
K10. Represent geometric objects and figures algebraically using coordinates; use algebra to solve geometric problems.
K11.2 Apply the trigonometric functions sine, cosine and tangent to solve for an unknown length of a side of a right triangle, given one of the acute angles and the length of another side.
L. Data Interpretation, Statistics and Probability
L1.1. Organize and display data using appropriate methods (including spreadsheets) to detect patterns and departures from patterns.
L1.2. Read and interpret tables, charts and graphs.
L1.3. Compute and explain summary statistics for distributions of data including measures of center (mean, median) and spread (range, percentiles, variance, standard deviation).
L2.1. Evaluate reports based on data published in the media by considering the source of the data, the design of the study, and the way data are analyzed and displayed.
L3.4. Construct a scatter plot of a set of paired data, and if it demonstrates a linear trend, use a graphing calculator to find the regression line that best fits this data; recognize that the correlation coefficient measures goodness of fit and explain when it is appropriate to use the regression line to make predictions.
L4.5. Apply probability concepts to practical situations to make informed decisions.
MR. Mathematical Reasoning
MR3. Understanding the role of definitions, proofs and counterexamples in mathematical reasoning; constructing simple proofs.
MR4. Using the special symbols of mathematics correctly and precisely.
MR8. When solving problems, thinking ahead about strategy, testing ideas with special cases, trying different approaches, checking for errors and reasonableness of solutions as a regular part of routine work, and devising independent ways to verify results.

Helping States Align Their Standards to College- and Career-Readiness

Many states have begun to align standards with college- and career-readiness. Five states, among the first to get started, worked with relatively little assistance from Achieve. Each of these states brought together high school and postsecondary faculty, and employers and/or the workforce development community to define academic standards for college- and career-readiness and to align their high school standards with these knowledge and skills. Before presenting their new standards to the appropriate governing body for adoption, the states asked Achieve to conduct a detailed review of their revised high school standards to determine how well they align to the ADP benchmarks.

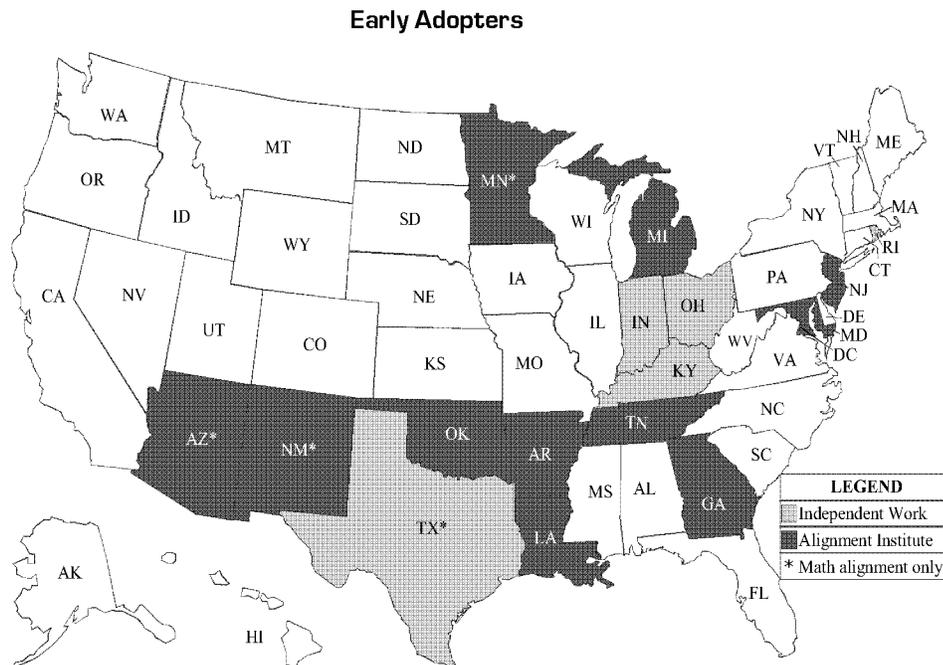
In response to other states that requested deeper and more sustained support, Achieve has organized a series of Alignment Institutes to provide states with tools, training and technical assistance to align high school standards in English and mathematics with the demands of postsecondary education and careers. Achieve supports the joint work of the stakeholders from K-12, higher education and business to prepare and adopt revised college- and career-ready standards that reflect postsecondary and business community expectations for success.

States participating in the Alignment Institutes send teams of high school and postsecondary faculty, key K-12 state education and higher education staff, and representatives from the business and/or workforce development communities to cross-state work sessions with peers. At the Institute sessions, Achieve provides state teams with examples of college-ready standards (e.g., the ACT's "Standards for Transition," College Board's "Spring Board" standards, as well as the ADP benchmarks). Achieve also provides states with national—and where available—relevant state data related to the college- and career-readiness of recent high school graduates, including data that show the relationship between school course-taking, achievement and postsecondary success. Finally, Achieve provides states with assistance developing and executing work plans.

Throughout the Alignment Institute process, Achieve provides states with three separate analyses of their standards: first, a baseline review of the existing high school standards, then a review of draft revisions, and a final review of the revised standards to be submitted to the appropriate governing body for adoption. Achieve's analysis addresses the alignment of state standards with the ADP benchmarks—especially with the ADP Core—taking into account the many characteristics of quality standards: their rigor, coherence, focus, specificity, clarity and accessibility, and measurability.

Early Adopters

This report highlights results of the standards revision process of 16 ADP states that together educate 38 percent of public school students in the United States.⁵ Eleven of these states—Arizona, Arkansas, Georgia, Louisiana, Maryland, Michigan, Minnesota, New Jersey, New Mexico, Oklahoma and Tennessee—participated in the Alignment Institute process described above. The remaining five—Indiana, Kentucky, Ohio, Rhode Island and Texas—did not participate in the Achieve Alignment Institute but instead worked independently to revise their standards.



In the first section of the findings, we explore how well 12 states' college- and career-ready standards in English and 16 in mathematics align with the ADP Core of the ADP benchmarks—including a “before and after” comparison of the standards from states working with Achieve through the Alignment Institute process.⁶ In the second section, we evaluate the extent to which the ADP Core is, in fact, common across the states. In the final section of the report, we discuss the key implications of this emerging common core.

THE ALIGNMENT OF STATE STANDARDS TO THE ADP CORE

Methodology

Achieve reviewed the new state college- and career-ready standards to determine how well they align to the ADP benchmarks in general and the ADP Core in particular. Included in the analysis are the mathematics standards from 16 states and the English standards from 12. The remaining four states have not yet aligned their English standards.

In conducting each standards review, three to four recognized content experts used professional judgment to respond to a set of guiding questions focused around the issue of alignment. Achieve's content experts rated the strength of the "match" of each state standard statement to the best fit in the ADP Core. For each individual standard reviewed, Achieve reconciled any discrepancies among the ratings assigned by the individual content experts to produce a consensus rating.

RATING SCALE

Standard Aligned	3 = Excellent alignment between the state standard and at least one ADP benchmark
	2 = Good alignment, but elements of the ADP benchmark are not addressed
Standard Not Aligned	1 = Weak match; the two statements may be related in only a very general manner
	0 = No match for the ADP benchmark was found

Achieve then produced an average rating for all of the state standards collectively to calculate the overall strength of their alignment to the ADP Core, an average rating for each set of state standards and an average rating for each content strand. See Tables 3 and 4 for these ratings.

For the Alignment Institute states, a "baseline" rating indicates the strength of a state's standards alignment to the ADP Core prior to beginning the Alignment Institute; the "final" rating describes the strength of alignment after the alignment process. Because the five states that worked independently of Achieve did not complete the Alignment Institute process, no baseline analysis was done; only their "final" alignment ratings are included in this report.

Alignment by Content Area

English

Overall, the alignment of the English standards to the ADP Core is quite strong. On average, the alignment rating across all 12 state standards included in this report is 2.60, indicating that they are well aligned. Among the strands, Writing and Informational Text have the strongest alignment to college- and career-ready expectations, with average ratings of 2.90 and 2.81 respectively. The average rating for the Communications strand—good at 2.18—is the lowest among the English strands.

The Alignment Institute states increased the rigor of their English standards from their baseline ratings to their final ratings, especially in the areas of Literature and Informational Text. In the baseline review their average alignment rating across all strands was 2.08. By the end of the Alignment Institute process, their average rating had increased to 2.75, an improvement of two-thirds of a point. Maryland and New Jersey saw the greatest increases—nearly 1.25 points each. Georgia and Tennessee emerged with the highest overall alignment ratings of 2.96 and 3.00 respectively, reflecting the fact that both sets of new college- and career-ready standards include all of the ADP Core.

The English standards of the Alignment Institute states are on average more aligned to the ADP Core than those of the four states that worked independently—a difference of roughly half a point (.45). The most pronounced difference in the alignment ratings between these two groups of states is in the Communications strand. There is almost no difference in the average alignment ratings between the two groups of states in the Writing and Informational Text strands.

TABLE 3: ALIGNMENT RATINGS FOR ENGLISH BY STRAND[♦]

Strand	A. Language		B. Communication		C. Writing		D. Research		E. Logic		F. Informational Text		G. Media		H. Literature		Average	
ALIGNMENT INSTITUTE STATES																		
States	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final
AR †	2.00	2.00	1.00	2.00	2.75	3.00	1.00	1.00	2.25	2.50	1.67	2.67	2.50	2.50	1.50	1.50	1.83	2.15
GA	3.00	3.00	2.33	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.67	2.67	3.00	3.00	1.50	3.00	2.69	2.96
LA	2.00	2.67	2.67	3.00	2.75	3.00	3.00	3.00	1.50	2.00	1.67	3.00	1.50	3.00	1.50	3.00	2.07	2.83
MD	2.00	3.00	1.00	3.00	2.00	2.75	2.00	3.00	2.25	3.00	1.67	2.67	1.00	2.50	1.00	3.00	1.62	2.86
MI	1.67	3.00	3.00	3.00	2.50	2.50	3.00	3.00	2.25	3.00	1.67	3.00	3.00	3.00	3.00	3.00	2.51	2.94
NJ	1.67	3.00	2.33	2.67	2.00	2.50	1.00	2.00	1.50	2.50	1.00	3.00	0.50	2.50	1.00	3.00	1.38	2.65
OK	3.00	3.00	1.00	1.00	3.00	3.00	3.00	3.00	2.50	2.50	2.67	2.67	3.00	3.00	2.50	2.50	2.58	2.58
TN	2.67	3.00	1.33	3.00	2.75	3.00	2.00	3.00	1.50	3.00	2.00	3.00	3.00	3.00	0.50	3.00	1.97	3.00
Average	2.25	2.83	1.83	2.58	2.59	2.84	2.25	2.63	2.09	2.69	1.88	2.83	2.19	2.81	1.56	2.75	2.08	2.75
STATES THAT WORKED INDEPENDENTLY																		
States	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final
IN	*	1.50	*	3.00	*	3.00	*	3.00	*	3.00	*	3.00	*	2.33	*	3.00	*	2.73
KY	*	3.00	*	2.50	*	3.00	*	2.00	*	1.00	*	2.50	*	2.33	*	2.00	*	2.29
OH	*	3.00	*	0.00	*	3.00	*	2.50	*	3.00	*	2.75	*	2.00	*	1.67	*	2.24
RI	*	1.50	*	0.00	*	3.00	*	1.75	*	1.00	*	2.75	*	2.67	*	3.00	*	1.96
Average	*	2.25	*	1.38	*	3.00	*	2.31	*	2.00	*	2.75	*	2.33	*	2.42	*	2.30
AVERAGE ALIGNMENT RATING FOR ALL TWELVE STATES																		
Overall Average	2.64		2.18		2.90		2.52		2.46		2.81		2.65		2.64		2.60	

♦ While there are differences in alignment strand scores and overall average scores within and across states, Achieve found the standards in all of the states reviewed to be “well aligned” or “well aligned with minor exceptions” to the ADP benchmarks.

* Achieve did not conduct a baseline review for states that did not participate in the Alignment Institute.

† Because Arkansas conducted its standards review midcycle, it was limited in the extent to which it could make revisions. The next revision is scheduled for 2010. Nevertheless, Achieve found Arkansas’ English and mathematics standards to be “well aligned with minor exceptions” to the ADP benchmarks.

Mathematics

Overall, the alignment of the mathematics standards to the ADP Core is quite strong. The average alignment rating across the 16 state standards in mathematics is 2.63. The Algebra and Geometry strands earned the highest alignment ratings of 2.85 and 2.79 respectively. The Mathematical Reasoning strand—with an average rating of 2.19—is the lowest among the mathematics strands.

The Alignment Institute states increased the rigor of their mathematics standards, especially in the Geometry strand where they strengthened their treatment of geometric proofs. The baseline rating across the states was 2.28. This increased to 2.69 for the revised state standards. The five states that worked independently developed standards with an overall alignment rating of 2.51, only slightly lower (.18) than that of the states that participated in the Alignment Institute. Tennessee showed the greatest improvement and the strongest alignment to the ADP Core in mathematics after completing the Alignment Institute.

TABLE 4: ALIGNMENT RATINGS FOR MATHEMATICS BY STRAND ♦

Strand	I. Number Sense & Numerical Operations		J. Algebra		K. Geometry		L. Data Interpretation, Statistics & Probability		MR. Mathematical Reasoning		Average	
	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final
ALIGNMENT INSTITUTE STATES												
States	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final
AZ	2.50	2.75	1.83	3.00	2.25	2.78	2.50	3.00	2.33	2.67	2.28	2.84
AR †	2.13	3.00	2.92	3.00	2.08	3.00	2.33	2.50	0.00	1.33	1.89	2.57
GA	2.63	2.63	2.92	2.92	2.78	2.89	2.33	2.50	3.00	3.00	2.73	2.79
LA	2.13	2.50	3.00	3.00	2.17	2.53	2.17	2.17	0.67	3.00	2.03	2.64
MD	2.38	2.88	2.17	2.83	2.31	2.89	2.00	2.83	2.33	1.67	2.24	2.62
MI	2.25	2.25	2.92	2.83	2.67	2.67	3.00	3.00	1.00	1.00	2.37	2.35
MN	2.50	3.00	2.58	3.00	2.03	3.00	2.50	3.00	1.67	2.00	2.26	2.80
NJ	2.38	3.00	2.33	2.67	1.81	2.44	2.83	3.00	2.67	2.33	2.40	2.69
NM	2.50	2.75	2.67	3.00	2.25	2.89	3.00	3.00	2.67	2.67	2.62	2.86
OK	2.00	2.25	2.42	2.67	2.14	2.64	1.83	2.00	2.00	2.67	2.08	2.45
TN	2.75	3.00	2.00	3.00	2.22	3.00	2.00	3.00	2.00	3.00	2.19	3.00
Average	2.38	2.73	2.52	2.90	2.25	2.79	2.41	2.73	1.85	2.30	2.28	2.69
STATES THAT WORKED INDEPENDENTLY												
States	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final
IN	*	2.25	*	2.75	*	2.56	*	2.50	*	3.00	*	2.61
KY	*	2.25	*	3.00	*	2.33	*	1.50	*	0.00	*	1.82
OH	*	2.75	*	2.67	*	3.00	*	3.00	*	3.00	*	2.88
RI	*	2.63	*	2.67	*	3.00	*	2.67	*	0.67	*	2.33
TX	*	2.88	*	2.58	*	3.00	*	3.00	*	3.00	*	2.89
Average	*	2.55	*	2.73	*	2.78	*	2.53	*	1.93	*	2.51
AVERAGE ALIGNMENT RATING FOR ALL SIXTEEN STATES												
Overall Average	2.67		2.85		2.79		2.67		2.19		2.63	

♦ While there are differences in alignment strand scores and overall average scores within and across states, Achieve found the standards in all of the states reviewed to be “well aligned” or “well aligned with minor exceptions” to the ADP benchmarks.

* Achieve did not conduct a baseline review for states that did not participate in the Alignment Institute.

† Because Arkansas conducted its standards review midcycle, it was limited in the extent to which it could make revisions.

The next revision is scheduled for 2010. Nevertheless, Achieve found Arkansas’ English and mathematics standards to be “well aligned with minor exceptions” to the ADP benchmarks.

THE ADP CORE IS THE COMMON CORE

The ADP Core has become the “common core” as a byproduct of the alignment work in each of the states. An ADP Core benchmark is defined as “common” if at least 75 percent of the states include it in their standards with an alignment rating of 2.00—i.e., “good” alignment—or better. The common core reflects the reality that the knowledge and skills needed for success in postsecondary education and 21st century careers are defined by global competition, not by state boundaries.

English

All but one of the 22 ADP Core benchmarks in English meet the criteria for the common core. They are included in at least nine of the 12 sets of state English standards with good or excellent alignment to college- and career-ready expectations. The ADP Core benchmark that did not meet the criteria for the common core involves working in teams. Only seven of the 12 states (58 percent) include working in teams in their standards, including only one of the four states working independently. This is a critically important skill for postsecondary and workplace success.

This common core of standards means that these states share rigorous expectations anchored in the real world for all students. They expect students to graduate from high school with strong research and writing skills, with the ability to reason logically and to communicate complex ideas in a variety of ways. They expect students to develop a tolerance for ambiguity, read and use information contained in complex technical texts as well as consider moral dilemmas encountered in literature.

Mathematics

All but three of the 34 ADP Core benchmarks in mathematics are included in the standards of at least 12 of the 16 states included in this report and are found to be well aligned (rated 2.00 or better). The three benchmarks not included in the common core are found in 11 sets of state standards. One of these benchmarks expects students to improvise problem-solving strategies and devise independent ways to verify their results. Another calls for students to evaluate data reported in the media, a skill that will enable them to understand whether reports are fair and accurate, or contain misrepresentations and incomplete data. The third deals with a key aspect of geometric proofs—specifically with perpendicular lines—critical to the development of a student’s logical reasoning skills.

States that incorporate this common core into their standards set a high bar for their students. Students who graduate from high school will have procedural fluency in the foundational computational skills. They will possess a solid understanding of the mathematical principles they encounter in the classroom. They will be able to reason quantitatively and apply what they learn in the classroom to solve real world problems.

TABLE 5: COMMON ADP CORE IN ENGLISH

#	ADP Core	Total	Alignment Institute States	Non- Alignment Institute States
A1	Demonstrate control of standard English through the use of grammar, punctuation, capitalization and spelling.	100%	100%	100%
B6	Make oral presentations.	100%	100%	100%
C2	Select and use formal, informal, literary or technical language appropriate for the purpose, audience and context of the communication.	100%	100%	100%
C3	Organize ideas in writing with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole.	100%	100%	100%
C9	Write an academic essay.	100%	100%	100%
E4	Evaluate the range and quality of evidence used to support or oppose an argument.	100%	100%	100%
F2	Identify the main ideas of informational text and determine the essential elements that elaborate them.	100%	100%	100%
F5	Interpret and use information in maps, charts, graphs, time lines, tables and diagrams.	100%	100%	100%
F7	Synthesize information from multiple informational and technical sources.	100%	100%	100%
H3	Interpret significant works from various forms of literature.	100%	100%	100%
A6	Recognize nuances in the meanings of words; choose words precisely to enhance communication.	92%	100%	75%
E1	Distinguish among facts and opinions, evidence and inferences.	92%	100%	75%
E9	Construct arguments (both orally and in writing).	92%	100%	75%
B4	Identify the thesis of a speech and determine the essential elements that elaborate it.	92%	88%	100%
G1	Evaluate the aural, visual and written images and other special effects used in television, radio, film and the Internet for their ability to inform, persuade and entertain.	83%	100%	50%
G4	Apply and adapt the principles of written composition to create coherent media productions.	83%	100%	50%
A7	Comprehend and communicate quantitative, technical and mathematical information.	83%	88%	75%
E8	Analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusions.	83%	75%	100%
D5	Write an extended research essay (approximately six to 10 pages), building on primary and secondary sources.	75%	88%	50%
H8	Analyze the moral dilemmas in works of literature, as revealed by characters' motivation and behavior.	75%	88%	50%
C10	Produce work-related texts.	75%	75%	75%
B7	Participate productively in self-directed work teams for a particular purpose.	58%	75%	25%

TABLE 6: COMMON ADP CORE IN MATHEMATICS

#	ADP Core	Total	Alignment Institute States	Non- Alignment Institute States
I1.1	Add, subtract, multiply and divide integers, fractions and decimals.	100%	100%	100%
J1.1	Understand the properties of integer exponents and roots and apply these properties to simplify algebraic expressions.	100%	100%	100%
J2.3	Understand functional notation and evaluate a function at a specified point in its domain.	100%	100%	100%
J3.1	Solve linear equations and inequalities in one variable including those involving the absolute value of a linear function.	100%	100%	100%
J3.3	Solve systems of two linear equations in two variables.	100%	100%	100%
J3.5	Solve quadratic equations in one variable.	100%	100%	100%
J4.5	Graph a quadratic function and understand the relationship between its real zeros and the x-intercepts of its graph.	100%	100%	100%
J4.7	Graph exponential functions and identify their key characteristics.	100%	100%	100%
J5.1	Recognize and solve problems that can be modeled using a linear equation in one variable, such as time/rate/distance problems, percentage increase or decrease problems, and ratio and proportion problems.	100%	100%	100%
K3	Know the basic theorems about congruent and similar triangles and use them to prove additional theorems and solve problems.	100%	100%	100%
K7	Know about the similarity of figures and use the scale factor to solve problems.	100%	100%	100%
K8.1	Understand that numerical values associated with measurements of physical quantities must be assigned units of measurement or dimensions; apply such units correctly in expressions, equations and problem solutions; and convert a measurement using one unit of measurement to another unit of measurement.	100%	100%	100%
K8.2	Determine the perimeter of a polygon and the circumference of a circle; the area of a rectangle, a circle, a triangle and a polygon with more than four sides by decomposing it into triangles; the surface area of a prism, a pyramid, a cone and a sphere; and the volume of a rectangular box, a prism, a pyramid, a cone and a sphere.	100%	100%	100%
K11.2	Apply the trigonometric functions sine, cosine and tangent to solve for an unknown length of a side of a right triangle, given one of the acute angles and the length of another side.	100%	100%	100%
L1.1	Organize and display data using appropriate methods (including spreadsheets) to detect patterns and departures from patterns.	100%	100%	100%
L1.2	Read and interpret tables, charts and graphs.	100%	100%	100%
L1.3	Compute and explain summary statistics for distributions of data including measures of center (mean, median) and spread (range, percentiles, variance, standard deviation).	100%	100%	100%
J4.8	Read information and draw conclusions from graphs; identify properties of a graph that provide useful information about the original problem.	94%	100%	80%

TABLE 6 (CONTINUED): COMMON ADP CORE IN MATHEMATICS

#	ADP Core	Total	Alignment Institute States	Non-Alignment Institute States
J5.3	Recognize and solve problems that can be modeled using a quadratic equation, such as the motion of an object under the force of gravity.	94%	100%	80%
J5.4	Recognize and solve problems that can be modeled using an exponential function, such as compound interest problems.	94%	100%	80%
L4.5	Apply probability concepts to practical situations to make informed decisions.	94%	100%	80%
I1.3	Use the correct order of operations to evaluate arithmetic expressions, including those containing parentheses.	94%	91%	100%
I2	Recognize and apply magnitude (absolute value) and ordering of real numbers.	94%	91%	100%
J4.1	Graph a linear equation and demonstrate that it has a constant rate of change.	94%	91%	100%
K1.2	State and prove key basic theorems in geometry such as the Pythagorean theorem, the sum of the angles of a triangle is 180 degrees, and the line joining the midpoints of two sides of a triangle is parallel to the third side and half its length.	94%	91%	100%
K10	Represent geometric objects and figures algebraically using coordinates: use algebra to solve geometric problems.	94%	91%	100%
K2.1	Identify and apply properties of and theorems about parallel lines and use them to prove theorems such as two lines parallel to a third are parallel to each other and to perform constructions such as a line parallel to a given line through a point not on the line.	88%	100%	60%
L3.4	Construct a scatter plot of a set of paired data, and if it demonstrates a linear trend, use a graphing calculator to find the regression line that best fits this data; recognize that the correlation coefficient measures goodness of fit and explain when it is appropriate to use the regression line to make predictions.	88%	91%	80%
MR3	Understanding the role of definitions, proofs and counterexamples in mathematical reasoning; constructing simple proofs.	88%	91%	80%
I4.1	Use calculators appropriately and make estimations without a calculator regularly to detect potential errors.	81%	91%	60%
MR4	Using the special symbols of mathematics correctly and precisely.	75%	82%	60%
K2.2	Identify and apply properties of and theorems about perpendicular lines and use them to prove theorems such as the perpendicular bisectors of line segments are the set of all points equidistant from the two end points and to perform constructions such as the perpendicular bisector of a line segment.	69%	73%	60%
L2.1	Evaluate reports based on data published in the media by considering the source of the data, the design of the study, and the way data are analyzed and displayed.	69%	73%	60%
MR8	When solving problems, thinking ahead about strategy, testing ideas with special cases, trying different approaches, checking for errors and reasonableness of solutions as a regular part of routine work, and devising independent ways to verify results.	69%	73%	60%

Common does not mean identical state standards

While state standards from these states share a common core, they are not identical. The ADP Core forms a foundation of college- and career-ready expectations, but does not necessarily constitute four full years of content in English and mathematics. How states choose to construct a rich classroom experience for all four years of high school varies from state to state. A number of states include content in their standards that are outside the scope of, or more rigorous than, the ADP benchmarks. For example, a number of states include in their mathematics standards rigorous content that is particularly important for students interested in pursuing further education and careers in Science, Technology, Engineering or Mathematics (STEM) fields.

States also differ with respect to the organization of their standards, their level of specificity and the amount of detail provided. Most states organize secondary level standards into courses or course sequences (e.g., Algebra I, Geometry and Algebra II; American Literature, British Literature and World Literature) while a few others organize the standards into grade spans (e.g., grades 9-10, 11-12). Standards for grade bands 9-10 and 11-12 tend to identify and focus on the most significant knowledge and skills students must acquire by the end of each band. In contrast, course descriptions will of necessity be more comprehensive as they will—and should—include the supporting skills that must be developed in each course on the way to learning the most essential knowledge and skills.

KEY IMPLICATIONS

The states in the ADP Network have a common, specific policy agenda. Their policy goals go well beyond developing college- and career-ready standards. While revising their standards is a critical step in accomplishing the broader policy goal of improving preparation for postsecondary education and 21st century jobs, they joined the Network because they recognized the value of working together on difficult policy issues. The fact that a growing number of states' standards now share a common core is an important accomplishment. There are a number of key lessons that are important for other states, and for the ongoing discussion about rigorous expectations.

A state-led movement for common core standards is feasible

In the past, there has been remarkably little state-to-state consistency in curriculum standards. However, today nearly a third of the states, which collectively educate nearly 40 percent of the U.S. public school population, have embraced college- and career-ready standards. These states have demonstrated the feasibility of ensuring that there is a common core of expectations in English and mathematics among states while preserving the ability of each state to set its own standards without federal involvement. *Further, they accomplished this by increasing the rigor of their standards, not by finding the lowest common denominator.*

Their goal was to graduate better prepared students who would experience smoother and more successful transitions from high school to college and careers. A key step for each was to align their own high school standards with the demands of postsecondary education and the workplace. That their end-of-high school English and mathematics standards form a common core is a byproduct of their individual efforts. This outcome is the result of a number of factors. Chief among them are:

Unified State Leadership. It takes a sustained and coordinated effort to develop college- and career-ready standards. The K-12 system can't do it alone; the postsecondary and business communities must be deeply involved in order to ensure that the resulting standards reflect their expectations and are accepted by them. Mobilizing and coordinating these sectors and keeping the work on track requires the shared commitment and sustained attention of leaders in each sector. This is especially important in states that lack a history of joint efforts or have fragmented governance arrangements, particularly in postsecondary education. In every state, there is always the risk that the press of other business will divert attention over time.

States that developed college- and career-ready standards had at least one and often several key leaders who were personally committed to this effort, including a governor, who made it a priority and a deadline for its completion. State leaders worked together to make the case to educators and the public alike that more rigorous standards are necessary and achievable. In contrast, states that have not yet been able to bring their work to a successful conclusion often lack the leadership necessary to make this work a high priority or to build broad-based support for it.

External Tools and Assistance. All of the states in this report benefited from college- and career-ready benchmarks and external assistance. More specifically, each of the states received a detailed analysis of their existing and/or draft standards compared with the ADP benchmarks (and in some cases with other benchmarks as well). States that participated in the ADP Alignment Institute also received considerable process assistance and the opportunity to network with other states that were also developing college- and career-ready standards.

This stands in sharp contrast to previous efforts in the 1990s to base state standards on national standards. While some states then made detailed and specific use of national models, there was no external review and validation. The result was widely varying expectations among the states, while the result now is a common core.

Establishing college- and career-ready standards is only the first step

It is essential that states anchor standards in real world expectations. This led Achieve and the ADP states to focus initially on what students must know and be able to do when they complete high school. States must now follow through and review and revise, as necessary, their K-8 standards to create a focused, clear and rigorous set of grade-by-grade standards that provide a clear progression toward high school. At the secondary level, states must also articulate the standards into course descriptions, especially for required courses. Doing so will help ensure that content standards are consistently incorporated into high school courses statewide. Achieve is prepared to work with states collectively on this task, with the expectation that doing so will help further reinforce the emerging common core of K-12 state standards in English and mathematics.

Real world standards must be dynamic, not static

The knowledge and skills required for postsecondary success will continue to evolve as the global economy changes, technology advances and new societal challenges and opportunities emerge. Our understanding of these knowledge and skill demands grows through new research, including international benchmarking of standards in high performing countries and other countries with whom we compete. Standards help translate our understanding of those evolving requirements into the curriculum and so must be updated periodically.

States therefore must establish regular schedules for reviewing and updating their standards. They must also strengthen ongoing efforts to build data systems that can follow cohorts of students through the K-12 system into postsecondary education and the labor market. Systems that can relate student course taking patterns, academic performance and educational attainment to postsecondary success will provide important state-specific and national information to help update standards and improve student preparation.

States do not revise their standards at the same time and so can—and should—learn from those who precede them. The result will be not only an evolution of standards in individual states, but also a common core of college- and career-ready standards among the states.

A common core of standards will enable collaborative development of other critical tools and strategies

Increasing student achievement requires coherent systems of curriculum, instructional materials, formative and summative assessments, professional development and teacher preparation aligned with state standards. It is difficult and expensive for states to create these tools, and often they don't, leaving local school districts to fend for themselves. The existence of a common core of standards across states enables states, or districts in different states, to pool their financial and intellectual resources to develop common, high quality tools at lower cost than they could working independently.

Two such examples of multi-state cooperation currently exist with respect to common assessments, which offer the advantage of allowing for performance comparisons across states and a way to evaluate the

effectiveness of different improvement strategies. Through the New England Common Assessment Program (NECAP) Rhode Island, Vermont and New Hampshire have developed common English and mathematics standards for grades 3-8 and grades 9-10, as well as common assessments for those grades.

Fourteen states have collaborated on the development of the ADP Algebra II test, an end-of-course test anchored in the ADP benchmarks. In spring 2008 the test was administered for the first time to nearly 100,000 students in 12 states in a pencil-and-paper format. Starting next fall, it will be administered in an online format as well. The test will have common performance standards set under Achieve's leadership to reflect the level of performance students must meet in order to have a strong likelihood of succeeding in credit-bearing college-level mathematics courses.

Both of these efforts are beginning to provide valuable lessons for how best to organize and support common tool development across multiple states. More such efforts are needed, including but not limited to summative assessments in different subject areas, courses and grade levels. The existence of common standards offers opportunities for collaborative efforts to develop tools such as engaging curriculum and instructional materials and professional development materials. They also offer opportunities for the private sector and foundations to make investments in high quality tools that are aligned with a core set of standards, rather than with 50 different standards.

CONCLUSION

States have demonstrated leadership in developing rigorous standards in English and mathematics that will prepare all high school graduates for college, careers and life. When states use college- and career-readiness as their goal, not only does the rigor of their individual state standards increase, but a common core of English and mathematics among the states emerges. This common core reflects the demands of the real world in which high school graduates will find themselves, a world of ever-increasing complexity and expectation that is not bound by state lines.

The common core does not mean that every state has identical standards but it does reflect the reality that there is a fundamental core of knowledge in English and mathematics that all graduates must know to succeed in college and careers. State leadership has demonstrated that a voluntary, state-led effort towards a common core for all students is possible—and desirable—and well within reach.

APPENDIX: BASELINE AND FINAL STANDARDS DOCUMENTS REVIEWED

State	Mathematics	Year Published	English	Year Published
ALIGNMENT INSTITUTE STATES				
Arizona	Baseline Arizona Academic Content Standards for High School Mathematics	2003	Not included in this report	
	Final Arizona Academic Content Standards for High School Mathematics	2008	Not included in this report	
Arkansas	Baseline Arkansas Mathematics Curriculum Framework	2004	Baseline Arkansas English Language Arts Curriculum Framework	2003
	Final Arkansas Mathematics Curriculum Framework	2006 amended	Final Arkansas English Language Arts Curriculum Framework	2006 amended
Georgia	Baseline Georgia College and Work Readiness Standards in Mathematics	2006	Baseline Georgia College and Work Readiness Standards in English	2006
	Final Georgia College and Work Readiness Standards in Mathematics	2007	Final Georgia College and Work Readiness Standards in English	2007
Louisiana	Baseline Louisiana Mathematics Grade Level Expectations for grades 9, 10, and 11-12	2005-06	Baseline Louisiana English Language Arts Grade Level Expectations for grades 9, 10, and 11-12	2005-2006
	Final Mathematics Academic Standards for Postsecondary Education and Careers	2007	Final English and Language Arts Academic Standards for College and Work	2007
Maryland	Baseline Maryland Core Learning Goals for Mathematics	2001	Baseline Maryland High School Core Learning Goals for English	2001
	Maryland Voluntary State Curriculum for both Algebra/ Data Analysis and Geometry	2004		
	Maryland Bridge Goals	2004		
	Final Maryland Voluntary State Curriculum – High School Mathematics	2008	Final Maryland Voluntary State Curriculum – High School English	2008

State	Mathematics	Year Published	English	Year Published
Michigan	Baseline Michigan's Content Expectations	2005	Baseline Michigan's Content Expectations	2005
	Final Michigan's High School Content Expectations	2006	Final Michigan's High School Content Expectations	2006
Minnesota	Baseline Expectations for College and Workforce Readiness in Mathematics	2006 draft	Not included in this report	
	Minnesota Academic Standards for Mathematics (K-12)	2005	Not included in this report	
	Final Minnesota K-12 Academic Standards in Mathematics Revision	2007	Not included in this report	
New Jersey	Baseline New Jersey Core Curriculum Content Standards for Mathematics	2002	Baseline New Jersey Core Curriculum Content Standards for Language Arts Literacy	2004 revised
	Final New Jersey Core Curriculum Content Standards for Mathematics	2008 revised	Final New Jersey Core Curriculum Content Standards for Language Arts Literacy	2008 revised
New Mexico	Baseline New Mexico Mathematics Content Standards, Benchmarks, and Performance Standards	2002	Not included in this report	
	Final New Mexico Mathematics Content Standards, Benchmarks, and Performance Standards Grade 9-12 Math Standards	2008 (pending final legislative action)	Not included in this report	

State	Mathematics	Year Published	English	Year Published
Oklahoma	Baseline Oklahoma Priority Academic Student Skills for Mathematics	2006 update	Baseline Oklahoma Priority Academic Student Skills for Language Arts	2005
	Final Oklahoma Priority Academic Student Skills for Mathematics	2007 updated	Final Oklahoma Priority Academic Student Skills for Language Arts	2007 updated
Tennessee	Baseline Tennessee Curriculum Standards (Secondary Mathematics Framework)	2007 draft	Baseline Tennessee Curriculum Standards English I, II, III, and IV	2004 updated
	Final Tennessee Curriculum Standards (Secondary Mathematics Framework)	2008	Final Tennessee Curriculum Standards English I and II	2008
STATES THAT WORKED INDEPENDENTLY				
Indiana	Final Indiana's Academic Standards—Mathematics	2006 Updated	Final Indiana's Academic Standards—English/Language Arts	2006 updated
Kentucky	Final Kentucky Statewide College Readiness Standards in Mathematics	2004	Final Kentucky Statewide College Readiness Standards in English	2004
Ohio	Final Ohio's Mathematics College Readiness Expectations	2007	Final Ohio's English College Readiness Expectations	2007
Rhode Island	Final Rhode Island Mathematics Grade Span Expectations	2007	Final Rhode Island Reading and Writing Grade Span Expectations	2007
Texas	Final Texas College Readiness Standards in Mathematics	2008 (pending final adoption)	Not included in this report	

Endnotes

1 Twenty-two states have adopted college- and career-ready standards. Achieve has formally reviewed the English and mathematics standards in 12 states—Arkansas, Georgia, Indiana, Kentucky, Louisiana, Maryland, Michigan, New Jersey, Ohio, Oklahoma, Rhode Island and Tennessee—and the mathematics standards only in an additional two—Arizona and Minnesota. Achieve has not formally reviewed the standards in the remaining eight states: California, Delaware, Maine, Mississippi, Nebraska, New York, Washington and West Virginia. For the final two states included in this report—New Mexico and Texas—Achieve has reviewed the revised New Mexico “Mathematics Content Standard, Benchmarks, and Performance Standards” for grades 9-12 [state board adopted, awaiting final legislative action] and the new Texas “College Readiness Standards” in mathematics [awaiting state board adoption].

2 *Connecting Education Standards and Employment: Course-taking Patterns of Young Workers*, Anthony P. Carnevale and Donna M. Desrochers, Educational Testing Service, 2002 [available online at <http://www.achieve.org/node/88>].

3 The American Diploma Project benchmarks may found online at <http://www.achieve.org/node/175>. The final ADP report, *Ready or Not: Creating a High School Diploma That Counts*, may be found online at <http://www.achieve.org/node/552>.

4 Some states and districts are developing an integrated approach to high school mathematics that addresses the knowledge and skills comparable to the traditional sequence of Algebra I, Geometry and Algebra II.

5 Achieve has worked with additional states, but the 16 states included in this report are the only ones for which Achieve has analyzed the newly aligned college- and career-ready standards against the ADP benchmarks and the ADP Core.

6 The 12 states with English standards are Arkansas, Georgia, Indiana, Kentucky, Louisiana, Maryland, Michigan, New Jersey, Ohio, Oklahoma, Rhode Island and Tennessee. The 16 states with mathematics standards are Arizona, Arkansas, Georgia, Indiana, Kentucky, Louisiana, Maryland, Michigan, Minnesota, New Jersey, New Mexico, Ohio, Oklahoma, Rhode Island, Tennessee and Texas.

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This report would not have been possible without the leadership shown by 16 states in the development of college- and career-ready state standards, and in their willingness to give Achieve the opportunity to assist. In particular, the commitment of governors, chief state school officers, and higher education and business leaders in these states was critical—as was the hard work of the high school and postsecondary educators who participated in the development and alignment of the state standards.

This report involved a number of Achieve staff and consultants. Laura McGiffert Slover, vice president for content and policy research, and Sandy Boyd, vice president for advocacy and outreach, provided overall leadership for this study.

Christine Tell, senior associate, oversaw the American Diploma Project Alignment Institutes, through which state teams developed their college- and career-ready standards. Senior associates JoAnne Eresh and Kaye Forgiore provided technical assistance to states in English and mathematics, respectively, and led the teams of content experts who reviewed the state standards. The content experts in English were Jerome Halpern, Sally Hampton, Elizabeth Haydel, Sandra Murphy, Sue Pimentel, George Pullman and Eugene Young. In mathematics, they were Melanie Alkire, Andrew Chen, Susan Eddins, Donald King, Fabio Milner, Mary Lynn Raith and James Sellers.

John Kraman, senior policy analyst, led the research and data analysis, with participation from Renee Faulkner, policy analyst.

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Michael Cohen
President
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ABOUT ACHIEVE

Created by the nation's governors and business leaders, Achieve is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments and strengthen accountability to prepare all young people for postsecondary education, careers and citizenship. Achieve has helped more than half the states benchmark their academic standards, tests and accountability systems against the best examples in the United States and around the world. Achieve also serves as a significant national voice for quality in standards-based education reform and regularly convenes governors, CEOs and other influential leaders at National Education Summits to sustain support for higher standards and achievement for all of America's schoolchildren.

In 2005, Achieve co-sponsored the National Education Summit on High Schools. Forty-five governors attended the Summit along with corporate CEOs and K-12 and postsecondary leaders. The Summit was successful in making the case to the governors and business and education leaders that our schools are not adequately preparing students for college and 21st-century jobs

and that aggressive action will be needed to address the preparation gap. As a result of the Summit, 33 states have since joined with Achieve to form the American Diploma Project Network—a coalition of states committed to aligning high school standards, assessments, graduation requirements and accountability systems with the demands of college and the workplace.

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Draft of Common Core Standards

Note to state reviewers of the 11/13/09 drafts of the Common Core Standards

Thank you for taking the time to look at these documents and provide your comments. Although the draft standards are based on an extensive review of the evidence of what students need to learn to succeed as well as feedback from experts, educators, and state partners, they are still in the rough-draft stage, and many decisions are not yet final, such as exact grade-level placement of various concepts and the wording of core concepts and skills.

There are three documents in this release: the first is a draft of the ELA K-8 Grade-Level Standards for Reading, Writing, Speaking, and Listening; the second is a collection of illustrative texts in Reading accompanied by additional information on text complexity; and the third is a set of annotated samples in Writing.

In the K-8 document, you will find a strong emphasis on the following essential components of ELA instruction:

- ❖ In Reading, deepening comprehension skills that work in conjunction with increasing text complexity
- ❖ In Writing, an emphasis on writing to inform or explain and to argue, with writing narratives added as a required component in grades K-8
- ❖ In Speaking and Listening, one-to-one and group communication

A distinguishing feature of the K-8 standards is their hybrid organization, with grade bands further divided into individual grade levels in certain situations:

- ❖ In grades K-3 in Reading and Writing, where students are learning the elements of literacy
- ❖ In Reading, where the definition of text complexity is grade by grade from grade 4 to the completion of the core (and beyond)

There will likely be additional grade-by-grade features in our next draft.

Additional materials have been included for your consideration and evaluation:

- ❖ Illustrative texts in Reading for grades 6-8 (with more samples to come in the other grade levels)
- ❖ Annotated samples in Writing for the narrative text type in grades K-8 (with additional samples to come in the other text types and at the high school level)
- ❖ An outline of how student mastery of text complexity grows grade by grade (with additional work underway to better define text complexity)

While much of the backmapping work is provided here in first-draft form, other materials are currently under development. Speaking and Listening standards in K-3 are being written. Standards and supplementary materials in all strands for grade 9 to the completion of the College- and Career-Ready Core are in production. Additional materials related to vocabulary development are being written. An outline of the text complexity issue in reading is provided, but substantial additional definition is to follow in a subsequent draft. Fuller treatment of research and media is also under development.

We look forward to your feedback so that we are able to advance the draft.

Once again, we thank you for your attention to this work and for your valuable comments.

Susan Pimentel
David Coleman
Jim Patterson

How to Read The K-12 ELA Document

The draft ELA K-8 Grade-Level Standards are divided into several parts. This introduction also includes Student Practices. Following that are the standards proper: the Reading, Writing, Speaking, and Listening strands for grades K-3 (Reading and Writing only), 4-5, and 6-8. (Grade 9 to core completion is forthcoming.) Following those are sets of illustrative texts in Reading and in Writing, respectively.

The **Student Practices** are the same as in the College- and Career-Ready Standards. A future version will likely include language about how students in K-12 become adept at such practices.

The main portion of the draft consists of the **K-8 standards** themselves. The standards are organized first by grade band (grades K-3, 4-5, and 6-8 in this draft) and second by strand (Reading, Writing, and Speaking and Listening). Each grade-band section follows a nearly identical format (with some variation, noted below):

Reading

Each grade-band section (except K-3 as yet in this draft) begins with a graphical **overview of required text complexity** at each grade level. This is followed by a **partial list of illustrative texts**, divided by subject area, related to the grade band. (The actual texts and numerous additional ones are sampled elsewhere in the K-8 standards document.)

Next comes text describing three **key achievements** demonstrated by students in the grade band. These are summative statements about the kinds of “big jumps” in reading achievement that students should make during their years in these grades.

A numbered list of **core skills** for the grade band immediately follows. These skills, closely modeled on the College- and Career-Ready Standards, describe the “how” of reading regardless of type of text.

The next element is the **core skills applied to the core text types**. These paragraphs describe how the core skills for the grade band are put to use in reading grade-band-appropriate texts in *narrative fiction, poetry, drama, and literary nonfiction* (simply *nonfiction* at the lower grades).

In K-3, there are additional **foundations** materials describing the acquisition of early literacy.

Writing

Like Reading, each grade-band section in Writing contains **key achievements** and **core skills**. The next section consists of **core skills applied to the core text types** of *narrative, informative/explanatory, and argumentative* writing. Concluding each Writing strand (except in K-3 in this draft) is a **language table** summarizing in tabular form the skills in conventions of writing, terms, grammar and usage, mechanics, precision and concision, and style that students in each grade band must master, further develop, or be introduced to.

Speaking and Listening

The grade-band sections of Grades 4-5 and 6-8 include **key achievements** and **core skills**, as in Reading and Writing. Following those are the **core skills applied to various communications**, specifically *recitation and reading aloud* and *classroom discourse*. Speaking and Listening in K-3 is under construction in concert with a Language Foundations document.

The draft standards document also includes illustrative texts in Reading and annotated samples in Writing, arranged first by grade band and second by text type.

The **illustrative texts in Reading** (from grades 6-8 in this draft) are brief samples of texts representative of the complexity and quality of reading that students are expected to do in the grade band. ELA-related texts in *narrative fiction, poetry, drama, and (literary) nonfiction* are presented first, followed by texts in *history/civics, science and technology, mathematics, and the arts*.

The **annotated samples in Writing** (narrative texts from grades K-8 in this draft) help illustrate the level of student performance that students composing in the core text types of *narrative, informative/explanatory, and argumentative* writing are expected to achieve. Annotations accompanying each sample indicate how the sample meets (or in some cases falls somewhat short) of the various writing standards in the grade band.

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 readiness in reading, writing, and speaking and listening—that underlie the individual standards statements and cut across the various sections of the document. They are not themselves standards: every idea introduced here is subsequently represented in one or more places within the larger document.

As students progress toward being college and career ready, they exhibit with increasing fullness and regularity 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.

6. They care about precision.

Students are mindful of the impact of specific words and details, and they consider what would be achieved by different choices. Students pay especially close attention when precision matters most, such

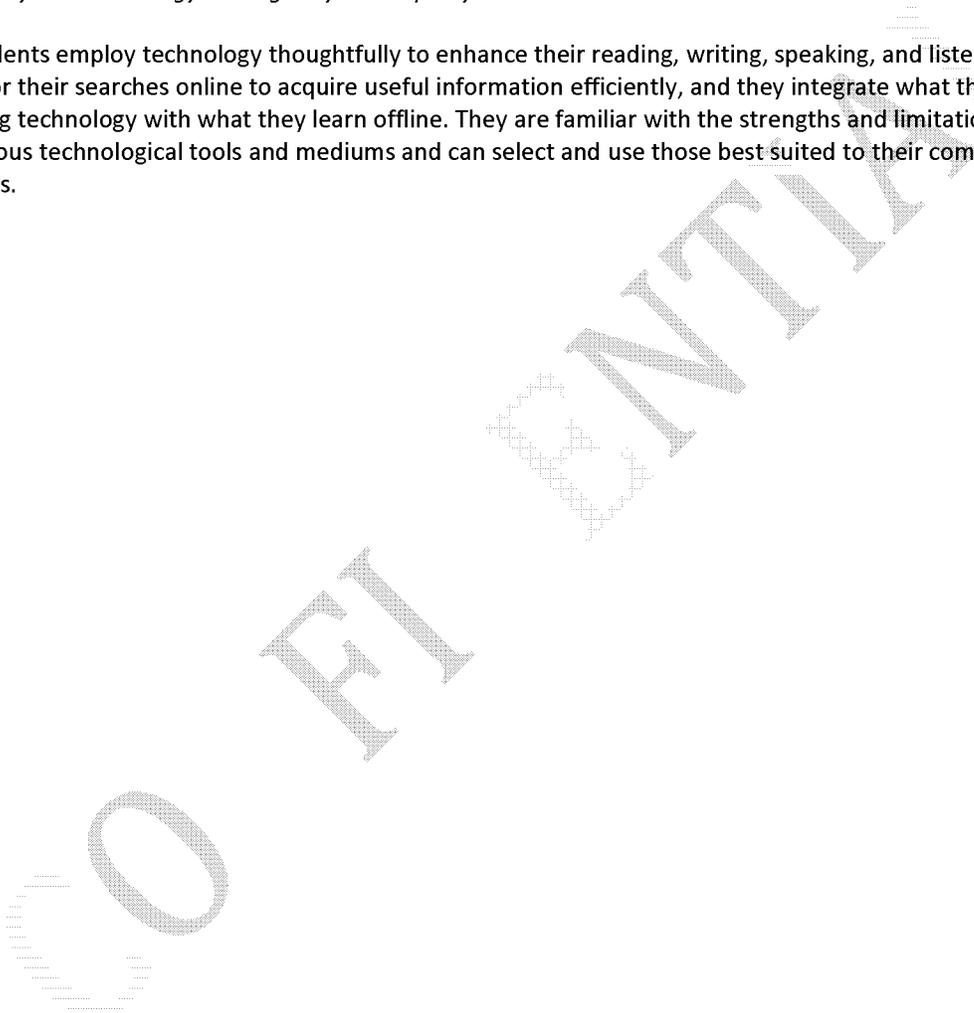
as in the case of reviewing significant data, making important distinctions, or analyzing a key moment in the action of a play or novel.

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.



Illustrative Texts

Exemplars of Reading Text Complexity and Quality

Selecting Text Exemplars

In selecting texts to serve as exemplars for the K-12 English language arts standards, the work group began with the contributions of teachers and educational leaders and researchers who have experience working with students in the grades for which the texts have been selected.

These contributors were asked to focus on selecting texts exhibiting two essential qualities. First, the texts should be ones that they or their colleagues have used successfully with students in a given grade band (in this draft materials have been developed for grade 6-8, though eventually all grade bands will have sample texts). Second, the texts should be ones that are of high quality in their expression, form, and use of language.

These criteria generated a wide range of texts in a variety of styles that covered an extensive number of topics. While any selection of texts can only partially represent the cultural diversity of the United States, these texts include many of the voices that contribute to the American experience. In selecting texts from those submitted by contributors for inclusion with the draft, the work group sought to balance classic and historic texts with more recent and contemporary works. The group also leaned toward selecting texts by American authors.

Once texts were chosen for consideration, they were also checked using a variety of established readability scales to help verify that they were of sufficient text complexity. Each method of measuring readability has its strengths and limitations, so consulting a range of different measures helped the work group achieve as accurate an assessment of readability as possible. Furthermore, for text types and formats (particularly poetry) where traditional readability measures are unsuitable, professional judgment of complexity necessarily played a greater role.¹

Copyright and Permissions

For those exemplar texts not in the public domain, the work group is seeking permission from the rights holders for limited use by the Common Core State Standards Initiative of the National Governors Association.

¹ Though advances have been made in the area of assessing text complexity, more work remains to be done. Given the increasingly recognized relationship between being able to read complex texts and being college and career ready, our tools for assessing text complexity must improve further if all students are to meet the challenge of being ready for postsecondary education and workforce training. To that end, participants in the K-12 ELA backmapping project are working to evaluate current readability measures and determine what more needs to be done to improve upon them. Two aspects of that work are trying to assess and enhance the precision of existing tools and making text complexity a manageable concept for students, teachers, parents, and curriculum developers.

While we await permissions grants from the rights holders, we will make use of texts under a conservative interpretation of Fair Use, which allows limited, partial use of copyrighted text for a nonprofit, educational purpose as long as that purpose does not impair the rights holder’s ability to seek a fair return for his or her work.

Please note that these texts are included solely as exemplars in support of the standards. Any additional use of those texts that are not in the public domain, such as for classroom use or curriculum development, requires independent permission from the rights holders. The texts may not be copied or distributed in any way other than as part of the overall Common Core Standards Initiative document.

DRAFT

For English Language Arts

Narrative Fiction

From “The Tell-Tale Heart” by Edgar Allan Poe (1843)	4
From <i>Little Women</i> by Louisa May Alcott (1869).....	5
From <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876).....	6
From “After Twenty Years” by O. Henry (1908)	9
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When I had made an end of these labors, it was four o'clock--still dark as midnight. As the bell sounded the hour, there came a knocking at the street door. I went down to open it with a light heart,--for what had I now to fear? There entered three men, who introduced themselves, with perfect suavity, as officers of the police. A shriek had been heard by a neighbour during the night; suspicion of foul play had been aroused; information had been lodged at the police office, and they (the officers) had been deputed to search the premises.

I smiled,--for what had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I bade them search--search well. I led them, at length, to his chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them here to rest from their fatigues, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim.

The officers were satisfied. My manner had convinced them. I was singularly at ease. They sat, and while I answered cheerily, they chatted of familiar things. But, ere long, I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears: but still they sat and still chatted. The ringing became more distinct:--It continued and became more distinct: I talked more freely to get rid of the feeling: but it continued and gained definiteness--until, at length, I found that the noise was not within my ears.

No doubt I now grew _very_ pale;--but I talked more fluently, and with a heightened voice. Yet the sound increased--and what could I do? It was a low, dull, quick sound--much such a sound as a watch makes when enveloped in cotton. I gasped for breath--and yet the officers heard it not. I talked more quickly--more vehemently; but the noise steadily increased. I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men--but the noise steadily increased. Oh God! what could I do? I foamed--I raved--I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder--louder--louder! And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God!--no, no! They heard!--they suspected!--they knew!--they were making a mockery of my horror!--this I thought, and this I think. But anything was better than this agony! Anything was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die! and now--again!--hark! louder! louder! louder! louder!

"Villains!" I shrieked, "dissemble no more! I admit the deed!--tear up the planks! here, here!--It is the beating of his hideous heart!"

From *Little Women* by Louisa May Alcott (1869)

"Merry Christmas, little daughters! I'm glad you began at once, and hope you will keep on. But I want to say one word before we sit down. Not far away from here lies a poor woman with a little newborn baby. Six children are huddled into one bed to keep from freezing, for they have no fire. There is nothing to eat over there, and the oldest boy came to tell me they were suffering hunger and cold. My girls, will you give them your breakfast as a Christmas present?"

They were all unusually hungry, having waited nearly an hour, and for a minute no one spoke, only a minute, for Jo exclaimed impetuously, "I'm so glad you came before we began!"

"May I go and help carry the things to the poor little children?" asked Beth eagerly.

"I shall take the cream and the muffings," added Amy, heroically giving up the article she most liked.

Meg was already covering the buckwheats, and piling the bread into one big plate.

"I thought you'd do it," said Mrs. March, smiling as if satisfied. "You shall all go and help me, and when we come back we will have bread and milk for breakfast, and make it up at dinnertime."

They were soon ready, and the procession set out. Fortunately it was early, and they went through back streets, so few people saw them, and no one laughed at the queer party.

A poor, bare, miserable room it was, with broken windows, no fire, ragged bedclothes, a sick mother, wailing baby, and a group of pale, hungry children cuddled under one old quilt, trying to keep warm.

How the big eyes stared and the blue lips smiled as the girls went in.

"Ach, mein Gott! It is good angels come to us!" said the poor woman, crying for joy.

"Funny angels in hoods and mittens," said Jo, and set them to laughing.

In a few minutes it really did seem as if kind spirits had been at work there. Hannah, who had carried wood, made a fire, and stopped up the broken panes with old hats and her own cloak. Mrs. March gave the mother tea and gruel, and comforted her with promises of help, while she dressed the little baby as tenderly as if it had been her own. The girls meantime spread the table, set the children round the fire, and fed them like so many hungry birds, laughing, talking, and trying to understand the funny broken English.

"Das ist gut!" "Die Engel-kinder!" cried the poor things as they ate and warmed their purple hands at the comfortable blaze. The girls had never been called angel children before, and thought it very agreeable, especially Jo, who had been considered a 'Sancho' ever since she was born. That was a very happy breakfast, though they didn't get any of it. And when they went away, leaving comfort behind, I think there were not in all the city four merrier people than the hungry little girls who gave away their breakfasts and contented themselves with bread and milk on Christmas morning.

"That's loving our neighbor better than ourselves, and I like it," said

Meg, as they set out their presents while their mother was upstairs collecting clothes for the poor Hummels.

From *The Adventures of Tom Sawyer* by Mark Twain (1876)

But Tom's energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work--the very thought of it burnt him like fire. He got out his worldly wealth and examined it--bits of toys, marbles, and trash; enough to buy an exchange of WORK, maybe, but not half enough to buy so much as half an hour of pure freedom. So he returned his straitened means to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent inspiration.

He took up his brush and went tranquilly to work. Ben Rogers hove in sight presently--the very boy, of all boys, whose ridicule he had been dreading. Ben's gait was the hop-skip-and-jump--proof enough that his heart was light and his anticipations high. He was eating an apple, and giving a long, melodious whoop, at intervals, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was personating a steamboat. As he drew near, he slackened speed, took the middle of the street, leaned far over to starboard and rounded to ponderously and with laborious pomp and circumstance--for he was personating the Big Missouri, and considered himself to be drawing nine feet of water. He was boat and captain and engine-bells combined, so he had to imagine himself standing on his own hurricane-deck giving the orders and executing them:

"Stop her, sir! Ting-a-ling-ling!" The headway ran almost out, and he drew up slowly toward the sidewalk.

"Ship up to back! Ting-a-ling-ling!" His arms straightened and stiffened down his sides.

"Set her back on the stabboard! Ting-a-ling-ling! Chow! ch-chow-wow! Chow!" His right hand, meantime, describing stately circles--for it was representing a forty-foot wheel.

"Let her go back on the labboard! Ting-a-lingling! Chow-ch-chow-chow!" The left hand began to describe circles.

"Stop the stabboard! Ting-a-ling-ling! Stop the labboard! Come ahead on the stabboard! Stop her! Let your outside turn over slow!

Ting-a-ling-ling! Chow-ow-ow! Get out that head-line! LIVELY now!

Come--out with your spring-line--what're you about there! Take a turn round that stump with the bight of it! Stand by that stage, now--let her go! Done with the engines, sir! Ting-a-ling-ling! SH'T! S'H'T! SH'T!" (trying the gauge-cocks).

Tom went on whitewashing--paid no attention to the steamboat. Ben stared a moment and then said: "Hi-YI! YOU'RE up a stump, ain't you!"

No answer. Tom surveyed his last touch with the eye of an artist, then he gave his brush another gentle sweep and surveyed the result, as before. Ben ranged up alongside of him. Tom's mouth watered for the apple, but he stuck to his work. Ben said:

"Hello, old chap, you got to work, hey?"

Tom wheeled suddenly and said:

"Why, it's you, Ben! I warn't noticing."

"Say--I'm going in a-swimming, I am. Don't you wish you could? But of course you'd druther WORK--wouldn't you? Course you would!"

Tom contemplated the boy a bit, and said:

"What do you call work?"

"Why, ain't THAT work?"

Tom resumed his whitewashing, and answered carelessly:

"Well, maybe it is, and maybe it ain't. All I know, is, it suits Tom Sawyer."

"Oh come, now, you don't mean to let on that you LIKE it?"

The brush continued to move.

"Like it? Well, I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?"

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth--stepped back to note the effect--added a touch here and there--criticised the effect again--Ben watching every move and getting more and more interested, more and more absorbed. Presently he said:

"Say, Tom, let ME whitewash a little."

Tom considered, was about to consent; but he altered his mind:

"No--no--I reckon it wouldn't hardly do, Ben. You see, Aunt Polly's awful particular about this fence--right here on the street, you know--but if it was the back fence I wouldn't mind and SHE wouldn't. Yes, she's awful particular about this fence; it's got to be done very careful; I reckon there ain't one boy in a thousand, maybe two thousand, that can do it the way it's got to be done."

"No--is that so? Oh come, now--lemme just try. Only just a little--I'd let YOU, if you was me, Tom."

"Ben, I'd like to, honest injun; but Aunt Polly--well, Jim wanted to do it, but she wouldn't let him; Sid wanted to do it, and she wouldn't let Sid. Now don't you see how I'm fixed? If you was to tackle this fence and anything was to happen to it--"

"Oh, shucks, I'll be just as careful. Now lemme try. Say--I'll give you the core of my apple."

"Well, here--No, Ben, now don't. I'm afeard--"

"I'll give you ALL of it!"

Tom gave up the brush with reluctance in his face, but alacrity in his heart. And while the late steamer Big Missouri worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangled his legs, munched his apple, and planned the slaughter of more innocents. There

was no lack of material; boys happened along every little while; they came to jeer, but remained to whitewash. By the time Ben was fagged out, Tom had traded the next chance to Billy Fisher for a kite, in good repair; and when he played out, Johnny Miller bought in for a dead rat and a string to swing it with--and so on, and so on, hour after hour. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was literally rolling in wealth. He had besides the things before mentioned, twelve marbles, part of a jews-harp, a piece of blue bottle-glass to look through, a spool cannon, a key that wouldn't unlock anything, a fragment of chalk, a glass stopper of a decanter, a tin soldier, a couple of tadpoles, six fire-crackers, a kitten with only one eye, a brass doorknob, a dog-collar--but no dog--the handle of a knife, four pieces of orange-peel, and a dilapidated old window sash.

He had had a nice, good, idle time all the while--plenty of company

--and the fence had three coats of whitewash on it! If he hadn't run out of whitewash he would have bankrupted every boy in the village.

Tom said to himself that it was not such a hollow world, after all. He had discovered a great law of human action, without knowing it--namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain. If he had been a great and wise philosopher, like the writer of this book, he would now have comprehended that Work consists of whatever a body is OBLIGED to do, and that Play consists of whatever a body is not obliged to do. And this would help him to understand why constructing artificial flowers or performing on a tread-mill is work, while rolling ten-pins or climbing Mont Blanc is only amusement. There are wealthy gentlemen in England who drive four-horse passenger-coaches twenty or thirty miles on a daily line, in the summer, because the privilege costs them considerable money; but if they were offered wages for the service, that would turn it into work and then they would resign.

The boy mused awhile over the substantial change which had taken place in his worldly circumstances, and then wended toward headquarters to report.

From “After Twenty Years” by O. Henry (1908)

The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had well nigh de-peopled the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his stalwart form and slight swagger, made a fine picture of a guardian of the peace. The vicinity was one that kept early hours. Now and then you might see the lights of a cigar store or of an all-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him the man spoke up quickly.

"It's all right, officer," he said, reassuringly. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands—'Big Joe' Brady's restaurant."

"Until five years ago," said the policeman. "It was torn down then."

The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set.

"Twenty years ago to-night," said the man, "I dined here at 'Big Joe' Brady's with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be."

"It sounds pretty interesting," said the policeman. "Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?"

"Well, yes, for a time we corresponded," said the other. "But after a year or two we lost track of each other. You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, stanchest old chap in the world. He'll never forget. I came a thousand miles to stand in this door to-night, and it's worth it if my old partner turns up."

The waiting man pulled out a handsome watch, the lids of it set with small diamonds.

"Three minutes to ten," he announced. "It was exactly ten o'clock when we parted here at the restaurant door."

"Did pretty well out West, didn't you?" asked the policeman.

"You bet! I hope Jimmy has done half as well. He was a kind of plodder, though, good fellow as he was. I've had to compete with some of the sharpest wits going to get my pile. A man gets in a groove in New York. It takes the West to put a razor-edge on him."

The policeman twirled his club and took a step or two.

"I'll be on my way. Hope your friend comes around all right. Going to call time on him sharp?"

"I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth he'll be here by that time. So long, officer."

"Good-night, sir," said the policeman, passing on along his beat, trying doors as he went.

There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir in that quarter hurried dismally and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment, uncertain almost to absurdity, with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

"Is that you, Bob?" he asked, doubtfully.

"Is that you, Jimmy Wells?" cried the man in the door.

"Bless my heart!" exclaimed the new arrival, grasping both the other's hands with his own. "It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well!—twenty years is a long time. The old restaurant's gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?"

"Bully; it has given me everything I asked it for. You've changed lots, Jimmy. I never thought you were so tall by two or three inches."

"Oh, I grew a bit after I was twenty."

"Doing well in New York, Jimmy?"

"Moderately. I have a position in one of the city departments. Come on, Bob; we'll go around to a place I know of, and have a good long talk about old times."

The two men started up the street, arm in arm. The man from the West, his egotism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.

At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned simultaneously to gaze upon the other's face.

The man from the West stopped suddenly and released his arm.

"You're not Jimmy Wells," he snapped. "Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug."

"It sometimes changes a good man into a bad one," said the tall man. "You've been under arrest for ten minutes, 'Silky' Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before we go on to the station here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells."

The man from the West unfolded the little piece of paper handed him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.

Bob: I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plain clothes man to do the job.

JIMMY.

DRAFT

From *A Wrinkle in Time* by Madeline L'Engle (1962)

"If we knew ahead of time what was going to happen we'd be – we'd be like the people on Camazotz, with no lives of our own, with everything all planned and done for us. How can I explain it to you? Oh, I know. In your language you have a form of poetry called the sonnet."

"Yes, yes," Calvin said impatiently. "What's that got to do with the Happy Medium?"

"Kindly pay me the courtesy of listening to me." Mrs. Whatsit's voice was stern, and for a moment Calvin stopped pawing the ground like a nervous colt. "It is a very strict form of poetry, is it not?"

"Yes."

"There are fourteen lines, I believe, all in iambic pentameter. That's a very strict rhythm or meter, yes?"

"Yes." Calvin nodded.

"No."

"But within this strict form the poet has complete freedom to say whatever he wants, doesn't he?"

"Yes." Calvin nodded again.

"So," Mrs. Whatsit said.

"So what?"

"Oh, do not be stupid, boy!" Mrs. Whatsit scolded. "You know perfectly well what I am driving at!"

"You mean you're comparing our lives to a sonnet? A strict form, but freedom within it?"

"Yes." Mrs. Whatsit said. "You're given the form, but you have to write the sonnet yourself. What you say is completely up to you."

From *The Dark is Rising* by Susan Cooper (1973)

Midwinter Day

He was woken by music. It beckoned him, lilting and insistent; delicate music, played by delicate instruments that he could not identify, with one rippling, bell-like phrase running through it in a gold thread of delight. There was in this music so much of the deepest enchantment of all his dreams and imaginings that he woke smiling in pure happiness at the sound. In the moment of his waking, it began to fade, beckoning as it went, and then as he opened his eyes it was gone. He had only the memory of that one rippling phrase still echoing in his head, and itself fading so fast that he sat up abruptly in bed and reached his arm out to the air, as if he could bring it back.

The room was very still, and there was no music, and yet Will knew that it had not been a dream.

He was in the twins' room still; he could hear Robin's breathing, slow and deep, from the other bed. Cold light glimmered round the edge of the curtains, but no one was stirring anywhere; it was very early. Will pulled on his rumpled clothes from the day before, and slipped out of the room. He crossed the landing to the central window, and looked down.

In the first shining moment he saw the whole strange-familial world, glistening white; the roofs of the outbuildings mounded into square towers of snow, and beyond them all the fields and hedge: buried, merged into one great flat expanse, unbroken white to the horizon's brim. Will drew in a long, happy breath, silently rejoicing. Then, very faintly, he heard the music again, the same phrase. He swung round vainly searching for it in the air, as if he might see it somewhere like a flickering light.

"Where are you?"

It had gone again. And when he looked back through the window, he saw that his own world had gone with it. In that flash, everything had changed. The snow was there as it had been a moment before, but not piled now on roofs or stretching flat over lawns and fields. There were no roofs, there were no fields. There were only trees. Will was looking over a great white forest: a forest of massive trees, sturdy as towers and ancient as rock. They were bare of leaves, clad only in the deep snow that lay untouched along every branch, each smallest twig. They were everywhere. They began so close to the house that he was looking out through the topmost branches of the nearest tree, could have reached out and shaken them if he had dared to open the window. All around him the trees stretched to the flat horizon of the valley. The only break in that white world of branches was away over to the south, where the Thames ran; he could see the bend in the river marked like a single stilled wave in this white ocean of forest, and the shape of it looked as though the river were wider than it should have been.

Will gazed and gazed, and when at last he stirred he found that he was clutching the smooth iron circle threaded onto his belt. The iron was warm to his touch.

He went back into the bedroom.

"Robin!" he said loudly. "Wake up!" But Robin breathed slowly and rhythmically as before, and did not stir.

He ran into the bedroom next door, the familiar small room that he had once shared with James, and shook James roughly by the shoulder. But when the shaking was done, James lay motionless, deeply asleep.

Will went out onto the landing again and took a long breath, and he shouted with all his might: "Wake up! Wake up, everyone!"

He did not now expect any response, and none came. There was a total silence, as deep and timeless as the blanketing snow; the house and everyone in it lay in a sleep that would not be broken.

Will went downstairs to pull on his boots, and the old sheepskin jacket that had belonged, before him, to two or three of his brothers in turn. Then he went out of the back door, closing it quietly behind him, and stood looking out through the quick white vapour of his breath.

The strange white world lay stroked by silence.. No birds sang. The garden was no longer there, in this forested land. Nor were the outbuildings nor the old crumbling walls. There lay only a narrow clearing round the house now, hummocked with unbroken snowdrifts, before the trees began, with a narrow path leading away. Will set out down the white tunnel of the path, slowly, stepping high to keep the snow out of his boots. As soon as he moved away from the house, he felt very much alone, and he made himself go on without looking back over his shoulder, because he knew that when he looked, he would find that the house was gone.

He accepted everything that came into his mind, without thought or question, as if he were moving through a dream. But a deeper part of him knew that he was not dreaming. He was crystal-clear awake, in a Midwinter Day that had been waiting for him to wake into it since the day he had been born, and, he somehow knew, for centuries before that. *Tomorrow will be beyond imagining....* Will came out of the white-arched path into the road, paved smooth with snow and edged everywhere by the great trees, and he looked up between the branches and saw a single black rook flap slowly past, high in the early sky.

From *Dragonwings* by Laurence Yep (1975)

Chapter IX: The Dragon Wakes (December, 1905—April, 1906)

By the time the winter rains came to the city, we were not becoming rich, but we were doing well. Each day we put a little money away in our cold tin can. Father never said anything, but I knew he was thinking about the day when we might be able to afford to bring Mother over. You see, it was not simply a matter of paying her passage over on the boat. Father would probably have to go over after her and escort her across. There had to be money for bribes—tea money, Uncle called it—at both ends of the ocean. Now that we no longer belonged to the Company, we somehow had to acquire a thousand *dollars* worth of property, a faraway figure when you can only save *nickels* and *dimes*.

And yet the hope that we could start our own little fix-it shop and qualify as merchants steadily grew with the collection of coins in the tin can. I was happy most of the time, even when it became the time for the New Year by the Tang people's reckoning. [...]

We took the old picture of the Stove King and smeared some honey on it before we burned it in the stove. Later that evening we would hang up a new picture of the Stove King that we had bought in the Tang people's town. That was a sign the Stove King had returned to his place above our stove. After we had finished burning the old picture, we sat down to a lunch of meat pastries and dumplings. Robin ate quietly—for her, that is. Actually, she monopolized only half the conversation. "Look," she said. "My aunt would never go in for those pagan customs—not in her house. But I could sneak the old picture out and tell her you wanted to replace it with a new one. Then you could smear honey on it for her."

"But you no believe in the Stove King"

"Of course not," she snapped. She squirmed in her seat. "But it might make you feel better."

I could see that she really wanted to make herself feel better. No sense in taking chances with the supernatural, and so on. I could tell her train of thought because I sometimes carried the little cross she had given me in my pocket—just as insurance.

[...]

From *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976)

“You were born blessed, boy, with land of your own. If you hadn’t been, you’d cry out for it while you try to survive... like Mr. Lanier and Mr. Avery. Maybe even do what they doing now. It’s hard on a man to give up, but sometimes it seems there just ain’t nothing else he can do.”

“I... I’m sorry, Papa,” Stacey muttered.

After a moment, Papa reached out and draped his arm over Stacey’s shoulder.

“Papa,” I said, standing to join them, “we giving up too?”

Papa looked down at me and brought me closer, then waved his hand toward the drive.

“You see that fig tree over yonder, Cassie? Them other trees all around... that oak and walnut, they’re a lot bigger and they take up more room and give so much shade they almost overshadow that little ole fig. But that fig tree’s got roots that run deep, and it belongs in that yard as much as that oak and walnut. It keeps blooming, bearing fruit year after year, knowing all the time it’ll never get as big as them other trees. Just keeps on growing and doing what it gotta do. It don’t give up. It give up, it’ll die. There’s a lesson to be learned from that little tree, Cassie girl, ‘cause we’re like it. We keep doing what we gotta do, and we don’t give up. We can’t.”

Comment [jsm1]: This is the spacing and indentation in my copy. Is this correct?

DRAFT

From “Eleven” from *Woman Hollering Creek: And Other Stories* by Sandra Cisneros (1992)

What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don't. You open your eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all. You feel like you're still ten. And you are -- underneath the year that makes you eleven.

Like some days you might say something stupid, and that's the part of you that's still ten. Or maybe some days you might need to sit on your mama's lap because you're scared, and that's the part of you that's five.

And maybe one day when you're all grown up maybe you will need to cry like if you're three, and that's okay. That's what I tell Mama when she's sad and needs to cry. Maybe she's feeling three.

Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one. That's how being eleven years old is.

You don't feel eleven. Not right away. It takes a few days, weeks even, sometimes even months before you say Eleven when they ask you. And you don't feel smart eleven, not until you're almost twelve. That's the way it is.

From *The Absolutely True Diary of a Part Time Indian* by Sherman Alexie (2007)

It's a weird thing.

Reservations were meant to be prisons, you know? Indians were supposed to move onto reservations and die. We were supposed to disappear.

But somehow or another, Indians have forgotten that reservations were meant to be death camps.

I wept because I was the only one who was brave and crazy enough to leave the rez. I was the only one with enough arrogance.

I wept and wept and wept because I knew that I was never going to drink and because I was never going to kill myself and because I was going to have a better life out in the white world.

I realized that I might be a lonely Indian boy, but I was not alone in my loneliness. There were millions of other Americans who had left their birthplaces in search of a dream.

I realized that, sure, I was a Spokane Indian. I belonged to that tribe. But I also belonged to the tribe of American immigrants. And to the tribe of basketball players. And to the tribe of bookworms.

And the tribe of cartoonists.

And the tribe of teenage boys.

And the tribe of small-town kids.

And the tribe of Pacific Northwesterners.

And the tribe of tortilla chips-and-salsa lovers.

And the tribe of poverty.

And the tribe of funeral-goers.

And the tribe of beloved sons.

And the tribe of boys who really missed their best friends.

It was a huge realization.

And that's when I knew that I was going to be okay.

From *Where the Mountain Meets the Moon* by Grace Lin (2009)

Chapter 1

Far away from here, following the Jade River, there was once a black mountain that cut into the sky like a jagged piece of rough metal. The villagers called it Fruitless Mountain because nothing grew on it and birds and animals did not rest there.

Crowded in the corner of where Fruitless Mountain and the Jade River met was a village that was a shade of faded brown. This was because the land around the village was hard and poor. To coax rice out of the stubborn land, the field had to be flooded with water. The villagers had to tramp in the mud, bending and stooping and planting day after day. Working in the mud so much made it spread everywhere and the hot sun dried it onto their clothes and hair and homes. Over time, everything in the village had become the dull color of dried mud.

One of the houses in this village was so small that its wood boards, held together by the roof, made one think of a bunch of matches tied with a piece of twine. Inside, there was barely enough room for three people to sit around the table—which was lucky because only three people lived there. One of them was a young girl called Minli.

Minli was not brown and dull like the rest of the village. She had glossy black hair with pink cheeks, shining eyes always eager for adventure, and a fast smile that flashed from her face. When people saw her lively and impulsive spirit, they thought her name, which meant *quick thinking*, suited her well. “Too well,” her mother sighed, as Minli had a habit of quick acting as well.

[...]

“The Fox and the Crow” by Aesop (translation 1884)

A Crow, having stolen a bit of flesh, perched in a tree, and held it in her beak. A Fox, seeing her, longed to possess himself of the flesh, and by a wily stratagem succeeded. "How handsome is the Crow," he exclaimed, "in the beauty of her shape and in the fairness of her complexion! Oh, if her voice were only equal to her beauty, she would deservedly be considered the Queen of Birds!" This he said deceitfully, having greater admiration for the meat than for the crow. But the Crow, all her vanity aroused by the cunning flattery, and anxious to refute the reflection cast upon her voice, set up a loud caw, and dropped the flesh. The Fox quickly picked it up, and thus addressed the Crow: "My good Crow, your voice is right enough, but your wit is wanting."

He who listens to flattery is not wise, for it has no good purpose.

CONFIDENTIAL

From “The Emperor’s New Clothes” by Hans Christian Andersen (translation 1837)

Many years ago, there was an Emperor, who was so excessively fond of new clothes, that he spent all his money in dress. He did not trouble himself in the least about his soldiers; nor did he care to go either to the theatre or the chase, except for the opportunities then afforded him for displaying his new clothes. He had a different suit for each hour of the day; and as of any other king or emperor, one is accustomed to say, "he is sitting in council," it was always said of him, "The Emperor is sitting in his wardrobe."

Time passed merrily in the large town which was his capital; strangers arrived every day at the court. One day, two rogues, calling themselves weavers, made their appearance. They gave out that they knew how to weave stuffs of the most beautiful colors and elaborate patterns, the clothes manufactured from which should have the wonderful property of remaining invisible to everyone who was unfit for the office he held, or who was extraordinarily simple in character.

"These must, indeed, be splendid clothes!" thought the Emperor. "Had I such a suit, I might at once find out what men in my realms are unfit for their office, and also be able to distinguish the wise from the foolish! This stuff must be woven for me immediately." And he caused large sums of money to be given to both the weavers in order that they might begin their work directly.

So the two pretended weavers set up two looms, and affected to work very busily, though in reality they did nothing at all. They asked for the most delicate silk and the purest gold thread; put both into their own knapsacks; and then continued their pretended work at the empty looms until late at night.

From “The Minotaur” from *Tanglewood Tales* by Nathaniel Hawthorne (1853)

"Alas! my son," quoth King Aegeus, heaving a long sigh, "here is a very lamentable matter in hand! This is the woofullest anniversary in the whole year. It is the day when we annually draw lots to see which of the youths and maids of Athens shall go to be devoured by the horrible Minotaur!"

"The Minotaur!" exclaimed Prince Theseus; and like a brave young prince as he was, he put his hand to the hilt of his sword. "What kind of a monster may that be? Is it not possible, at the risk of one's life, to slay him?"

But King Aegeus shook his venerable head, and to convince Theseus that it was quite a hopeless case, he gave him an explanation of the whole affair. It seems that in the island of Crete there lived a certain dreadful monster, called a Minotaur, which was shaped partly like a man and partly like a bull, and was altogether such a hideous sort of a creature that it is really disagreeable to think of him. If he were suffered to exist at all, it should have been on some desert island, or in the duskiness of some deep cavern, where nobody would ever be tormented by his abominable aspect. But King Minos, who reigned over Crete, laid out a vast deal of money in building a habitation for the Minotaur, and took great care of his health and comfort, merely for mischief's sake. A few years before this time, there had been a war between the city of Athens and the island of Crete, in which the Athenians were beaten, and compelled to beg for peace. No peace could they obtain, however, except on condition that they should send seven young men and seven maidens, every year, to be devoured by the pet monster of the cruel King Minos. For three years past, this grievous calamity had been borne. And the sobs, and groans, and shrieks, with which the city was now filled, were caused by the people's woe, because the fatal day had come again, when the fourteen victims were to be chosen by lot; and the old people feared lest their sons or daughters might be taken, and the youths and damsels dreaded lest they themselves might be destined to glut the ravenous maw of that detestable man-brute.

But when Theseus heard the story, he straightened himself up, so that he seemed taller than ever before; and as for his face it was indignant, spiteful, bold, tender, and compassionate, all in one look.

"Let the people of Athens this year draw lots for only six young men, instead of seven," said he, "I will myself be the seventh; and let the Minotaur devour me if he can!"

"O my dear son," cried King Aegeus, "why should you expose yourself to this horrible fate? You are a royal prince, and have a right to hold yourself above the destinies of common men."

"It is because I am a prince, your son, and the rightful heir of your kingdom, that I freely take upon me the calamity of your subjects," answered Theseus, "And you, my father, being king over these people, and answerable to Heaven for their welfare, are bound to sacrifice what is dearest to you, rather than that the son or daughter of the poorest citizen should come to any harm."

From “The People Could Fly” from *The People Could Fly: American Black Folktales* by Virginia Hamilton (1985)

They say the people could fly. Say that long ago in Africa, some of the people knew magic. And they would walk up on the air like climbin up on a gate. And they flew like blackbirds over the fields. Black, shiny wings flappin against the blue up there.

Then, many of the people were captured for Slavery. The ones that could fly shed their wings. They couldn't take their wings across the water on slave ships. Too crowded, don't you know.

The folks were full of misery, then. Got sick with the up and down of the sea. So they forgot about flyin when they could no longer breath the sweet scent of Africa.

Say the people who could fly kept their power, although they shed their wings. They looked the same as the other people from Africa who had been coming over, who had dark skin. Say you couldn't tell anymore one who could fly from one who couldn't.

One such who could was an old man, call him Toby. And standin tall, yet afraid, was a young woman who once had wings. Call her Sarah. Now Sarah carried a babe tied to her back. She trembled to be so hard worked and scorned.

The slaves labored in the fields from sunup to sundown. The owner of the slaves callin himself their Master. Say he was a hard lump of clay. A hard, glinty coal. A hard rock pile, wouldn't be moved. His Overseer on horseback pointed out the slaves who were slowin down. So the one called Driver cracked his whip over the slow ones to make them move faster. That whip was a slice-open cut of pain. So they did move faster. Had to.

[...]

DRAFT

From *Black Ships before Troy: The Story of the Iliad* by Rosemary Sutcliff (1993)

In the high and far-off days when men were heroes and walked with the gods, Peleus, king of the Myrmidons, took for his wife a sea nymph called Thetis, Thetis of the Silver Feet. Many guests came to their wedding feast, and among the mortal guests came all the gods of high Olympus.

But as they sat feasting, one who had not been invited was suddenly in their midst: Eris, the goddess of discord, had been left out because wherever she went she took trouble with her; yet here she was, all the same, and in her blackest mood, to avenge the insult.

All she did—it seemed a small thing—was to toss down on the table a golden apple. Then she breathed upon the guests once, and vanished.

The apple lay gleaming among the piled fruits and the brimming wine cups; and bending close to look at it, everyone could see the words "To the fairest" traced on its side.

Then the three greatest of the goddesses each claimed that it was hers. Hera claimed it as wife to Zeus, the All-father, and queen of all the gods. Athene claimed that she had the better right, for the beauty of wisdom such as hers surpassed all else. Aphrodite only smiled, and asked who had a better claim to beauty's prize than the goddess of beauty herself.

They fell to arguing among themselves; the argument became a quarrel, and the quarrel grew more and more bitter, and each called upon the assembled guests to judge between them. But the other guests refused, for they knew well enough that, whichever goddess they chose to receive the golden apple, they would make enemies of the other two.

Poetry

“Paul Revere’s Ride” by Henry Wadsworth Longfellow (1861)

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country-folk to be up and to arm."

Then he said, "Good night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

Then he climbed to the tower of the church,
Up the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch
On the sombre rafters, that round him made
Masses and moving shapes of shade,—
Up the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town,

And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,--
A line of black that bends and floats
On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle-girth;
But mostly he watched with eager search
The belfry-tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral and sombre and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet;
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.

He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders, that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read,
How the British Regulars fired and fled,--
How the farmers gave them ball for ball,
From behind each fence and farm-yard wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,--
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.

“Jabberwocky” by Lewis Carroll (1872)

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

'Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!'

He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

And as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

'And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!'
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

“Twelfth Song of Thunder” from *The Mountain Chant: A Navajo Ceremony* – Navajo tradition (1887)

The voice that beautifies the land!
The voice above,
The voice of thunder
Within the dark cloud
Again and again it sounds,
The voice that beautifies the land.

The voice that beautifies the land!
The voice below,
The voice of the grasshopper
Among the plants
Again and again it sounds,
The voice that beautifies the land.

CONFIDENTIAL

“The Song of Wandering” by W.B. Yeats (1899)

I WENT out to the hazel wood,
Because a fire was in my head,
And cut and peeled a hazel wand,
And hooked a berry to a thread;
And when white moths were on the wing,
And moth-like stars were flickering out,
I dropped the berry in a stream
And caught a little silver trout.

When I had laid it on the floor
I went to blow the fire a-flame,
But something rustled on the floor,
And someone called me by my name:
It had become a glimmering girl
With apple blossom in her hair
Who called me by my name and ran
And faded through the brightening air.

Though I am old with wandering
Through hollow lands and hilly lands,
I will find out where she has gone,
And kiss her lips and take her hands;
And walk among long dappled grass,
And pluck till time and times are done,
The silver apples of the moon,
The golden apples of the sun.

“The Railway Train” by Emily Dickinson (1893)

I like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks;
And then, prodigious, step

Around a pile of mountains,
And, supercilious, peer
In shanties by the sides of roads;
And then a quarry pare

To fit its sides, and crawl between,
Complaining all the while
In horrid, hooting stanza;
Then chase itself down hill

And neigh like Boanerges;
Then, punctual as a star,
Stop -- docile and omnipotent --
At its own stable door.

DRAFT

“Chicago” from *Chicago Poems* by Carl Sandburg (1914)

Hog Butcher for the World,
Tool Maker, Stacker of Wheat,
Player with Railroads and the Nation’s Freight Handler;
Stormy, husky, brawling,
City of the Big Shoulders:

They tell me you are wicked and I believe them, for I have seen your painted women under the gas lamps luring the farm boys.
And they tell me you are crooked and I answer: Yes, it is true I have seen the gunman kill and go free to kill again.
And they tell me you are brutal and my reply is: On the faces of women and children I have seen the marks of wanton hunger.
And having answered so I turn once more to those who sneer at this my city, and I give them back the sneer and say to them:
Come and show me another city with lifted head singing so proud to be alive and coarse and strong and cunning.
Flinging magnetic curses amid the toil of piling job on job, here is a tall bold slugger set vivid against the little soft cities;
Fierce as a dog with tongue lapping for action, cunning as a savage pitted against the wilderness,

Bareheaded,
Shoveling,
Wrecking,
Planning,
Building, breaking, rebuilding,

Under the smoke, dust all over his mouth, laughing with white teeth,
Under the terrible burden of destiny laughing as a young man laughs,
Laughing even as an ignorant fighter laughs who has never lost a battle,
Bragging and laughing that under his wrist is the pulse, and under his ribs the heart of the people,

Laughing!

Laughing the stormy, husky, brawling laughter of Youth, half-naked, sweating, proud to be Hog Butcher, Tool Maker, Stacker of Wheat, Player with Railroads and Freight Handler to the Nation.

“I, Too” by Langston Hughes (1925)

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I’ll be at the table
When company comes.
Nobody’ll dare
Say to me,
“Eat in the kitchen,”
Then,

Besides,
They’ll see how beautiful I am
And be ashamed—

I, too, am America.

DRAFT

“Oranges” from *Black Hair* by Gary Soto (1985)

The first time I walked
With a girl, I was twelve,
Cold, and weighted down
With two oranges in my jacket.
December. Frost cracking
Beneath my steps, my breath
Before me, then gone,
As I walked toward
Her house, the one whose
Porch light burned yellow
Night and day, in any weather.
A dog barked at me, until
She came out pulling
At her gloves, face bright
With rouge. I smiled,
Touched her shoulder, and led
Her down the street, across
A used car lot and a line
Of newly planted trees,
Until we were breathing
Before a drugstore. We
Entered, the tiny bell
Bringing a saleslady
Down a narrow aisle of goods.
I turned to the candies
Tiered like bleachers,
And asked what she wanted -
Light in her eyes, a smile
Starting at the corners
Of her mouth. I fingered
A nickel in my pocket,
And when she lifted a chocolate
That cost a dime,
I didn't say anything.
I took the nickel from
My pocket, then an orange,
And set them quietly on
The counter. When I looked up,
The lady's eyes met mine,
And held them, knowing
Very well what it was all
About.

Outside,
A few cars hissing past,
Fog hanging like old

Coats between the trees.
I took my girl's hand
In mine for two blocks,
Then released it to let
Her unwrap the chocolate.
I peeled my orange
That was so bright against
The gray of December
That, from some distance,
Someone might have thought
I was making a fire in my hands.

CONFIDENTIAL

“A Poem for My Librarian, Mrs. Long” from *Acolytes* by Nikki Giovanni (2007)

A Poem for My Librarian, Mrs. Long
(You never know what troubled little girl needs a book)

At a time when there was not tv before 3:00 P.M.
And on Sunday none until 5:00
We sat on the front porches watching
The jfg sign go on and off greeting
The neighbors, discussion the political
Situation congratulating the preacher
On his sermon
There was always the radio which brought us
Songs from wlac in nashville and what we would now call
Easy listening or smooth jazz but when I listened
Late at night with my portable (that I was so proud of)
Tucked under my pillow
I heard nat king cole and matt dennis, june christy and ella fitzgerald
And sometimes sarah vaughan sing black coffee
Which I now drink
It was just called music

There was a bookstore uptown on gay street
Which I visited and inhaled that wonderful odor
Of new books
Even today I read hardcover as a preference paperback only
As a last resort

And up the hill on vine street
(The main black corridor) sat our carnegie library
Mrs. Long always glad to see you
The stereoscope always ready to show you faraway
Places to dream about

Mrs. Long asking what are you looking for today
When I wanted Leaves of Grass or alfred north whitehead
She would go to the big library uptown and I now know
Hat in hand to ask to borrow so that I might borrow

Probably they said something humiliating since southern
Whites like to humiliate southern blacks

But she nonetheless brought the books
Back and I held them to my chest
Close to my heart
And happily skipped back to grandmother’s house
Where I would sit on the front porch
In a gray glider and dream of a world
Far away

I love the world where I was
I was safe and warm and grandmother gave me neck kissed
When I was on my way to bed

But there was a world
Somewhere
Out there
And Mrs. Long opened that wardrobe
But no lions or witches scared me
I went through
Knowing there would be
Spring

CONFIDENTIAL

Drama

From *The Diary of Anne Franke* by Frances Goodrich and Albert Hackett (1958)

From Act I, Scene 1:

MIEP But, Mr. Frank, there are letters, notes . . .

MR FRANK Burn them. All of them.

MIEP Burn this? (*She hands him a worn, velour-covered book.*)

MR FRANK (*quietly*) Anne's diary. (*He opens the diary and reads.*) 'Monday, the sixth of July, nineteen hundred and forty-two.' (*To MIEP.*) Nineteen hundred and forty-two. Is it possible, Miep? Only three years ago. (*He reads.*) 'Dear Diary, since you and I are going to be great friends, I will start by telling you about myself. My name is Anne Frank. I am thirteen years old. I was born in Germany the twelfth of June, nineteen twenty-nine. As my family is Jewish we emigrated to Holland when Hitler came to power.'

CONFIDENTIAL

Literary Nonfiction

From “Letter on Thomas Jefferson” by John Adams (1822, 1850)

[...]

Mr. Jefferson came into Congress, in June, 1775, and brought with him a reputation for literature, science, science, and a happy talent of composition. Writings of his were handed about, remarkable for the peculiar felicity of expression. Though a silent member in Congress, he was so prompt, frank, explicit, and decisive upon committees and in conversation, not even Samuel Adams was more so, that he soon seized upon my heart; and upon this occasion I gave him my vote, and did all in my power to procure the votes of others. I think he had one more vote than any other, and that placed him at the head of the committee. I had the next highest number, and that placed me second. The committee met, discussed the subject, and then appointed Mr. Jefferson and me to make the draught, I suppose because we were the two first on the list.

The subcommittee met. Jefferson proposed to me to make the draft. I said, 'I will not,' 'You should do it.' 'Oh! no.' 'Why will you not? You ought to do it.' 'I will not.' 'Why?' 'Reasons enough.' 'What can be your reasons?' 'Reason first, you are a Virginian, and a Virginian ought to appear at the head of this business. Reason second, I am obnoxious, suspected, and unpopular. You are very much otherwise. Reason third, you can write ten times better than I can.' 'Well,' said Jefferson, 'if you are decided, I will do as well as I can.' 'Very well. When you have drawn it up, we will have a meeting.'

[...]

From *Narrative of the Life of Frederick Douglass An American Slave* by Frederick Douglass(1845)

[...]

The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey's ship-yard. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. "You will be free as soon as you are twenty-one, *but I am a slave for life!* Have not I as good a right to be free as you have?" These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.

I was now about twelve years old, and the thought of being *a slave for life* began to bear heavily upon my heart. Just about this time, I got hold of a book entitled "The Columbian Orator." Every opportunity I got, I used to read this book. Among much of other interesting matter, I found in it a dialogue between a master and his slave. The slave was represented as having run away from his master three times. The dialogue represented the conversation which took place between them, when the slave was retaken the third time. In this dialogue, the whole argument in behalf of slavery was brought forward by the master, all of which was disposed of by the slave. The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

In the same book, I met with one of Sheridan's mighty speeches on and in behalf of Catholic emancipation. These were choice documents to me. I read them over and over again with unabated interest. They gave tongue to interesting thoughts of my own soul, which had frequently flashed through my mind, and died away for want of utterance. The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder. What I got from Sheridan was a bold denunciation of slavery, and a powerful vindication of human rights. The reading of these documents enabled me to utter my thoughts, and to meet the arguments brought forward to sustain slavery; but while they relieved me of one difficulty, they brought on another even more painful than the one of which I was relieved. The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery. I loathed them as being the meanest as well as the most wicked of men. As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted

would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed upon me by every object within sight or hearing, animate or inanimate. The silver trump of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing. It was ever present to torment me with a sense of my wretched condition. I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.

[...]

DRAFT

“Gettysburg Address” by Abraham Lincoln(1863)

Fourscore and seven years ago, our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We are met to dedicate a portion of it as the final resting-place of those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a large sense we cannot dedicate,—we cannot consecrate,— we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work that they have thus far so nobly carried on. It is, rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom, and that Government of the people, by the people and for the people, shall not perish from the earth.

From “Blood, Toil, Tears and Sweat” by Winston Churchill (1940)

[...]

I say to the House as I said to ministers who have joined this government, I have nothing to offer but blood, toil, tears, and sweat. We have before us an ordeal of the most grievous kind. We have before us many, many months of struggle and suffering.

You ask, what is our policy? I say it is to wage war by land, sea, and air. War with all our might and with all the strength God has given us, and to wage war against a monstrous tyranny never surpassed in the dark and lamentable catalogue of human crime. That is our policy.

You ask, what is our aim? I can answer in one word. It is victory. Victory at all costs - Victory in spite of all terrors - Victory, however long and hard the road may be, for without victory there is no survival.

[...]

I take up my task in buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. I feel entitled at this juncture, at this time, to claim the aid of all and to say, "Come then, let us go forward together with our united strength."

CONFIDENTIAL

“I Am an American” Day Address by Learned Hand (1944)

We have gathered here to affirm a faith, a faith in a common purpose, a common conviction, a common devotion. Some of us have chosen America as the land of our adoption; the rest have come from those who did the same. For this reason we have some right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land.

What was the object that nerved us, or those who went before us, to this choice? We sought liberty; freedom from oppression, freedom from want, freedom to be ourselves. This we then sought; this we now believe that we are by way of winning.

What do we mean when we say that first of all we seek liberty? I often wonder whether we do not rest our hopes too much upon constitutions, upon laws and upon courts. These are false hopes; believe me, these are false hopes. Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can even do much to help it. While it lies there it needs no constitution, no law, no court to save it.

And what is this liberty which must lie in the hearts of men and women? It is not the ruthless, the unbridled will; it is not freedom to do as one likes. That is the denial of liberty, and leads straight to its overthrow. A society in which men recognize no check upon their freedom soon becomes a society where freedom is the possession of only a savage few; as we have learned to our sorrow.

"What then is the spirit of liberty? I cannot define it; I can only tell you my own faith. The spirit of liberty is the spirit which is not too sure that it is right; the spirit of liberty is the spirit which seeks to understand the mind of other men and women; the spirit of liberty is the spirit which weighs their interests alongside its own without bias; the spirit of liberty remembers that not even a sparrow falls to earth unheeded.

The spirit of liberty is the spirit of Him who, near two thousand years ago, taught mankind that lesson it has never learned but never quite forgotten; that there may be a kingdom where the least shall be heard and considered side by side with the greatest.

And now in that spirit, that spirit of an America which has never been, and which may never be; nay, which never will be except as the conscience and courage of Americans create it; yet in the spirit of that America which lies hidden in some form in the aspirations of us all; in the spirit of that America for which our young men are at this moment fighting and dying; in that spirit of liberty and of America I ask you to rise and with me pledge our faith in the glorious destiny of our beloved country.

“Remarks to the Senate in Support of a Declaration of Conscience” by Margaret Chase Smith (1950)

Mr. President:

I would like to speak briefly and simply about a serious national condition. It is a national feeling of fear and frustration that could result in national suicide and the end of everything that we Americans hold dear. It is a condition that comes from the lack of effective leadership in either the Legislative Branch or the Executive Branch of our Government.

That leadership is so lacking that serious and responsible proposals are being made that national advisory commissions be appointed to provide such critically needed leadership.

I speak as briefly as possible because too much harm has already been done with irresponsible words of bitterness and selfish political opportunism. I speak as briefly as possible because the issue is too great to be obscured by eloquence. I speak simply and briefly in the hope that my words will be taken to heart.

I speak as a Republican. I speak as a woman. I speak as a United States Senator. I speak as an American.

The United States Senate has long enjoyed worldwide respect as the greatest deliberative body in the world. But recently that deliberative character has too often been debased to the level of a forum of hate and character assassination sheltered by the shield of congressional immunity.

It is ironical that we Senators can in debate in the Senate directly or indirectly, by any form of words, impute to any American who is not a Senator any conduct or motive unworthy or unbecoming an American—and without that non-Senator American having any legal redress against us—yet if we say the same thing in the Senate about our colleagues we can be stopped on the grounds of being out of order.

It is strange that we can verbally attack anyone else without restraint and with full protection and yet we hold ourselves above the same type of criticism here on the Senate Floor. Surely the United States Senate is big enough to take self-criticism and self-appraisal. Surely we should be able to take the same kind of character attacks that we “dish out” to outsiders.

I think that it is high time for the United States Senate and its members to do some soul-searching—for us to weigh our consciences—on the manner in which we are performing our duty to the people of America—on the manner in which we are using or abusing our individual powers and privileges.

I think that it is high time that we remembered that we have sworn to uphold and defend the Constitution. I think that it is high time that we remembered that the Constitution, as amended, speaks not only of the freedom of speech but also of trial by jury instead of trial by accusation.

Whether it be a criminal prosecution in court or a character prosecution in the Senate, there is little practical distinction when the life of a person has been ruined.

Those of us who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism:

The right to criticize;
The right to hold unpopular beliefs;
The right to protest;
The right of independent thought.

The exercise of these rights should not cost one single American citizen his reputation or his right to a livelihood nor should he be in danger of losing his reputation or livelihood merely because he happens to know someone who holds unpopular beliefs. Who of us doesn't? Otherwise none of us could call our souls our own. Otherwise thought control would have set in.

The American people are sick and tired of being afraid to speak their minds lest they be politically smeared as "Communists" or "Fascists" by their opponents. Freedom of speech is not what it used to be in America. It has been so abused by some that it is not exercised by others.

The American people are sick and tired of seeing innocent people smeared and guilty people whitewashed. But there have been enough proved cases, such as the Amerasia case, the Hiss case, the Coplon case, the Gold case, to cause the nationwide distrust and strong suspicion that there may be something to the unproved, sensational accusations.

As a Republican, I say to my colleagues on this side of the aisle that the Republican Party faces a challenge today that is not unlike the challenge that it faced back in Lincoln's day. The Republican Party so successfully met that challenge that it emerged from the Civil War as the champion of a united nation—in addition to being a Party that unrelentingly fought loose spending and loose programs.

Today our country is being psychologically divided by the confusion and the suspicions that are bred in the United States Senate to spread like cancerous tentacles of "know nothing, suspect everything" attitudes. Today we have a Democratic Administration that has developed a mania for loose spending and loose programs. History is repeating itself—and the Republican Party again has the opportunity to emerge as the champion of unity and prudence.

The record of the present Democratic Administration has provided us with sufficient campaign issues without the necessity of resorting to political smears. America is rapidly losing its position as leader of the world simply because the Democratic Administration has pitifully failed to provide effective leadership.

The Democratic Administration has completely confused the American people by its daily contradictory grave warnings and optimistic assurances--that show the people that our Democratic Administration has no idea of where it is going.

The Democratic Administration has greatly lost the confidence of the American people by its complacency to the threat of communism here at home and the leak of vital secrets to Russia through key officials of the Democratic Administration. There are enough proved cases to make this point without diluting our criticism with unproved charges.

Surely these are sufficient reasons to make it clear to the American people that it is time for a change and that a Republican victory is necessary to the security of this country. Surely it is clear that this nation will continue to suffer as long as it is governed by the present ineffective Democratic Administration.

Yet to displace it with a Republican regime embracing a philosophy that lacks political integrity or intellectual honesty would prove equally disastrous to this nation. The nation sorely needs a Republican victory. But I don't want to see the Republican Party ride to political victory on the Four Horsemen of Calumny—Fear, Ignorance, Bigotry, and Smear.

I doubt if the Republican Party could—simply because I don't believe the American people will uphold any political party that puts political exploitation above national interest. Surely we Republicans aren't that desperate for victory.

I don't want to see the Republican Party win that way. While it might be a fleeting victory for the Republican Party, it would be a more lasting defeat for the American people. Surely it would ultimately be suicide for the Republican Party and the two-party system that has protected our American liberties from the dictatorship of a one party system.

As members of the Minority Party, we do not have the primary authority to formulate the policy of our Government. But we do have the responsibility of rendering constructive criticism, of clarifying issues, of allaying fears by acting as responsible citizens.

As a woman, I wonder how the mothers, wives, sisters, and daughters feel about the way in which members of their families have been politically mangled in the Senate debate—and I use the word "debate" advisedly.

As a United States Senator, I am not proud of the way in which the Senate has been made a publicity platform for irresponsible sensationalism. I am not proud of the reckless abandon in which unproved charges have been hurled from the side of the aisle. I am not proud of the obviously staged, undignified countercharges that have been attempted in retaliation from the other side of the aisle.

I don't like the way the Senate has been made a rendezvous for vilification, for selfish political gain at the sacrifice of individual reputations and national unity. I am not proud of the way we smear outsiders from the Floor of the Senate and hide behind the cloak of congressional immunity and still place ourselves beyond criticism on the Floor of the Senate.

As an American, I am shocked at the way Republicans and Democrats alike are playing directly into the Communist design of "confuse, divide, and conquer." As an American, I don't want a Democratic Administration "whitewash" or "cover-up" any more than I want a Republican smear or witch hunt.

As an American, I condemn a Republican "Fascist" just as much I condemn a Democratic "Communist." I condemn a Democrat "Fascist" just as much as I condemn a Republican "Communist." They are equally dangerous to you and me and to our country. As an American, I want to see our nation recapture the strength and unity it once had when we fought the enemy instead of ourselves.

It is with these thoughts that I have drafted what I call a "Declaration of Conscience." I am gratified that Senator Tobey, Senator Aiken, Senator Morse, Senator Ives, Senator Thye, and Senator Hendrickson have concurred in that declaration and have authorized me to announce their concurrence.

From *Travels with Charley: In Search of America* by John Steinbeck (1962)

I soon discovered that if a wayfaring stranger wishes to eavesdrop on a local population the places for him to slip in and hold his peace are bars and churches. But some New England towns don't have bars, and church is only on Sunday. A good alternative is the roadside restaurant where men gather for breakfast before going to work or going hunting. To find these places inhabited one must get up very early. And there is a drawback even to this. Early-rising men not only do not talk much to strangers, they barely talk to one another. Breakfast conversation is limited to a series of laconic grunts. The natural New England taciturnity reaches its glorious perfection at breakfast.

[...] An icy mist covered the hills and froze on my windshield. I am not normally a breakfast eater, but here I had to be or I wouldn't see anybody unless I stopped for gas. At the first lighted roadside restaurant I pulled in and took my seat at a counter. The customers were folded over their coffee cups like ferns. A normal conversation is as follows:

WAITRESS: "Same?"

CUSTOMER: "Yep."

WAITRESS: "Cold enough for you?"

CUSTOMER: "Yep."

(Ten minutes.)

WAITRESS: "Refill?"

CUSTOMER: "Yep."

This is a really talkative customer.

“I Have a Dream” by Martin Luther King, Jr. (1963)

I say to you today, my friends, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident: that all men are created equal.”

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the State of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

I have a dream that one day down in Alabama with its vicious racists, with its Governor having his lips dripping with the words of interposition and nullification—one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee,
Sweet land of liberty,
Of thee I sing:
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain-side
Let Freedom ring.

And if America is to be a great nation, this must become true. So, let freedom ring from the prodigious hill tops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from heightening Alleghenies of Pennsylvania. Let freedom ring from the snowcapped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that, let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring. And when we allow freedom to ring, when we let it ring from every village, from every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual: "Free at last! free at last! thank God almighty, we are free at last!"

CONFIDENTIAL

From “Address to the Nation on Civil Rights” by John F. Kennedy (1963)

Good evening, my fellow citizens:

This afternoon, following a series of threats and defiant statements, the presence of Alabama National Guardsmen was required on the University of Alabama to carry out the final and unequivocal order of the United States District Court of the Northern District of Alabama. That order called for the admission of two clearly qualified young Alabama residents who happened to have been born Negro. That they were admitted peacefully on the campus is due in good measure to the conduct of the students of the University of Alabama, who met their responsibilities in a constructive way.

I hope that every American, regardless of where he lives, will stop and examine his conscience about this and other related incidents. This Nation was founded by men of many nations and backgrounds. It was founded on the principle that all men are created equal, and that the rights of every man are diminished when the rights of one man are threatened.

Today, we are committed to a worldwide struggle to promote and protect the rights of all who wish to be free. And when Americans are sent to Vietnam or West Berlin, we do not ask for whites only. It ought to be possible, therefore, for American students of any color to attend any public institution they select without having to be backed up by troops. It ought to be possible for American consumers of any color to receive equal service in places of public accommodation, such as hotels and restaurants and theaters and retail stores, without being forced to resort to demonstrations in the street, and it ought to be possible for American citizens of any color to register and to vote in a free election without interference or fear of reprisal. It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. But this is not the case.

The Negro baby born in America today, regardless of the section of the State in which he is born, has about one-half as much chance of completing a high school as a white baby born in the same place on the same day, one-third as much chance of completing college, one-third as much chance of becoming a professional man, twice as much chance of becoming unemployed, about one-seventh as much chance of earning \$10,000 a year, a life expectancy which is 7 years shorter, and the prospects of earning only half as much.

This is not a sectional issue. Difficulties over segregation and discrimination exist in every city, in every State of the Union, producing in many cities a rising tide of discontent that threatens the public safety. Nor is this a partisan issue. In a time of domestic crisis men of good will and generosity should be able to unite regardless of party or politics. This is not even a legal or legislative issue alone. It is better to settle these matters in the courts than on the streets, and new laws are needed at every level, but law alone cannot make men see right. We are confronted primarily with a moral issue. It is as old as the Scriptures and is as clear as the American Constitution.

The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities, whether we are going to treat our fellow Americans as we want to be treated. If an American, because his skin is dark, cannot eat lunch in a restaurant open to the public, if he cannot send his children to the best public school available, if he cannot vote for the public officials who

will represent him, if, in short, he cannot enjoy the full and free life which all of us want, then who among us would be content to have the color of his skin changed and stand in his place? Who among us would then be content with the counsels of patience and delay?

One hundred years of delay have passed since President Lincoln freed the slaves, yet their heirs, their grandsons, are not fully free. They are not yet freed from the bonds of injustice. They are not yet freed from social and economic oppression. And this Nation, for all its hopes and all its boasts, will not be fully free until all its citizens are free.

We preach freedom around the world, and we mean it, and we cherish our freedom here at home, but are we to say to the world, and much more importantly, to each other that this is the land of the free except for the Negroes; that we have no second-class citizens except Negroes; that we have no class or caste system, no ghettos, no master race except with respect to Negroes?

Now the time has come for this Nation to fulfill its promise. The events in Birmingham and elsewhere have so increased the cries for equality that no city or State or legislative body can prudently choose to ignore them. The fires of frustration and discord are burning in every city, North and South, where legal remedies are not at hand. Redress is sought in the streets, in demonstrations, parades, and protests which create tensions and threaten violence and threaten lives.

We face, therefore, a moral crisis as a country and a people. It cannot be met by repressive police action. It cannot be left to increased demonstrations in the streets. It cannot be quieted by token moves or talk. It is a time to act in the Congress, in your State and local legislative body and, above all, in all of our daily lives. It is not enough to pin the blame on others, to say this a problem of one section of the country or another, or deplore the facts that we face. A great change is at hand, and our task, our obligation, is to make that revolution, that change, peaceful and constructive for all. Those who do nothing are inviting shame, as well as violence. Those who act boldly are recognizing right, as well as reality.

[...]

This is one country. It has become one country because all of us and all the people who came here had an equal chance to develop their talents. We cannot say to ten percent of the population that you can't have that right; that your children cannot have the chance to develop whatever talents they have; that the only way that they are going to get their rights is to go in the street and demonstrate. I think we owe them and we owe ourselves a better country than that.

Therefore, I'm asking for your help in making it easier for us to move ahead and to provide the kind of equality of treatment which we would want ourselves; to give a chance for every child to be educated to the limit of his talents.

As I've said before, not every child has an equal talent or an equal ability or equal motivation, but they should have the equal right to develop their talent and their ability and their motivation, to make something of themselves.

We have a right to expect that the Negro community will be responsible, will uphold the law, but they have a right to expect that the law will be fair, that the Constitution will be color blind, as Justice Harlan said at the turn of the century.

This is what we're talking about and this is a matter which concerns this country and what it stands for, and in meeting it I ask the support of all our citizens.

Thank you very much.

CONFIDENTIAL

From *I Know Why the Caged Bird Sings* by Maya Angelou (1969)

She said she was going to give me some books and that I not only must read them, I must read them aloud. She suggested that I try to make a sentence sound in as many different ways as possible.

"I'll accept no excuse if you return a book to me that has been badly handled." My imagination bogged at the punishment I would deserve if in fact I did abuse a book of Mrs. Flowers'. Death would be too kind and brief.

The odors in the house surprised me. Somehow I had never connected Mrs. Flowers with food or eating or any other common experience of common people. There must have been an outhouse, too, but my mind never recorded it.

The sweet scent of vanilla had met us as she opened the door.

"I made tea cookies this morning. You see, I had planned to invite you for cookies and lemonade so we could have this little chat. The lemonade is in the icebox."

It followed that Mrs. Flowers would have ice on an ordinary day, when most families in our town bought ice late on Saturdays only a few times during the summer to be used in the wooden ice-cream freezers.

She took the bags from me and disappeared through the kitchen door. I looked around the room that I had never in my wildest fantasies imagined I would see. Browned photographs leered or threatened from the walls and the white, freshly done curtains pushed against themselves and against the wind. I wanted to gobble up the room entire and take it to Bailey, who would help me analyze and enjoy it.

"Have a seat, Marguerite. Over there by the table." She carried a platter covered with a tea towel. Although she warned that she hadn't tried her hand at baking sweets for some time, I was certain that like everything else about her the cookies would be perfect.

They were flat round wafers, slightly browned on the edges and butter-yellow in the center. With the cold lemonade they were sufficient for childhood's lifelong diet. Remembering my manners, I took nice little lady-like bites off the edges. She said she had made them expressly for me and that she had a few in the kitchen that I could take home to my brother. So I jammed one whole cake in my mouth and the rough crumbs scratched the insides of my jaws, and if I hadn't had to swallow, it would have been a dream come true.

As I ate she began the first of what we later called "my lessons in living." She said that I must always be intolerant of ignorance but understanding of illiteracy. That some people, unable to go to school, were more educated and even more intelligent than college professors. She encouraged me to listen carefully to what country people called mother wit. That in those homely sayings was couched the collective wisdom of generations.

For Reading in Other Disciplines

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History/Civics

Preamble and First Amendment of the United States Constitution by United States (1787, 1791)

Preamble

We, the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution of the United States of America.

Amendment I

Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of people peaceably to assemble, and to petition the Government for a redress of grievances.

CONFIDENTIAL

From *Whitney v. California* 274 U.S. 357 (*Brandeis Concurrence*) by Louis D. Brandeis (1927)

Fear of serious injury cannot alone justify suppression of free speech and assembly. Men feared witches and burnt women. It is the function of speech to free men from the bondage of irrational fears. To justify suppression of free speech, there must be reasonable ground to fear that serious evil will result if free speech is practiced. There must be reasonable ground to believe that the danger apprehended is imminent. There must be reasonable ground to believe that the evil to be prevented is a serious one. Every denunciation of existing law tends in some measure to increase the probability that there will be violation of it. Condonation of a breach enhances the probability. Expressions of approval add to the probability. Propagation of the criminal state of mind by teaching syndicalism increases it. Advocacy of law-breaking heightens it still further. But even advocacy of violation, however reprehensible morally, is not a justification for denying free speech where the advocacy falls short of incitement and there is nothing to indicate that the advocacy would be immediately acted on. The wide difference between advocacy and incitement, between preparation and attempt, between assembling and conspiracy, must be borne in mind. In order to support a finding of clear and present danger, it must be shown either that immediate serious violence was to be expected or was advocated, or that the past conduct furnished reason to believe that such advocacy was then contemplated.

Those who won our independence by revolution were not cowards. They did not fear political change. They did not exalt order at the cost of liberty. To courageous, self-reliant men, with confidence in the power of free and fearless reasoning applied through the processes of popular government, no danger flowing from speech can be deemed clear and present unless the incidence of the evil apprehended is so imminent that it may befall before there is opportunity for full discussion. If there be time to expose through discussion the falsehood and fallacies, to avert the evil by the processes of education, the remedy to be applied is more speech, not enforced silence. Only an emergency can justify repression. Such must be the rule if authority is to be reconciled with freedom. (Such, in my opinion, is the command of the Constitution. It is therefore always open to Americans to challenge a law abridging free speech and assembly by showing that there was no emergency justifying it.

From *A Night to Remember* by Walter Lord (1955)

High in the crow's nest of the New White Star Liner Titanic, Lookout Frederick Fleet peered into a dazzling night. It was calm, clear and bitterly cold. There was no moon, but the cloudless sky blazed with stars. The Atlantic was like polished plate glass; people later said they had never seen it so smooth.

This was the fifth night of the Titanic's maiden voyage to New York, and it was already clear that she was not only the largest but also the most glamorous ship in the world. Even the passengers' dogs were glamorous. John Jacob Astor had along his Airedale Kitty. Henry Sleeper Harper, of the publishing family, had his prize Pekingese Sun Yat-sen. Robert W. Daniel, the Philadelphia banker, was bringing back a champion French bulldog just purchased in Britain. Clarence Moore of Washington had also been dog shopping, but the 50 pairs of English foxhounds he bought for the Loudoun Hunt weren't making the trip.

This was all another world to Frederick Fleet. He was one of six lookouts carried by the Titanic, and the lookouts didn't worry about passenger problems. They were the "eyes of the ship," and on this particular night Fleet had been warned to watch especially for icebergs.

So far, so good. On duty at 10 o'clock ...a few words about the ice problem with Lookout Reginald Lee, who shared the same watch...a few more words about the cold...but mostly just silence, as the two men stared into the darkness.

Now the watch was almost over, and still there was nothing unusual. Just the night, the stars, the biting cold, the wind that whistled through the rigging as the Titanic raced across the calm, black sea at 22 ½ knots. It was almost 11:40 p.m. on Sunday, the 14th of April, 1912.

Suddenly Fleet saw something directly ahead, even darker than the darkness.

From *The Great Fire* by Jim Murphy (1995)

Chicago in 1871 was a city ready to burn. The city boasted having 59,500 buildings, many of them — such as the Courthouse and the Tribune Building — large and ornately decorated. The trouble was that about two-thirds of all these structures were made entirely of wood. Many of the remaining buildings (even the ones proclaimed to be “fireproof”) looked solid, but were actually jerrybuilt affairs; the stone or brick exteriors hid wooden frames and floors, all topped with highly flammable tar or shingle roofs. It was also a common practice to disguise wood as another kind of building material. The fancy exterior decorations on just about every building were carved from wood, then painted to look like stone or marble. Most churches had steeples that appeared to be solid from the street, but a closer inspection would reveal a wooden framework covered with cleverly painted copper or tin.

The situation was worst in the middle-class and poorer districts. Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and outhouses — all made of fast-burning wood, naturally. Because both Patrick and Catherine O’Leary worked, they were able to put a large addition on their cottage despite a lot size of just 25 by 100 feet. Interspersed in these residential areas were a variety of businesses — paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors.

Wealthier districts were by no means free of fire hazards. Stately stone and brick homes had wood interiors, and stood side by side with smaller wood-frame houses. Wooden stables and other storage buildings were common, and trees lined the streets and filled the yards.

The links between richer and poorer sections went beyond the materials used for construction or the way buildings were crammed together. Chicago had been built largely on soggy marshland that flooded every time it rained. As the years passed and the town developed, a quick solution to the water and mud problem was needed. The answer was to make the roads and sidewalks out of wood and elevate them above the waterline, in some places by several feet. On the day the fire started, over 55 miles of pine-block streets and 600 miles of wooden sidewalks bound the 23,000 acres of the city in a highly combustible knot.

From *Blue & Gray: African Americans in the Civil War* by Jim Haskins (1998)

Introduction: A “White Man’s War?”

In 1775 the first shots were fired in the war between the thirteen American colonies and Great Britain that ended in a victory for the colonists and the founding of a new nation, the United States of America. Only eighty-five years later, in 1861, the first shots were fired in a different war—a war between the states that became known as the Civil War. It was a war fought between the Confederate States of America—and the states that remained in the Union, each side representing a distinct economy, labor system, and philosophy of government. The southern states that formed the Confederacy had agricultural economies that depended on a slave workforce and believed that any rights not granted to the federal government by the United States Constitution belonged to the states. The northern states were undergoing rapid industrialization, which depended on wage labor, and while northerners disagreed among themselves about slavery, most believed it represented a direct challenge to their own rights and freedoms. Most also believed that a strong federal government, with the ability to legislate behavior in areas not specifically set forth in the Constitution, was key to the growth and strength of the American republic. It was inevitable that these two very distinct societies would clash. For the Confederates, nicknamed Rebels, the Civil War was a new war of Independence. For the Unionists, nicknamed Yankees, it was a war to preserve the Union that had been so dearly won in the American Revolution.

In the eyes of the four and an half million African Americans, enslaved and free, it was a war about slavery; and they wanted to be part of the fight. But many northern whites did not want blacks to serve in the northern military. They called it a “white man’s war” and said that slavery was not the main point of the conflict. At first, northern generals actually sent escaped slaves back to their southern masters. Eventually, the Union did accept blacks into its army and navy.

A total of 178,895 black men served in 120 infantry regiments, twelve heavy artillery regiments, ten light artillery batteries, and seven cavalry regiments. Black soldiers constituted twelve percent of the North’s fighting forces, and they suffered a disproportionate number of casualties.

[...]

**From *Words We Live By: Your Annotated Guide to the Constitution* by Linda R. Monk (2003)
We the People...**

The first three words of the Constitution are the most important. They clearly state that the people – not the king, not the legislature, not the courts – are the true rulers in American government. This principle is known as **popular sovereignty**.

But who are “We the People”? This question troubled the nation for centuries. As Lucy Stone, one of America’s first advocates for women’s rights, asked in 1853, “We the People? Which ‘We the People’? The women were not included.” Neither were white males who did not own property, American Indians, or African Americans – slave or free. Justice Thurgood Marshall, the first African American on the Supreme Court, described the limitation:

For a sense of the evolving nature of the Constitution, we need look no further than the first three words of the document’s preamble: ‘We the People.’ When the Founding Fathers used this phrase in 1787, they did not have in mind the majority of America’s citizens...

The men who gathered in Philadelphia in 1787 could not...have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme court to which had been appointed a woman and the descendant of an African slave.

Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of “We the People.” After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment extended suffrage to eighteen-year-olds.

From *Freedom Walkers: The Story of the Montgomery Bus Boycott* by Russell Freedman (2006)

Introduction: Why They Walked

Not so long ago in Montgomery, Alabama, the color of your skin determined where you could sit on a public bus. If you happened to be an African American, you had to sit in the back of the bus, even if there were empty seats up front.

Back then, racial segregation was the rule throughout the American South. Strict laws—called “Jim Crow” laws—enforced a system of white supremacy that discriminated against blacks and kept them in their place as second-class citizens.

People were separated by race from the moment they were born in segregated hospitals until the day they were buried in segregated cemeteries. Blacks and whites did not attend the same schools, worship in the same churches, eat in the same restaurants, sleep in the same hotels, drink from the same water fountains, or sit together in the same movie theaters.

In Montgomery, it was against the law for a white person and a Negro to play checkers on public property or ride together in a taxi.

Most southern blacks were denied their right to vote. The biggest obstacle was the poll tax, a special tax that was required of all voters but was too costly for many blacks and for poor whites as well. Voters also had to pass a literacy test to prove that they could read, write, and understand the U.S. Constitution. These tests were often rigged to disqualify even highly educated blacks. Those who overcame the obstacles and insisted on registering as voters faced threats, harassment. And even physical violence. As a result, African Americans in the South could not express their grievances in the voting booth, which for the most part, was closed to them. But there were other ways to protest, and one day a half century ago, the black citizens in Montgomery rose up in protest and united to demand their rights—by walking peacefully.

It all started on a bus.

Science and Technology

“Biography of an Atom” by Jacob Bronowski and Millicent Selsam (1965)

The birth began in a young star. A young star is a mass of hydrogen nuclei. Because the star is hot (about thirteen million degrees at the center), the nuclei cannot hold on to their electrons. The electrons wander around. The nuclei of hydrogen—that is, the protons—are moving about very fast too. From time to time one proton runs headlong into another. When this happens, one of the protons loses its electric charge and changes into a neutron. The pair then cling together as a single nucleus of heavy hydrogen. This nucleus will in time capture another proton. Now there is a nucleus with two protons and one neutron, called light helium. When two of these nuclei smash into each other, two protons are expelled in the process. This creates a nucleus of helium with two protons and two neutrons.

This is the fundamental process of *fusion* by which the primitive hydrogen of the universe is built up into a new basic material, helium. In this process, energy is given off in the form of heat and light that make the stars shine. It is the first stage in the birth of the heavier atoms.

After billions of years, the star, now no longer young, has a central core of almost pure helium. The helium nuclei begin to run into one another headlong. Every so often two helium nuclei crash together to form a nucleus of four protons four neutrons. This is called a beryllium-8 nucleus. It is not the stable beryllium that we know on earth, which has another neutron is called beryllium-9. Beryllium-8 is an unstable isotope that has a fantastically short life flies apart almost as soon as it is formed—less than a millionth of a millionth of a second. Only if another helium nucleus crashes into the table beryllium nucleus in the brief moment its life do the parts remain together and form sew stable nucleus of six protons and six neutrons.

This is the moment when a carbon nucleus truly born. The atom of carbon whose story are telling was born by this extraordinary chance billions of years ago.

From “Gravity in reverse: the tale of Albert Einstein’s ‘greatest blunder’” by Neil deGrasse Tyson (2003)

Sung to the tune of “The Times They Are A-Changin’”:

Come gather 'round, math phobes,
Wherever you roam
And admit that the cosmos
Around you has grown
And accept it that soon
You won't know what's worth knowin'
Until Einstein to you
Becomes clearer.
So you'd better start listenin'
Or you'll drift cold and lone
For the cosmos is weird, gettin' weirder.
--The Editors (with apologies to Bob Dylan)

Cosmology has always been weird. Worlds resting on the backs of turtles, matter and energy coming into existence out of much less than thin air. And now, just when you'd gotten familiar, if not really comfortable, with the idea of a big bang, along comes something new to worry about. A mysterious and universal pressure pervades all of space and acts against the cosmic gravity that has tried to drag the universe back together ever since the big bang. On top of that, “negative gravity” has forced the expansion of the universe to accelerate exponentially, and cosmic gravity is losing the tug-of-war.

For these and similarly mind-warping ideas in twentieth-century physics, just blame Albert Einstein.

Einstein hardly ever set foot in the laboratory; he didn't test phenomena or use elaborate equipment. He was a theorist who perfected the “thought experiment,” in which you engage nature through your imagination, inventing a situation or a model and then working out the consequences of some physical principle.

If—as was the case for Einstein—a physicist's model is intended to represent the entire universe, then manipulating the model should be tantamount to manipulating the universe itself. Observers and experimentalists can then go out and look for the phenomena predicted by that model. If the model is flawed, or if the theorists make a mistake in their calculations, the observers will detect a mismatch between the model's predictions and the way things happen in the real universe. That's the first cue to try again, either by adjusting the old model or by creating a new one.

One of the most powerful and far-reaching theoretical models ever devised is Einstein's theory of general relativity, published in 1916 as “The Foundation of the General Theory of Relativity” and refined in 1917 in “Cosmological Considerations in the General Theory of Relativity.” Together, the papers outline the relevant mathematical details of how everything in the universe moves under the influence of gravity. Every few years, laboratory scientists devise ever more precise experiments to test the theory, only to extend the envelope of its accuracy.

From “The Evolution of the Grocery Bag” by Henry Petroski (2003)

That much-reviled bottleneck known as the American supermarket checkout lane would be an even greater exercise in frustration were it not for several technological advances. The Universal Product Code and the decoding laser scanner, introduced in 1974, tally a shopper's groceries far more quickly and accurately than the old method of inputting each purchase manually into a cash register. But beeping a large order past the scanner would have led only to a faster pileup of cans and boxes down the line, where the bagger works, had it not been for the introduction, more than a century earlier, of an even greater technological masterpiece: the square-bottomed paper bag.

The geometry of paper bags continues to hold a magical appeal for those of us who are fascinated by how ordinary things are designed and made. Originally, grocery bags were created on demand by storekeepers, who cut, folded, and pasted sheets of paper, making versatile containers into which purchases could be loaded for carrying home. The first paper bags manufactured commercially are said to have been made in Bristol, England, in the 1840s. In 1852, a "Machine for Making Bags of Paper" was patented in America by Francis Wolle, of Bethlehem, Pennsylvania. According to Wolle's own description of the machine's operation, "pieces of paper of suitable length are given out from a roll of the required width, cut off from the roll and otherwise suitably cut to the required shape, folded, their edges pasted and lapped, and formed into complete and perfect bags." The "perfect bags" produced at the rate of eighteen hundred per hour by Wolle's machine were, of course, not perfect, nor was his machine. The history of design has yet to see the development of a perfect object, though it has seen many satisfactory ones and many substantially improved ones. The concept of comparative improvement is embedded in the paradigm for invention, the better mousetrap. No one is ever likely to lay claim to a "best" mousetrap, for that would preclude the inventor himself from coming up with a still better mousetrap without suffering the embarrassment of having previously declared the search complete. As with the mousetrap, so with the bag.

From *Genetics: From DNA to Designer Dogs* by Kathleen Simpson and Sarah Tishkoff (2008)

“Hatshepsut was a queen of Egypt in the 15th century B.C. When her husband, the pharaoh, died, Hatshepsut’s stepson, Thutmose III, became king. Thutmose III was only a boy at the time, so his stepmother acted as regent—a sort of substitute king. The plan was that when Thutmose II grew up, he would take charge, but Hatshepsut had other ideas. Declaring herself pharaoh, she ruled Egypt with an iron hand for the next 22 years. In order to make herself seem more powerful in a country dominated by men, Hatshepsut behaved like a man. She wore men’s clothing, called herself my male titles, and even wore the false beard that male pharaohs wore...

...In 1903, an English archaeologist named Howard Carter opened a tomb in Egypt that held two mummies; one of them was large and posed like a member of the royal family. Because he was searching for a male pharaoh, Carter resealed the tomb with the mummies still inside. A few years later, the tomb was opened again and the smaller mummy was removed, but the larger mummy was left behind. Overtime people wondered who she might be: Was it possible that the woman left in the tomb was the missing pharaoh, Hatshepsut? In 1990, experts reopened the tomb to study the mummy, who wore a wooden mask of the type that might attach to a false beard...A special box holding the organs was placed in the tomb with the mummy. High-tech scanning equipment showed the box containing Hatshepsut’s organs also held a tooth. Experts announced that this mummy was the lost pharaoh Hatshepsut and the set out to prove it with DNA.”

Mathematics

From “Dial versus Digital” from *The Dangers of Intelligence and Other Science Essays* by Isaac Asimov (1985)

There seems no question but that the clock dial, which has existed in its present form since the Seventeenth Century and in earlier forms since ancient times, is on the way out. More common today are digital clocks, which mark off the hours, minutes, and seconds in changing numbers.

This certainly seems an advance in technology. People no longer will have to interpret the meaning of “the big hand on the 11 and the little hand on the 5”; digital clocks will indicate at once that it is 4:55.

And yet there will be a loss in the conversion of dial to digital, and few people seem to be worrying about it. When something turns, it can turn in just one of two ways, either clockwise or counterclockwise, and we all know which is which. Clockwise is the turning direction of the hands of a clock, and counterclockwise is the opposite of that. Since throughout the day we often stare at clocks (dial clocks that is), we have no trouble in following directions or descriptions that include those words.

But if dial clocks disappear, so will the meaning of those words for anyone who never has stared at anything but digitals.

From *The Number Devil: A Mathematical Adventure* by Hans Magnus Enzensberger & Rotraut Susanne Berner (1998)

... “I see,” said the number devil with a wry smile. “I have nothing against your Mr. Bockel, but that kind of problem has nothing whatever to do with what I’m interested in. Do you want to know something? Most genuine mathematicians are bad at sums. Besides, they have no time to waste on them. That’s what pocket calculators are for. I assume you have one.

“Sure, but we’re not allowed to use them in school.”

“I see,” said the number devil. “That’s all right. There’s nothing wrong with a little addition and subtraction. You never know when your battery will die on you. But *mathematics*, my boy, that’s something else again!” ...

... “The thing that makes numbers so devilish is precisely that they *are* simple. And you don’t need a calculator to prove it. You need one thing and one thing only: one. With one—I am speaking of the numeral of course—you can do almost anything. If you are afraid of large numbers—let’s say five million seven hundred and twenty-three thousand eight hundred and twelve—all you have to do is start with

1 + 1
1+1+1
1+1+1+1
1+1+1+1+1
...

and go on until you come to five million etcetera. You can’t tell me that’s too complicated for you, can you?

From *Math Trek: Adventures in the Math Zone* by Ivars Peterson and Nancy Henderson (2000)

From the meanderings of a pond's edge to the branching of trees and the intricate forms of snowflakes, shapes in nature are often more complicated than geometrical shapes such as circles, spheres, angles, cones, rectangles, and cubes. ...Benoit Mandelbrot, a mathematics professor at Yale University and an IBM fellow, was the first person to recognize how amazingly common this type of structure is in nature. In 1975, he coined the term **fractal** for shapes that repeat themselves within an object. The word fractal comes from the Latin term for "broken."

In 1904, long before Mandelbrot conceived of fractals, Swedish mathematician Helge von Koch created an intriguing but puzzling curve. It zigzags in such an odd pattern that it seems impossible to start at one point and follow the curve to reach another point.

Like many figures now known to be fractals, Koch's curve is easy to generate by starting with a simple figure and turning it into an increasingly crinkly form.

...

What to Do

1. Draw an equilateral triangle with each side measuring 9 centimeters. (Remember, each angle of an equilateral triangle measures 60° .)
2. Divide each 9-centimeter side into three parts, each measuring three centimeters. At the middle of each side, add an equilateral triangle one third the size of the original, facing outward. Because each side of the original triangle is 9 centimeters, the new triangles will have 3-centimeter sides.

When you examine the outer edge of your diagram you should see a six-pointed star made up of 12 line segments.

3. At the middle of each segment of the star, add a triangle one ninth the side of the original triangle. The new triangles will have sides 1 centimeter in length so divide each 3-centimeter segment into thirds, and use the middle third to form a new triangle.

4. Going one step farther, you create a shape that begins to resemble a snowflake.

If you were to continue the process by endlessly adding smaller and smaller triangles to every new side, you would produce the Koch snowflake curve. Between any two points, the snowflake would have an infinite number of zigzags.

From *Coincidences, Chaos and All That Math Jazz* by Edward B. Burger and Michael Starbird (2005)

Chapter 1

“Unbridled Coincidences: Likelihood, Lady Luck, and Lady Love”

Chance, too, which seems to rush along with slack reins, is bridled and governed by law.—Boethius

Obviously . . . Colored lights dance from spinning disco balls while sequined servers jiggle through the crowds plying the players with cash-loosening cocktails. All this glitter sets the tone at the Big Wheel Casino in Las Vegas. Mounted on center stage, the giant wheel of fortune clicks in its characteristic rhythm and then slows to land in one of the 360 numbered slots—one for every degree of a circle. You place your bet, then 45 guests take one spin each in a turn. If two spins coincidentally land in exactly the same slot, the casino wins. If not, you win. Sounds like good odds—360 slots, only 45 chances to make a match. You bet the farm.

Surprise . . . You loose your shirt. In fact the incredible coincidence of a match will occur more than 94% of the time. Amazing coincidences happen surprisingly often.

The Arts

From *Cathedral: The Story of Its Construction* by David Macaulay (1973)

In order to construct the vaulted ceiling a wooden scaffold was erected connecting the two walls of the choir one hundred and thirty feet above ground. On the scaffolding wooden centerings like those used for the flying buttresses were installed. They would support the arched stone ribs until the mortar was dry, at which times the ribs could support themselves. The ribs carried the webbing, which was the ceiling itself. The vaults were constructed one bay at a time, a bay being the rectangular area between four piers.

...

One by one, the cut stones of the ribs, called voussoirs, were hoisted onto the centering and mortared into place by the masons. Finally the keystone was lowered into place to lock the ribs together at the crown, the highest point of the arch.

The carpenters then installed pieces of wood, called lagging, that spanned the space between two centerings. On top of the lagging the masons laid one course or layer of webbing stones. The lagging supported the course of webbing until the mortar was dry. ...Two teams, each with a mason and a carpenter, worked simultaneously from both sides of the vault – installing first the lagging, then the webbing. When they met in the center the vault was complete. The vaulting over the aisle was constructed in the same way and at the same time.

When the mortar in the webbing had set, a four-inch layer of concrete was poured over the entire vault to prevent any cracking between the stones. Once the concrete had set, the lagging was removed and the centering was lowered and moved onto the scaffolding of the next bay. The procedure was repeated until eventually the entire choir was vaulted.

From *A Short Walk through the Pyramids and through the World of Art* by Phillip Isaacson (1993)

At Giza, a few miles north of Saqqara, sit three great pyramids, each named for the king – or Pharaoh – during whose reign it was built. No other buildings are so well known, yet the first sight of them sitting in their field is breathtaking. When you walk among them, you walk in a place made for giants. They seem too large to have been made by human beings, too perfect to have been formed by nature, and when the sun is overhead, not solid enough to be attached to the sand. In the minutes before sunrise, they are the color of faded roses, and when the last rays of the desert sun touch them, they turn to amber. But whatever the light, their broad proportions, the beauty of the limestone, and the care with which it is fitted into place create three unforgettable works of art.

What do we learn about art when we look at the pyramids?

First, when all of the things that go into a work – its components – complement one another, they create an object that has a certain spirit, and we can call that spirit *harmony*. The pyramids are harmonious because limestone, a warm, quiet material, is a cordial companion for a simple, logical, pleasing shape. In fact, the stone and the shape are so comfortable with each other that the pyramids seem inevitable – as though they were bound to have the form, color, and texture that they do have.

The pyramids also show us that simple things must be made with care. The fine workmanship that went into the building of the pyramids is part of their beauty. Complicated shapes may conceal poor work – such shapes distract our eye – but in something as simple as a pyramid, there is no way to hide its flaws. Because any flaw would mar its beauty, the craftsmanship must be perfect. ...

Finally, pyramids show us that light helps to shape our feelings about art. As the sun moves above the desert, the pyramids seem to change. As they do, our feelings about them also change. In the early morning they sit squarely on the horizon and we feel that they have become the kings for which they were named; by midday they have become restless and change into silver-white clouds; and at dusk they settle down and regain their power.

The pyramids will always work their magic on us. Their forms, so simple and reasonable, and their great size lift us high above the ordinary moments in our lives.

From *Vincent Van Gogh: Portrait of an Artist* by Jan Greenberg and Sandra Jordan (2001)

From Chapter 1 “A Brabant Boy 1853-75”

I have nature and art and poetry, if that is not enough what is?

--Letter to Theo, January 1874

On March 30, 1853, the handsome, soberly dressed Reverend Theodorus van Gogh entered the ancient town hall of Groot-Zundert, in the Brabant, a province of the Netherlands. He opened the birth register to number twenty-nine, where exactly one year earlier he had sadly written “Vincent Willem van Gogh, stillborn.” Beside the inscription he wrote again “Vincent Willem van Gogh,” the name of his new, healthy son, who was sleeping soundly next to his mother in the tiny parsonage across the square. The baby’s arrival was an answered prayer for the still-grieving family.

The first Vincent lay buried in a tiny grave by the door of the church where Pastor van Gogh preached. The Vincent who lived grew to be a study redheaded boy. Every Sunday on his way to church, young Vincent would pass the headstone carved with the name he shared. Did he feel as if his dead brother where the rightful Vincent, the one who would remain perfect in his parents’ hearts, and that he was merely an unsatisfactory replacement? That might have been one of the reasons he spent so much of his life feeling like a lonely outsider, as if he didn’t fit anywhere in the world.

Despite his dramatic beginning, Vincent had an ordinary childhood, giving no hint of the painter he would become. The small parsonage, with an upstairs just two windows wide under a slanting roof, quickly grew crowded. By the time he was six he had two sisters, Anna and Elizabeth, and one brother, Theo, whose gentle nature made him their mother’s favorite. [...]

Their mother, Anna Carbentus van Gogh, herself one of either, came from an artistic background. Her father had been a bookbinder to the royal family. A gifted amateur artist who filled notebooks with drawings of plants and flowers, she thought Vincent had a pleasant talent that might be useful someday. She didn’t suspect he would develop into a great artist. In fact she recalled only that once he modeled an elephant out of clay but smashed it when she and his father praised it more than he thought they should. For the same reason he tore up a drawing of a cat climbing a tree. It wasn’t his artistic ability but his obstinate personality that left the biggest impression on his mother. That willful stubbornness turned up again and again as he grew older.

With a big family and a little house, the children spent a lot of time out of doors. The freckled, red-haired Vincent, solitary by nature, often wandered by himself in fields and heaths that surrounded the parsonage. He became familiar with the seasons of planting and harvest and with the hardworking local farm families whose labors connected them to the soil. The strong feeling he developed for the rural landscape of Brabant and the lives of its peasants would be one of the major influences in his life.

Mostly he did what boys like to do. He collected bugs and birds’ nests. He teased his sisters. He built sand castles in the garden with Theo. Sometimes he invented games for all of them to play. After one exciting day his brothers and sisters thanked Vincent by staging a ceremony, and, with mock formality, presented him with a rosebush from their father’s garden.

From *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie* by Elizabeth Partridge (2002)

Preface

Ramblin 'Round

“I hate a song that makes you think that you’re not any good. I hate a song that makes you think you are just born to lose. I am out to fight those kind of songs to my very last breath of air and my last drop of blood.”

Woody Guthrie could never cure himself of wandering off. One minute he’d be there, the next he’d be gone, vanishing without a word to anyone, abandoning those he loved best. He’d throw on a few extra shirts, one on top of the other, sling his guitar over his shoulder, and hit the road. He’d stick out his thumb and hitchhike, swing onto moving freight trains, and hunker down with other traveling men in flophouses, hobo jungles, and Hoovervilles across Depression America.

He moved restlessly from state to state, soaking up some songs: work songs, mountain and cowboy songs, sea chanteys, songs from the southern chain gangs. He added them to the dozens he already knew from his childhood until he was bursting with American folk songs. Playing the guitar and singing, he started making up new ones: hard-bitten, rough-edged songs that told it like it was, full of anger and hardship and hope and love.

Woody said the best songs came to him when he was walking down a road. He always had fifteen or twenty songs running around in his mind, just waiting to be put together.

Sometimes he knew the words, but not the melody. Usually he’d borrow a tune that was already well known—the simpler the better. As he walked along, he tried to catch a good, easy song that people could sing the first time they heard it, remember, and sing again later.

Woody sang his songs the old-fashioned way, his voice droning and nasal, the words sharp and clear. Promoters and club owners wanted him to follow their tightly written scripts and sing the melodious, popular songs that were on the radio. Whenever they came at him with their hands full of cash, Woody ran the other way. “I had rather sound like the cab drivers cursing at one another, like the longshoremen yelling, like the cowhands whooping and like the lone wolf barking, than to sound like a slick, smooth tongued, oily lipped, show person.”

Just after New Year’s Day in 1940, Woody set off on one of his unannounced road trips. He left his wife and three kids in a shack in Texas and headed for New York City. It was a long, cold trip in the dead of winter, and every time he stopped in a diner he heard Irving Berlin’s lush, sentimental song, “God Bless America,” on the jukebox. It was exactly the kind of song Woody couldn’t stand, romanticizing America, telling people not to worry, that God would take care of everything.

Woody thought there was plenty to worry about. The Great Depression, which had begun in 1929, was grinding on. For years, desperate, hungry people had been tramping the roads and riding the rails, looking for work or handouts. In Europe another world war was raging, threatening to pull America into the bloody conflict.

Bits of tunes and snatches of words swirled in Woody’s mind, and a few weeks later in a cheap, fleabag hotel in New York City, his own song about America came together. Using an old Baptist

tune for the melody, Woody wrote “This Land Is Your Land.” His song caught the bittersweet contrasts of America: the beauty of our country, and the desperate strength of people making do in impossibly difficult times. Across the bottom of the sheet Woody wrote in his neat script, “All you can write is what you see,” and put the song away.

Writing about what he saw—and felt, and heard about, and read about—gave Woody plenty of material. During his lifetime he wrote down more than three thousand songs, taking stories from everywhere: the front page of the newspaper; union meetings and busted-up strikes; and the sights and sounds of America as he walked “that ribbon of highway.”

In April 1944 Woody recorded “This Land Is Your Land.” When his good friend Pete Seeger heard the recording, he thought the song was one of Woody’s weaker attempts. Too simple, thought Pete, and accomplished folk singer himself. Later he would say, “That shows how wrong you can be.” Over the years he watched as “This Land Is Your Land” went from “one guitar picker to another,” gathering momentum as it made its way across America and out into the world. After Woody’s death in 1967, the song kept steadily spreading.

Today, “This Land Is Your Land” is sung all over the United States by just about everybody: schoolchildren, Scout troops, new immigrants, gospel choirs, and rest-home residents. More than half a century after Woody first recorded his song, Pete Seeger figures it has reached “hundreds of millions of people, maybe billions of people.” Many Americans consider it our unofficial national anthem.

Woody would be proud. Years before he had written, “I am out to sing songs that’ll prove to you that this is your world, no matter how hard it has run you down and rolled over you. I am out to sing the songs that will make you take pride in yourself.”

Over and over again, he did just that.

Narrative Student Writing Collection

The complete collection of student writing is drawn from a number of states and reflects various curricula devoted to the development of student writing ability. These particular samples illustrate growth in narrative, both fictional and nonfictional. **Future versions of the samples will include additional text types and grades.**

Care has been taken to disguise the names of the writers. As a result, real names and places have been changed or crossed out.

Please do not copy or share these pieces as permissions are pending and the samples embargoed until permissions are granted.

CONFIDENTIAL

Kindergarten

I went to _____ parke on Sunday. dad mum and me had a bike ride. we saw a rabit jumpt OUT in Front OF US! it was a very fun day!

* * * * *

This piece is representative of end-of year kindergarten writing. It has an initiating event followed by subsequent activities, and the writer concludes the piece with a reflection. The writer provides some detail.

- The writer begins the piece by providing a sense of place and time (“I went to _____ parke on Sunday”).
- The initiating event (going to the park) is followed by two subsequent events (the writer riding bikes with his parents and seeing a rabbit).
- The piece includes a reflection that provides a sense of closure (“it was a very fun day!”).
- The piece includes some detail (“a rabit jumpt OUT in Front OF US!”).
- The piece originally included a drawing that illustrated the story (not shown here).

Grade 1

I bot at littl coten ball

I went to biye (buy) a hamster I was so excited I woted (wanted) to run all the waye (way) there but I didn't want to get run over.

I got a nerves (nervous) hamster but I didn't know she was going to be so nerves (nervous) So we bot (bought) her that afternoon she skwet (squeaked) so much she suwed (sounded) like a skewing (squeaking) bed. And at nite (night) when my Dad came home he sedi (said) wus (what's) that noese (noise) I sed (said) it is nibllet (nibblet) I named my hamster nibllet (nibblet) becaus (because) she nibls (nibbles) to (too) much becaus (because) she liks (likes) that She is a difent (different) hamster becaus (because) Flufey (Fluffy) was there befor (before) that hamster but he did (died) becaus (because) my bother (brother) sed (said) thot (that) hamster onley (only) live for tow (two) yers (years) but I did tek (take) her out of the box.

After I took her out she was so soft and cuddley (cuddly) she felt like a littl (little) coten (cotton) ball.

* * * * *

"I bot at littl coten ball" tells the story of getting a new hamster. The piece includes a clear start and end, and the writer's discussion of her feelings develops the events she describes.

- The opening sentence ("I went to biye a hamster") establishes the situation.
- The writer recounts appropriately sequenced events. Though she does not always signal the chronology of events with transition words, the piece holds together logically.
- The writer uses detail to describe actions and incidents ("I was so excited I woted to run all the waye there" and "she Skwet so much she suwed like a sweing bed").
- The piece includes dialogue ("And at nite when my Dad came home he sedi wus that Noese"), literary language (describing the hamster as a "coten ball"), and linking words (*And, so, After*).
- The piece has a concluding sentence that provides closure and echoes the title ("After I took her out she was so soft and cuddley she felt like a littl coten ball").

Grade 2

My Ride on Space Mountain

A long time ago I went on an awesome trip to Florida. When I was there I went to Dinsey (Disney) world.

I got to go on the space mountain ride. My friend asked me if I wanted to go on it, but I said “No”, because I thought it was a scary ride. But, when they asked me a second time, this time I said “Yes!”

When I got in the seat there was room for only one passenger that scared me a little bit, because usually I sit with my mom or Dad. My Dad sat behind me.

The ride started and I felt happy. The seats were comfortable and we were moving slowly. It started to speed up and then I got a little scared. It was dark and I kept thinking that we were going down.

In the middle of the ride I felt happy. I turned around to see my Dad and I saw part of his shirt glowing. My Dad said how are you doing. I said “It’s a little bumpy.”

When we got off the ride we saw the others. I said “Hi.” They said “We were on a different ride.” Then the parents said it was time to go.

The end.

* * * * *

In “My Ride on Space Mountain,” the writer describes his hesitation to ride on Space Mountain and the experience of the ride. The writer recounts a chronology of events, describes the main character’s feelings and motives, and uses transition phrases to guide the reader through the story.

- The writer situates the story in place and time in the opening sentences (“A long time ago I went on an awesome trip to Florida. When I was there I went to Dinsey world”).
- The writer recounts the experience and explains how he felt at the beginning, middle, and end of the series of events. (“When I got in the seat . . .,” “The ride started . . .,” “In the middle of the ride . . .,” “When we got off the ride . . .”). His reactions to being on the ride provide the sequence of the story’s structure.
- The writer develops the main character by describing his feelings, such as his fear about not being able to sit next to his parents on the ride.
- The piece includes some details.
- The writer uses dialogue to describe the situation (“My Dad said how are you doing. I said ‘It’s a little bumpy’”).
- The writer provides a sense of closure by describing a conversation he had after the ride and with the sentence “Then the parents said it was time to go.”

Grade 3

My Sat Trip To the Doctors Office

By: Tonya

I was about 8 year's old and I was waiting in the the doctors office waiting for my doctor. I was pretty bored so I asked my mom if she had something for me to do. She said, "I'll look but I'm not sure." Crossing my fingers I hoped that she had something for me to do because by now I was about to die of boredom. Lucky for me she pulled out a couple of piece's of paper with a little story on it. I wondered what in the world it was. Then my mommy asked me, "Do you want to hear a story?" I nodded my head yes. And that's were out story begins...

One cool Summer day a little boy named Alex was riding his bike in the drive – way, practicing his tricks. He was practicing tricks like no hands, no feet, even to hands and no feet. But most of all with his eyes closed, and that's the scary part. It is scary because his dad thought that Alex was having fun and he would be out there for a while-so he closed the garage door. Right after he pushed the button and went inside, there went Alex, eyes closed headed for the garage. Just then his bike slid into the garage... .. plop! Alex was stuck under the garage and couldn't breath. He was yelling for help as loud as he could at that moment. His dad came running out of terror screaming. "Where are you and what is the matter!?" By the time his father got there there was Alex lying there dead. His father drove him to the hospital but the doctor said, "I'm sorry your son is dead."

"Carol, you may come in with Tonya now."" All right" I was so scared that I could barley feel my shot! That night after my mom kissed me good night I said a prayer that Alex was happy in heaven and would have a good life up there.

* * * * *

"My Sat Trip To the Doctors Office" illustrates Tonya's familiarity with a demanding writing strategy. The sample is actually a story within a story. At one level, Tonya describes a trip to the doctor's office to get a shot. While waiting there, her mother tells her a story to alleviate her boredom. What is interesting about the parallel stories is the way Tonya uses the emotional impact of the story to carry her through the pain of getting a shot. This is a sophisticated strategy, and given that Tonya is a third grader, she carries it off nicely.

- The piece opens by establishing the writer's age (and so establishing the time during which the story took place) and the setting ("I was about 8 year's old and I was waiting in the the doctors office waiting for my doctor").
- The story weaves together two narratives ("Then my mommy asked me, 'Do you want to hear a story?' I nodded my head yes. And that's were out story begins . . .") and successfully creates a unified ending ("That night after my mom kissed me good night I said a prayer that Alex was happy in heaven and would have a good life up there").
- The events of these parallel stories unfold naturally and reflect the writer's careful planning to merge the two storylines at the end of the piece.
- The piece adequately details Tonya's emotions in order to develop the character.
- The writer uses dialogue to segue between the two stories. The line "'Carol, you may come in with Tonya now'" brings the reader back into the story that began in the doctor's waiting room.

Grade 4-5

Getting Shot and Living Through It

We were in the darkness filled, mountain-top cold, waiting room. We were preparing for the shots of our lives. Getting shots for malaria and more.

There were many benches all covered in the night. It was hard to see the color the murky (murky) dark but it seemed to be some sort of faded brown. The room was big, no, huge which gave it all the more reason to be terror bringing. Who knew what would be lurking in the corner! Rat, monster, anything! There were also doors. Three doors, which were also brown and also faded. One was the way in. Not the way out unfortunately. Another was the way to the other evil places. With the evil hallway and the evil office. The last door was the most evil, The Shot Room.

The rest of the room was filled with families. Including my family of five. My five year old self, my three year old bother, and my one year old sister. Then there was my mom and dad. Some of the other children were screeching or crying or not knowing what would happen to them. So they would just be playing. I was in the middle of both. I was playing with fear, playing, knowing what would happen, knowing that the worst moment of my life was coming over closer. It was like knowing you would be put to sleep, sent to the dementors, waiting to take a ride in the Electric Chair.

I had had shots before. They were not your best friend. After a long while a nurse said, “Alyssa, Trevor, and Taryn, your turn.” It was our turn. I got half dragged and I half walked. The door creaked open. It was the room of no return. The door slammed shut. There was not way out. Grown-ups guarding every escape. Seeing there was no way out we gave up and went for it.

Trevor went first. Before the shot was even touching him he was already howling. When it did hit him he was yelling loud enough to deafen you. He was done. It was my turn. (He was still crying so a nurse tried to calm him down).

I was paralyzed with fear, I was death-defyed, I was scared. My mom and dad told me to “just be brave.” “Just be brave?!” How could I “just be brave?!” But I had not time to think. It was coming. Just waiting to pounce, just waiting to penetrate my skin! I say why Trevor had screamed so loud. I couldn’t hear anything, I could just see it coming, closer, closer!

It touched, entered my flesh, and fulfilled it’s job. I started with a whimper the, BOOM! full blast cry.

When Taryn had her turn she didn’t even notice! Ugh! She was supposed to cry the most! Worse than Trevor!

But then I remembered it was over. We opened the door and the sparking sun blinded our eyes. It was over. All over. Finally.

* * * * *

In this piece, the writer describes his experience getting a malaria shot, and he engages readers by building tension as he details how his anxiety grows while he waits for the shot.

- The writer opens the piece by setting the scene in the first paragraph (“We were in the darkness filled, mountain-top cold, waiting room. We were preparing for the shots of our lives”).
- The story includes a series of events that are ordered purposefully (“Trevor went first,” “It was my turn,” “When Taryn had her turn . . .”).

- The writer paces the narrative to create suspense by describing his dread waiting for his turn (“It was coming. Just waiting to pounce, just waiting to penetrate my skin!”).
- The writer develops the character of the first-person narrator by including information about his experiences.
- The writer elaborates on key moments, such as his fear in the waiting room, but omits irrelevant information.
- The details about the waiting room create an image of the scene (“The room was big, no, huge which gave it all the more reason to be terror bringing.”).
- The dialogue advances the action (“After a long while a nurse said, ‘Alyssa, Trevor, and Taryn, your turn’), and the interior monologue helps readers understand the narrator’s fear (“‘Just be brave?!’ How could I ‘just be brave?!’”).
- The writer manipulates sentence structure.
- The piece includes temporal words, phrases, and clauses (*before, After a long while, first, When it did hit him*).
- The writer provides a sense of closure with a concluding remark (“It was over. All over. Finally”).

DRAFT

Grade 6-8

Miss Sadie

Miss Sadie no longer sits in her rocking chair on her porch on summer days. But I still can see her. The old chair squeaking with every sway of her big, brown body. Her summer dresses stained from cooking. I smell her sweet smelling kitchen. I see her gray hair pulled back in that awful, yellow banana clip. Most of all, I hear that voice. So full of character and wisdom.

I used to bring Miss Johnson cookies every summer day of 1988. I miss the days where I would sit on that shabby old porch and listen to her stories. “Melissa!” she would holler. “What “chu doin’ here? Come see me and my poor self, have ya?”

She once told me of her grandmother who escaped slavery, back when white men could only do anything, she would say. Her grandma ran for miles without food or water. It wasn’t too long before her master came looking for her and took her home to whip her. I thought of how Blacks are treated today. I sighed. She would sing in her soulful, blaring voice, old negro hymns passed down from her mother and grand mother. I would sit there in amazement.

Once, Jimmy Taylor came walking by us yelling, “Melissa! Whattaya want with that old, fat, Black lady, any ways?”

Before I could retaliate, Miss Johnson said to me, “Now, you musn’t, we must feel sorry for that terrible child. His mother must have done gone and not thought him no manners!” She actually wanted me to bow my head and pray for him. (Even though I went to his house and punched him out the next day.)

My friends would tease me for spending the whole summer with Sadie Johnson, “The cookoo of Connecticut,” they called her. But I’m so very glad I did. She taught me then, to not care what other people thought. I learned that I could be friends with someone generations apart from my own.

My visits became less frequent when school started. I had other things to think about. Boys, clothes, grades. You know, real important stuff.

One day I was thinking, I haven’t seen Miss Sadie in a while. So after school I trotted up to her house amidst the twirling, autumn leaves.

I rang her bell. The door cracked open and the woman adjusted her glasses. “May I help you?”

“Miss Sadie, it’s me, Melissa.”

“I-I,” she’d stuttered. “I don’t remember,” she said and shut the door. I heard crying. I rang the door again and she screamed, “Please leave?” in a scared, confused voice.

I went home bewildered and my mother told me to stop bothering Miss Sadie. I said I wasn’t bothering her. Mama said, “Miss Johnson has a disease. Alzheimer’s disease. It makes her forget things . . . people, family even. And so, I don’t want you over there anymore, you hear?” Then, I didn’t realize or comprehend, how someone so special to you could forget your own existence when you’d shared a summer so special and vivid in your mind.

That Christmas I went to bring Miss Johnson cookies. She wasn’t there. I learned from a family member that she was in the hospital and that she’d die very soon. As the woman, a daughter maybe, spoke, my heart broke.

“Well, you make sure she gets these cookies.” I said, my voice cracking and tears welling in my eyes.

Today, I’ve learned to love old people. For their innocence, for their knowledge. I’ve learned to always treat people with kindness, no matter how cruel they may seem. But mainly I’ve learned, that you must cherish the time spend with a person. And memories are very valuable. Because Miss Sadie no longer sits in her rocking chair on her porch on summer days. I’m glad that I can still see her.

* * * * *

This piece of fictional narrative writing, while told from the perspective and with the voice of an eighth-grade writer, borrows much from Jane Yolen’s *Miz Berlin Walks*.

- The writer draws the reader in by introducing the main character (Miss Sadie) and establishing a point of view (“Miss Sadie no longer sits in her rocking chair on her porch on summer days. But I still can see her”).
- There is a clear sequence of events extending backward from the opening sentence. Events are linked both causally and chronologically.
- The writer includes extensive detail to develop the plot and character, excludes extraneous information, and shows internal motivation to flesh out the characters.
- Dialogue is used to reveal character and advance the story (“I rang her bell. The door cracked open and the women adjusted her glasses. ‘May I help you?’ / ‘Miss Sadie, it’s me, Melissa.’ / ‘I-I,’ she’d stuttered. ‘I don’t remember,’ she said and shut the door. I heard crying. I rang the door again and she screamed, ‘Please leave?’ in a scared, confused voice”).
- The writer varies sentence structure for effect.
- Closure brings the story back to where it began—the narrator seeing Miss Sadie on her porch—as is typical with circle stories.

**Standards for English Language Arts
Grades K-8**

Common Core Standards, Working Draft

November 13, 2009

Standards for English Language Arts Grades K-3

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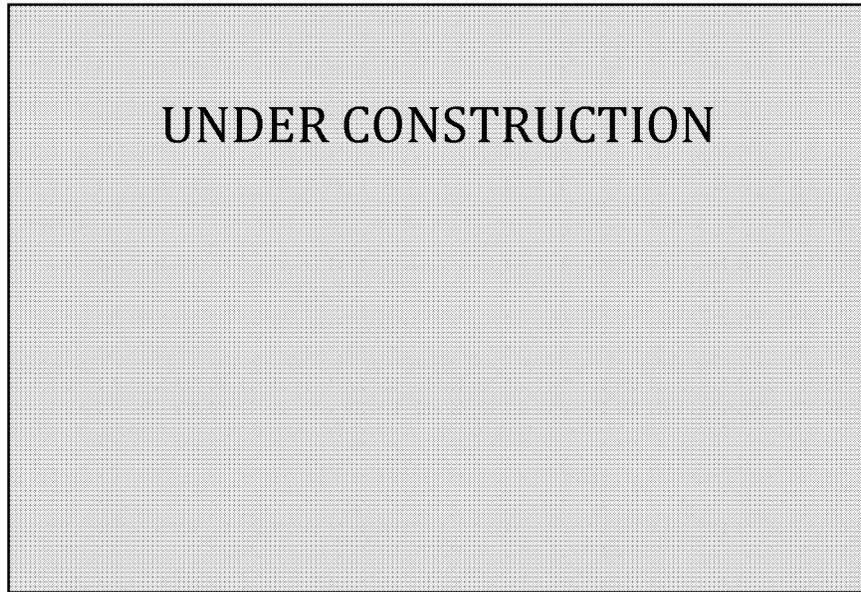
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Grades K-3

Standards for Reading

Complexity of Text Expected at Each Grade Level



Core Text Types and Illustrative Texts for K-3

Fiction

Narrative Fiction	Poetry and Drama
SAMPLE TEXTS TO COME	SAMPLE TEXTS TO COME

Nonfiction

History and Civics	Science/Math/Technology	The Arts
SAMPLE TEXTS TO COME	SAMPLE TEXTS TO COME	SAMPLE TEXTS TO COME

Key Reading Achievements K-3

Grades K through 3 are framed by students learning *toread like an explorer*:

A. Attending to the specific details and moments within the text. Students during this phase are beginning to pay close attention to what they read. Just as students pay attention to the specifics of a word's structure when they sound it out, they begin to also pay attention to a word's meaning as they read. They pay attention to words that appeal to their senses or suggest feelings. When questioned, students learn to pause and discuss a particular detail or event as they read and describe what specifically is said. The habits of observing the text and what it says will form a basis for their comprehension growth.

B. Grasping key relationships as well as the gist of what is said or told. Just as students are honing their ability to look at the specifics, they are also learning to get an overall, coherent picture of the text. Students are discussing what texts are about, both summarizing key points and identifying overarching ideas. They begin to see the relationships between characters in stories and how information builds in descriptions or explanations. They see how one event leads to another and can order them in time.

C. Achieving familiarity with core types of text, including different ways of presenting information and ideas. Students at this stage are being introduced to a wide range of texts in fiction and non-fiction. They learn to navigate stories, poems as well as non-fiction, and grasp the difference between imaginary stories and non-fiction accounts and information. These years are crucial for students to build their general knowledge by reading extensively in history and science and learning about the world. They should be able to locate places on maps and make connections between illustrations and stories. When reading informational texts, students demonstrate that they can identify what they have learned.

Core Skills K-3

Students can and do:

Read the text closely

1. Retell what the text says explicitly.
2. Make inferences that the text invites or requires and explain how those inferences fill out the information explicitly stated.
3. Support or challenge assertions about what the text means by finding and citing specific language in the text, both in conversations with other readers and in writing.
4. Explain or rephrase the meanings of words and phrases as they are used within the text, including connotative and figurative meanings.

Grasp the key ideas, characters, and events

5. Generate a concise summary of the text that captures the key points.
6. Articulate the overarching themes or theses that best express what the key points and details have in common.
7. Focus on a specific event in the text, and explain when, where, how, and why it unfolds relative to other events or information described in the text.
8. Analyze the traits, motives, and thoughts of characters in fiction and nonfiction based on how they are described, what they say and do, and how they interact.

Observe craft and structure

9. Identify words and phrases that suggest feelings or appeal to the senses and discuss how they help the reader to picture, feel, imagine, or understand what the author is trying to convey.
10. Explore the ways various kinds of texts are shaped differently and present information and stories in different ways.
11. Compare and contrast different texts about the same events or topics.

Evaluate the evidence

12. Outline the information or evidence used to support an explanation or an argument.
13. Detect inconsistencies or uncertainties within or across sources and use reasoning or additional information to resolve them.

Integrate information from diverse sources

14. Explore and interpret data, diagrams, maps, and other visual elements and explain how this information clarifies and contributes to the text.
15. Use text features, such as the table of contents, index, headers, page numbers, and key terms, to navigate the text and to find information in search.
16. Note when the text depends on new vocabulary or other background information and consult relevant sources to enhance understanding.

Build and apply knowledge

17. Compare what is presented in a text with relevant prior knowledge and beliefs, making explicit what is new or surprising.
18. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, to inform reading of additional texts, and to solve problems.

Core Skills Applied to Core Text Types

Core Text Type: Fiction

Grades K-3

- A. ***Attending to specific details and moments in stories and poems.*** All the elements that make literature astonishing and wonderful are equally present in great young children’s literature. At the outset students learn to pay attention to the story or poem they are reading by asking and answering basic questions about *who is in the tale, what is happening, and where and when it is taking place* (R-1). As they mature, students are able to offer specific details and language from the text when they are asked the more abstract *why* and *what if* questions (R-3). They are able to discuss why an author may have selected certain words and how those words suggest certain feelings or attitudes (R-9).
- B. ***Grasping key relationships as well as the gist of what is said or told.*** When students retell the important events of familiar stories in sequential order, they are able to focus on a specific event and explain how it relates to other events (R-1, R-7). Understanding characters in stories takes center stage in these grades, where students imagine the feelings of the characters from what they say and do (R-8). Students also can think through causes for character’ actions and how the outcome of a story results logically from the actions of those characters (R-2, R-7, R-8). Students are able to put into words the overall message or meaning of a story, indicated in some cases by the title of a selection, an explicit statement in the text, or as students mature, from the dialogue of the characters and from other details (R-6).

Poetry opens up an entirely different range of expression to students that is at once natural and demanding. Poems are thought play; they have music, and imagery, and they invite layered reflection. Nursery rhymes and the easy rhythms of songs offer a natural introduction to reading poems. Students enjoy the regular beats and rhyme in poetry as they pay attention to the patterns and repetitions in letters or word sounds (R-8). Students are able to share thoughts about the overall meaning of a poem as well as specific words that make an impact on them (R-2, R-6, R-9).

- C. ***Gaining familiarity with story elements.*** Students learn to expect that stories describe the progress of characters through events and challenges, and get a sense of the beginning, middle, and ending of stories (R10). Students can discuss stories written by the same author about similar characters or compare different versions of similar tales from various cultures (R-11).

Core Text Type:Nonfiction

Grades K-3

- A. ***Attending to the details of the information and gaining specific knowledge.*** As a result of their new reading skills, students are beginning to enjoy the richness of ideas expressed in books. They are able to cite important details from texts (R-1, R-3). Students also are able to ask clarifying questions concerning essential textual elements (e.g., how, why, what-if), and they refer explicitly to parts of a text to make their points (R-2). Students note when they encounter a new vocabulary word, or need to ask further questions to understand what they are reading (R-14).
- B. ***Grasping the central and supporting ideas of a text.*** Students are able to combine information from two different parts of the text, and just as they are able to do when reading stories, students can infer cause and effect relationships between ideas and events (R-7). They are able to summarize the text and describe in their own words how the information they are reading compares with what they already knew about the subject (R-5, R-17), regularly asking themselves questions such as, “Did I know that or not?” “Do I believe what I have read or not?” “Do I agree or not?” Where discrepancies exist between various explanations, or where a text raises new questions about a subject, students know how to seek additional information to resolve issues or verify information (R-12, R-18). After reading two passages on the same topic, they are able to compare and contrast the information, including their overall messages (R-6, R-11).
- C. ***Navigating different ways of presenting information and ideas.*** Early on, students are able to distinguish between writing that is based on real events and writing that is based on fantasy or fictional events (R-10). They use knowledge of the organizational features of texts, including captions, illustrations, contents, index and chapters, to locate key words, facts, or other details in a text in response to questions (R-2, R-14, R-15).

Standards for Writing

Key Writing Achievements K-3

A. Choosing to focus and accumulate observations on one topic instead of another. Instead of writing a list of seemingly disparate statements, students in grades K-3 group observations around a moment in time, a specific place, or a topic. They gather specific details to emphasize what they think matters. When gathering and focusing their observations, students employ their emerging skills in sentence punctuation to separate one detail from another.

B. Moving to using writing to convey unique observations without the help of a picture. While very young students may often draw pictures to collect or organize observations, students by grade 3 should be able to use writing alone to communicate several observations and ideas directly with a reader. Students include sensory details as a primary way of showing or creating an image in the reader's mind. They can bring in other authentic voices through dialogue although they may not be able to punctuate dialogue properly. They understand that they can use a range of different words and, when prompted, can substitute a more precise descriptive word for a vague one.

C. Including the sort of information that is appropriate to text type. Students recognize and act on the difference between telling a story and informing about a topic. They know at a basic level that each form has different conventions.

Core Skills K-3

Students can and do:

Create coherent text: Topic, focus, and organization

1. Establish a topic or a situation.
2. Develop a focus with purposefully chosen observations.
3. Create a simple organizational structure.
4. Use simple transitions to signal relationships between events or ideas.
5. Provide a concluding sentence or section.

Develop text: Evidence, details, examples, and illustrations

6. Provide reasons and descriptive details.
7. Exclude extraneous information.

Make effective choices about language

8. Choose words and phrases to express ideas precisely, with a particular emphasis on nouns.
9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics, paying particular attention to those conventions that help students add details to show close observation.
 - Complete simple sentences
 - Common and proper and singular and plural nouns
 - Capitalization of proper nouns
 - End marks
 - Precise everyday language
 - *See the Language Table K-3 for more details.*

Integrate information from diverse sources

10. Gather from a text, experience, or lab the information needed to communicate an opinion or provide an explanation.

Use tools are resources: Revision and technology

11. Use technology as a tool to produce, edit, and distribute writing.

Core Skills Applied to Core Text Types

Core Text Type: Narrative

Kindergarten

- Establish a situation in time and/or place.
- Create a brief narrative about a single event or several events loosely linked, controlling for chronological order.
- Draw pictures and/or use letters or phonetically spelled words to tell what happened, and provide a simple reaction. (There may be few if any details.)

Grade 1

- Establish a situation in time and/or place that is appropriate for the sequence of events to follow.
- Develop a narrative containing two or more appropriately sequenced events using simple linking words and clauses to signal chronological ordering.
- Draw pictures and/or use letters or phonetically spelled words when correct spellings are unknown to tell what happened; provide simple, minimal dialogue, and perhaps a few details.
- Provide a sense of closure and/or a reflective statement.

Grade 2

- Create a context within which characters and events are portrayed.
- Recount several incidents and events, managing chronological sequence with temporal words, phrases, and clauses.
- Tell what happened and what the narrator thought or felt; include simple, minimal dialogue and some concrete details.
- Provide closure (react to the events, comment on the event, sum up the events, or tie the events together).

Grade 3

- Set the time, indicate a location, introduce characters, or enter immediately into the story line to capture a reader's interest.
- Create a sequence of events that unfolds naturally, using temporal words, phrases, and clauses.
- Develop a focal event by providing pacing and avoiding extraneous information.
- Develop a character, often by providing motivation.
- Provide descriptive details.
- Employ dialogue and other narrative strategies.
- Provide a satisfying conclusion that is reflective and/or that effectively ties up loose ends.

Core Text Type: Informative/Explanatory

Kindergarten

- Establish the topic in a title or first sentence.
- Consider using pictures to illustrate or elaborate on the text.
- Supply simple facts and information relevant to the topic.
- Exclude extraneous information when prompted.

Grade 1

- Include some sort of beginning to establish the topic (beyond using the title of the piece).
- Establish some organizing system that sorts information into general categories, frequently using picture book formats.
- Use simple additive words to create links.
- Use specific facts and simple definitions to develop points.
- Provide examples relevant to the topic.
- Consider using pictures and/or graphs to illustrate the topic.
- Exclude extraneous information.
- Provide a sense of closure.

Grade 2

- Produce a brief introduction.
- Create an obvious organizational structure that presents similar information together, frequently patterned after chapter book headings or picture books.
- Use simple words, such as *also*, *another*, *and*, and *more*, to link ideas within categories of information, and use headers to signal groupings.
- Use adequate and specific facts and definitions to develop points.
- Communicate big ideas, insights, or opinions that have been elaborated on or illustrated through facts, details, quotations, and information.
- Exclude extraneous information.
- Include a concluding sentence or section.

Grade 3

- Introduce the topic, and establish a knowledgeable stance.
- Create an obvious organizational structure that is linked to a controlling idea.
- Use simple words, such as *also*, *another*, *and*, and *more*, to link ideas within categories of information, and use headers to signal groupings.
- Logically categorize details and facts drawn from a combination of observation and data drawn from books or other sources, including experience.
- Communicate elaborated ideas, insights, and opinions using a variety of strategies (e.g., comparison/contrast, explanation, generalization).
- Exclude extraneous and inappropriate information.
- Include a concluding sentence or section.

Core Text Type: Argumentative

Kindergarten

- Introduce the topic directly, or use the title of a book when writing about a text.
- Use some words to suggest causality (e.g., “I like . . . because . . .”).
- Express preferences or opinions (e.g., “My favorite book is . . .”) relevant to the topic.
- Provide a reason or reasons for preferences or opinions (e.g., “It reminded me of when I met my friend Carlos”).

Grade 1

- Introduce the topic or book directly, or use the title of the book as an introduction.
- Use some words to suggest causality (e.g. “I like . . . because . . .”).
- Use simple expressions to state opinions (e.g., “My favorite book is . . .”) relevant to the topic.
- Provide details to support opinions.
- Refer to the text when writing about literature (e.g., “He was mean and tried to burn up the earth. Then he turned into a cloud and washed away palaces and house”).

Grade 2

- Introduce the topic or book(s) directly.
- Create a simple organizing structure for sequencing opinions and reasons.
- Use words to link and organize opinions and reason(s) (e.g., *because, another, and, also*).
- State opinion(s) relative to the topic, and provide reasons.
- Provide details to support opinions and interpretations.
- Refer to the text(s) when writing about literature.
- Close with a concluding statement or recommendation.

Grade 3

- Introduce the topic or book(s) directly, and attempt to capture the reader’s interest.
- Make claims relative to the topic.
- Create a simple organizing structure for sequencing claims, reasons, and evidence.
- Use appropriate words to link and organize claims and reason(s) (e.g., *because, another, and, also*).
- Provide simple facts and details to support reasons and claims.
- Refer to the text (s) when writing about literature.
- Provide a concluding statement, reflection, and/or recommendation.

Foundations

Alphabetic and Print Foundations

Sound and Letter Basics

Students can and do:

Kindergarten

1. Recognize and name all upper and lower case letters.
2. Recognize and generate single syllable rhyming words.
3. Know which letters represent vowel sounds and which letters represent consonants sounds.
4. Provided that the words are in the child's speaking and listening vocabulary:
 - segment, blend, and count the spoken syllables of multisyllable words (e.g., spaghetti, macaroni, alligator, tiger);
 - segment and blend three-phoneme words;
 - repeat the initial, final, or vowel sound of one-syllable words;
 - match voice to printed words in a phrase or sentence.

Grade 1

1. Segment single-syllable words into a complete sequence of separate phonemes.
2. Blend sequences of phonemes into single-syllable words.
3. Produce short and long sounds of the five major vowels and y.
4. Know that every syllable contains a vowel sound and spelling, and can use that knowledge to determine the number of syllables in a printed word.

Word Recognition Basics

Students can and do:

Kindergarten

1. Understand the basic alphabetic principle that the letters of words, left to right, represent their phonemes, first to last.
2. Understand the correlation between the number of syllables in a word and the number of letters in its written representation.
3. Decode phonetically regular 3- and 4-letter, short-vowel words.
4. Use phonics knowledge to locate words in simple text.
5. Recognize at least 50 high frequency words including
 - basic articles (a, an, the);
 - basic pronouns (I, we, you, he, she, they, it; me, us, you, him, her, them; my, your, his, her, their);
 - basic prepositions (of, for, from, to, on, in, by, with, at);
 - basic helping/auxilliary verbs (do, does, did; am, is, are, was, were; have, has, had);
 - basic conjunctions (and, but).

Grade 1

1. Decode regularly spelled, single-syllable words, whether in isolation or in text, including words whose spellings involve:
 - basic consonants digraphs (ch, sh, th, wh, ph) and the final trigraph -tch;
 - initial and/or final consonant blends (e.g., camp, stop, rest, milk, north, branch);
 - common silent consonant conventions (i.e., wr-, gn-, kn-, -mb);
 - regularly spelled short vowels;
 - conventionally marked long vowels (i.e., final-e pattern, long vowel digraph, -ight);
2. Decode regularly spelled, two-syllable words, whether in isolation or in text, that comprise:
 - Base word plus inflection (e.g., landing, waited, dishes, hoping, hopping);
 - Base word plus grammatical suffix (e.g., dirty, softly, hardest);
 - Regular, short-vowel, closed-syllable spelling pattern (e.g., magnet, napkin, bubble, wonder, bucket);
 - Words with nuclear short vowels that end with short y or -ies (e.g., sandy, fancy, kitties, bunnies).
3. Know at least 200 sight words including:
 - All frequent grammatical words (e.g., these, those, some, could, should, through, when, why, where, because, since);
 - Many common irregularly spelled content words (e.g., one, two, eight, shoes, kind, people, busy, ocean).

Grade 2

1. Decode regularly spelled, one- to three-syllable words, whether in isolation or in text, including:
 - two- and three-syllable words with graphemically marked long vowels (polite, remain, chimpanzee);
 - words with common suffixes and prefixes (e.g., unhappy, carefully, goodness, unbutton, rereading);
 - compound words that comprise familiar parts (e.g., doghouse, firetruck).
2. Know hundreds of regular and irregular content words by sight as evidenced by speed and accuracy of recognition whether in isolation or in text.

Grade 3

1. Decode regularly spelled single-syllable and multisyllable words, whether in isolation or in text, including:
 - Long, regularly spelled words (e.g., vocabulary, refrigerator, terrible, frightening);
 - Words with most common Latin prefixes and or suffixes (e.g., transportation, informative, irresponsible, adventure, enormous).
 - Words with common Greek word parts (e.g., telephone, photography, biography)

Understanding How Print Is Organized and Read

Students can and do:

Kindergarten

1. Know that print flows left-to-right, top-to-bottom, and page by page.
2. Use page numbers to find pages of a book.
3. Know that words are separated by spaces or punctuation in written text.
4. Understand terms that name basic features and conventions of text, such as
 - Books: front, back, title page, author, page;
 - Pages: title, line, sentence, picture, chart, illustration, photograph, map;
 - Sentences: Capital letter, period, question mark, exclamation point, quotation marks;
 - Words: letter, space, name, rhyme, spelling.

Grade 1

1. Understand the nature or function of basic features and conventions of print including paragraph, table of contents, definition, glossary, chapter, map.

2. Demonstrate familiarity with the function and nature of a variety of print materials (e.g., storybooks, dictionary, atlas, poems, plays, story, fictional and informational texts).

Grade 2

1. Use print organizers and aids such as glossary, children's dictionary, definitions, table of contents, page numbers, headers, chapters, arithmetic conventions.

Grade 3

1. Use additional print organizers and aids such as indexes, alphabetized compendia, atlas, maps, charts and graphs.

Developing Reading Skills and Habits

Students can and do:

Kindergarten

1. Use print and alphabetic knowledge to find and read words in text.
 - Use print and alphabetic knowledge to follow the print and locate words during read-alouds and shared reading.
 - Use sight vocabulary to recognize function words in text.
 - Use spelling-sound knowledge to identify decodable words.
 - Use the meaning and flow of the text to correct and corroborate word identification.
2. Strengthen and extend skills through reading.
 - Demonstrate increased accuracy and fluency on successive readings of a text.
 - By year end, read rebus and preprimer texts with purpose and understanding.

Grade 1

1. Use phonics and meaning to identify visually unfamiliar words in text.
 - Use phonics and word analysis skills to decode visually unfamiliar words while reading.
 - Use meaning and flow of text to correct or corroborate decoded words.
 - Use context to select appropriate meanings or usage of multiple meaning words (e.g., *They can sing vs. They will can the beans*).
 - Use context to select or correct pronunciation and interpretation of homographs (e.g., *Take a bow vs. Tie a bow*) and other orthographically challenging words (e.g., *hoping vs. hopping, sour vs. four, new vs. sew*).
2. Strengthen and extend skills through reading.
 - Monitor understanding, especially by rereading phrases and larger sections of text to repair or secure accuracy and interpretation.
 - Demonstrate fluency and accuracy with instructional-level text by third reading.
 - By year end, read aloud unpracticed text designed for the first half of first grade with fluency and comprehension.

Grade 2

1. Use print and alphabetic knowledge to grasp visually new words in text.
 - Use phonics skills to decode visually unfamiliar words while reading.
 - Use meaning and flow of text to correct or corroborate decoded words.
 - Use context to select appropriate meanings or usage of homographs (e.g., *Can we project the cost of the project?*)
 - Use context to select or correct pronunciation and interpretation of words with ambiguous (e.g., *Take a bow vs. Tie a bow*), exceptional (e.g., *through, sign, bread*), or inconsistent (e.g., *never vs. fever; head vs. bread; swallow vs. allow) spellings.*
2. Strengthen and extend skills through reading.

- Monitor understanding, especially by spontaneously rereading phrases and larger sections of text to repair or secure accuracy and interpretation.
- Demonstrate fluency and accuracy with instructional-level text by third reading.
- By year end, read aloud unpracticed text designed for the first half of second grade with fluency and comprehension.
- By year end, independently read level-appropriate nonfiction and fiction, including chapter books.

Grade 3

1. Use phonics and word-analysis knowledge to grasp visually new words encountered in text.
 - Use phonics skills to decode visually unfamiliar words while reading.
 - Use knowledge of prefixes, suffixes, and roots to identify and grasp the meaning of visually new words.
 - Use meaning and flow of text to correct or corroborate word identification.
 - Use context to select or correct interpretation of semantically ambiguous words (e.g., *Close the door* vs. *A close call*; *A round object* vs. *I don't object*).
 - Use context to select correct pronunciation of words with ambiguous (e.g., *Take a bow* vs. *Tie a bow*), exceptional (e.g., *through, sign, bread*), inconsistent (e.g., *never* vs. *fever*) spellings, or misleading (e.g., *mised, nowhere*) spellings.
2. Strengthen and extend skills through reading.
 - Monitor understanding, especially by spontaneously rereading phrases and larger sections of text to repair or secure accuracy and interpretation.
 - By year end, read aloud unpracticed Grade 3 text with comprehension and with reasonable fluency.

Language Foundations

Forthcoming will be standards articulating foundational language skills and understandings to include semantic basics, such as categories and comparatives; syntactic basics such as knowledge of specific word forms; phrase, clause, and sentence constructions; use of figurative language; and the social pragmatic uses of language.

Under Construction

Writing Foundations

Forthcoming will be standards articulating foundational writing skills to include handwriting, spelling, sentence formulation and transcription, punctuation, capitalization, and discourse organization.

Under Construction

Standards for Speaking and Listening

Under Construction

UNDETAILED

Appendix: Language Table K-3

Under Construction

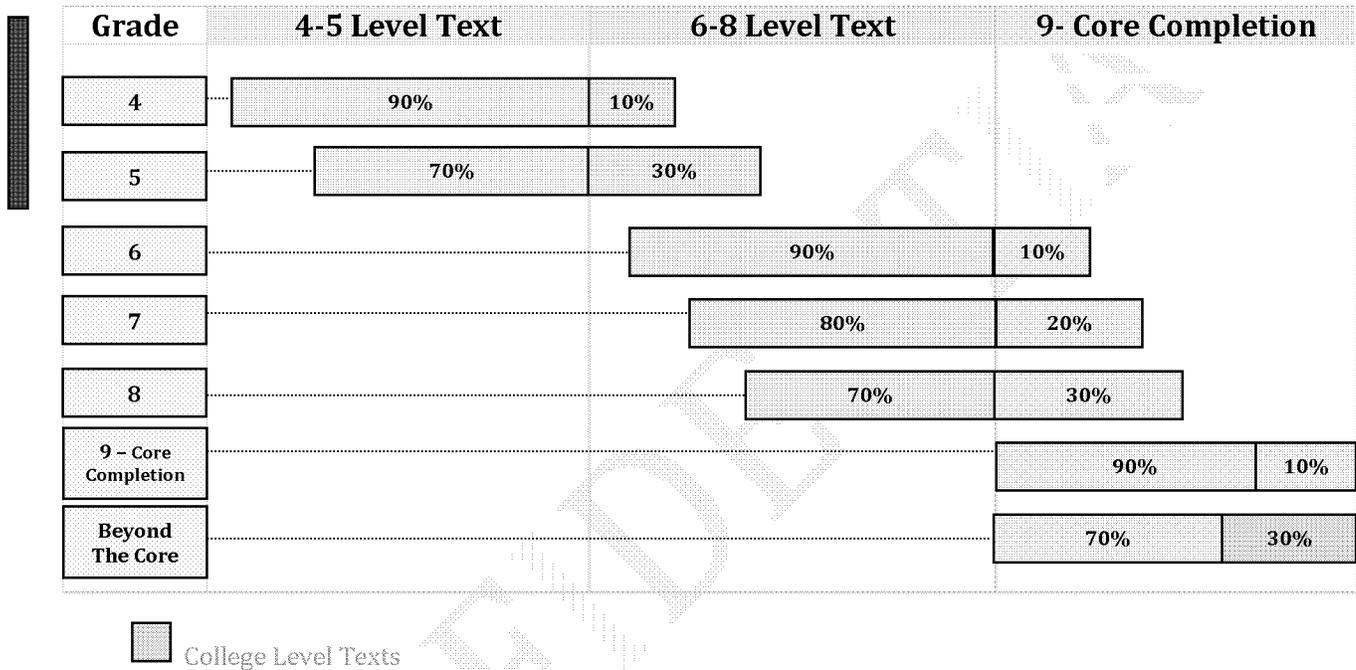
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Grades 4-5

Standards for Reading

Complexity of Text Expected at Each Grade Level

The growing complexity of text necessary for college and career readiness



Note on Text Complexity:

The Text Complexity chart provides a graphical overview of the complexity of text that students in each grade from 4 through completion of the core must be able to handle independently to be on course for college and career readiness. (A final band on the chart applies to those students who complete the core prior to finishing high school.) While this chart offers a conceptual picture of the progression of text complexity, additional work needs to be done to define text complexity in practical terms. Given the increasingly recognized relationship between being able to read complex texts and being college and career ready, our tools for assessing text complexity must improve further if all students are to meet the challenge of being ready for postsecondary education and workforce training. To that end, participants in the K-12 ELA backmapping project are working to evaluate current readability measures and determine what more needs to be done to improve upon them. Two aspects of that work are trying to assess and enhance the precision of existing tools and making text complexity a manageable concept for students, teachers, parents, and curriculum developers.

Core Text Types and Illustrative Texts for 4-5

Fiction

Narrative Fiction	Poetry and Drama
SAMPLE TEXTS TO COME	SAMPLE TEXTS TO COME

Nonfiction

History and Civics	Science/Math/Technology	The Arts
SAMPLE TEXTS TO COME	SAMPLE TEXTS TO COME	SAMPLE TEXTS TO COME

Key Reading Achievements 4-5

Grades 4 through 5 are framed by students learning *to read like a reporter*:

A. Attending to the specific details and moments within the text. Students learn to explain how specific words, paragraphs, and larger passages contribute to the meaning of the text. Students at this stage of reading form the habit of supporting their understanding of the text with specific language drawn from the text. Students also should be able to distinguish information drawn from the text from their own beliefs and assumptions. By focusing on the text, students are able to follow both what it says explicitly and to make additional inferences needed to fully understand what they are reading.

B. Grasping key relationships as well as the gist of what is said or told. Students should use their comprehension of the specific details of what is described as a firm foundation for making broader evaluations of characters, ideas, and themes. For example, they can determine character traits by looking at how a character acts in different situations. They can combine information provided in several different places in the text to gain an overall view.

C. Achieving familiarity with core types of text, including different ways of presenting information and ideas. Students at this level should be reading a wide range of texts in fiction and nonfiction. They learn how to navigate distinct text types such as stories, poems, and screenplays and dramas. When reading informational texts, students demonstrate that they can outline and retain what they have learned. They interpret graphs, charts and maps to enhance their understanding of these materials. Throughout their reading, students should be learning new words and new concepts and gaining a rich general content knowledge that will serve them in the years to come.

Core Skills 4-5

Students can and do:

Read the text closely

1. Retell what the text says explicitly.
2. Make inferences that the text invites or requires and explain how those inferences fill out the information explicitly stated.
3. Support or challenge assertions about what the text means by finding and citing specific language in the text, both in conversations with other readers and in writing.
4. Explain or rephrase the meanings of words and phrases as they are used within the text, including connotative and figurative meanings.

Grasp the key ideas, characters, and events

5. Generate a concise summary of the text that captures the key points.
6. Articulate the overarching themes or theses that best express what the key points and details have in common.
7. Focus on a specific event in the text, and explain when, where, how, and why it unfolds relative to other events or information described in the text.
8. Analyze the traits, motives, and thoughts of characters in fiction and nonfiction based on how they are described, what they say and do, and how they interact.

Observe craft and structure

9. Identify words and phrases that suggest feelings or appeal to the senses and discuss how they help the reader to picture, feel, imagine, or understand what the author is trying to convey.
10. Explore the ways various kinds of texts are shaped differently and present information and stories in different ways.
11. Compare and contrast different texts about the same events or topics.

Evaluate the evidence

12. Outline the information or evidence used to support an explanation or an argument.
13. Detect inconsistencies or uncertainties within or across sources and use reasoning or additional information to resolve them.

Integrate information from diverse sources

14. Interpret data, diagrams, maps, and other visual elements and explain how this information clarifies and contributes to the text.
15. Use text features, such as the table of contents, index, headers, page numbers, and key terms to navigate the text and to find information in search.
16. Note when the text depends on new vocabulary or other background information and consult relevant sources to enhance understanding.

Build and apply knowledge

17. Compare what is presented in a text with relevant prior knowledge and beliefs, making explicit what is new or surprising.
18. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, to inform reading of additional texts, and to solve problems.

Core Skills Applied to Core Text Types

Core Text Type: Narrative Fiction

Grades 4-5

- A. ***Attending to the events, characters, and setting in particular moments in time.*** As students learn to pay attention to the text, they learn to focus on specific moments in time as they discuss setting, character, and the events that make up the plot (R-7). Students are able to describe the setting, locating it in time and place, and observe how it changes as the story unfolds (R-7). They observe how characters are portrayed, as well as how what characters say and do contributes to their understanding of them (R-2, R-8). Students make basic inferences to understand the situation that unfolds in the text; for example, students follow pronoun references such as ‘he’ or ‘she’ and recognize how authors refer back to individuals they have already described (R-1, R-2). Students can point to specifics in the text to support their understanding of particular moments in the story (R-3).
- B. ***Grasping the who, what, when, where and why of stories.*** Like a reporter, students follow and describe the who, what, when, where, and why of the action in the stories they read (R-7, R-8). They combine their close observations of the text to achieve broader understandings. They are able to summarize and recount faithfully the significant events of the text in chronological order (R-5, R-7). Students learn to distinguish the traits of key characters as well as recognize similarities (R-8). Students also are able to describe the causes that link events to one another, including how characters respond to the central challenge (R-7, R-8). As the theme is often linked to lessons the characters learn through their experiences, it is crucial that students observe how characters change over the course of the text (R-6, R-8). Students are able to infer a lesson or theme when it is not stated explicitly (R-2, R-6).
- C. ***Gaining familiarity with the key elements of stories.*** Students learn to expect that stories describe the progress of characters through events and challenges that have a beginning, middle, and end (R-10). They learn that stories often have a lesson or moral, whether it is explicitly stated or and merely implicit (R-6). Students navigate key text features such as the title and chapters, and explain how a title frames the main ideas or a chapter advances the story (R-10, R-15). When students read several stories about the same characters or similar events, they are be able to describe what they know and have come to expect as well as what information they discover in the new story they read (R-10, R-11, R-17).

Overview of Grades 6-8

- A. Drawing on a full range of text evidence to observe how the narrative unfolds.
- B. Make Inferences to understand characters, themes, setting and the order of events.
- C. Comparing perspectives within and across texts.

Overview of Grades 9 to Completion of the College- and Career-Ready Core

- A. Observing choices made by authors, such as where the story begins and how events unfold over time.
- B. Evaluating complex motives for characters and multiple explanations for events in the text.
- C. Comparing how different authors construct stories to describe their distinct style and focus.

Core Text Type:Poetry

Grades 4-5

- A. ***Attending to syllables and noting rhymes and other repetitions that supply rhythm and pattern.*** Students are able to read poems out loud counting the syllables and recognizing rhymes. They are able to focus their attention on repetitive elements of poetry, such as rhymes or repeated sounds and beats that are at the heart of many poems (R-10). As in drama, reading poems out loud simultaneously tests comprehension as well as speaking and listening skills. Students should explore similarities to other rhythmic activities, such as music as well as learn to savor the sounds or patterns of words (R-9, R-17).
- B. ***Grasping the overall subject and development of the poem.*** Reading poetry often requires students to visualize the description or situation the poem is describing (R-9). Despite differences in the format of poems, students demonstrate their capacity to summarize and paraphrase key points and to articulate the main ideas or themes (R-5, R-6). They are able to follow the events that unfold in the poem (R-7). Students identify where and when they are uncertain about the meaning of the poem and can reason and draw on the rest of the poem to figure it out (R-12). Students practice both persistence and patience when they at first do not understand words or phrases or the structure of a line.
- C. ***Achieving familiarity with reading poetry by attending to line breaks and other text features.*** Students learn to recognize poems as a type of text (R-10). They see how line breaks organize the poem and reveal its contents (R-7). Students begin to internalize the concept of imagery at the core of figurative language and articulate how specific words affect their senses or express emotions (R-9). They observe how similar words can have different connotations (R-4). By comparing poems and other kinds of writing on similar subjects, they can see more clearly how poems often express ideas through powerful images and sensory details (R-10, R-11).

Overview of Grades 6-8

- A. Attending carefully to the specific observations and interpretations the poet makes.
- B. Grasping the focus of the poem and the action achieved by what happens in the poem.
- C. Analyzing the comparisons and images poets make.

Overview of grades 9 to Completion of the College- and Career-Ready Core

- A. Sharpening observation by exploring the author’s choices of words and images.
- B. Evaluating multiple meaning and interpretations when analyzing poems.
- C. Making comparisons that illuminate what is distinctive or fresh in a poem.

Core Text Type: Drama

Grades 4-5

- A. ***Attending to the details by acting out specific moments or events in the script or play.*** Drama requires students to make the words on the page come alive through visualizing the action by reading it out loud and listening to the words (R-9). By translating what they see on the page into the action on the stage, students can demonstrate their understanding of the text by acting it out and showing their ability to take direction from the text (R-10, R-18). Rather than slip into a monotone, students demonstrate their comprehension by changing their voices as different characters are speaking when reading drama and narrative fiction (R-18).
- B. ***Grasping fundamentals of the situation from the text: who is speaking and what is happening.*** Students' ability to follow the core questions of who, what, where, when, and why remain essential, but the context changes as students become familiar with the structure of dramatic texts (R-7, R-10). Grasping the situation in the play requires making inferences from the script and interpreting context based on textual details (R-2). By reading with emotion and faithfulness to the text further students demonstrate their understanding of characters' thoughts and feelings as well as the overall situation the text describes (R-8). They are able to adjust their dramatic reading of texts to reflect different aspects of the situation, such as suspense, horror, and surprise (R-9).
- C. ***Achieving familiarity with reading a script, which has its own text structure and cues.*** When reading drama, students need to navigate a script, which has its own text structure, cues, and features (R-10, R-15). Students become accustomed to how a script presents what characters say and do (R-8). Drama also offers an early opportunity for students to link what they learn through visual media to their reading (R-14). When watching a video of a production, students are able to follow the action by reading along with the play. They note what about the film surprised them based on their prior knowledge of the text and how the director interpreted stage directions and the like (R-17, R-18). They also compare how actors or other readers recite a passage or speech to their own reading out loud (R-11).

Overview of Grades 6-8

- A. Drawing on a range of evidence to understand tone, motivation, and theme.
- B. Making inferences to understand the progress of events and interactions between characters.
- C. Comparing reading the script to visualizing the characters and the action in performance.

Overview of Grades 9 – Completion of College- and Career-Ready Core

- A. Attending to the tools the playwright uses such as soliloquy.
- B. Evaluating the wide range of issues left open to the actors' and director's interpretation.
- C. Comparing the perspective of the audience to that of the different characters.

Core Text Type: Literary Nonfiction

Grades 4-5

- A. ***Attending to the details of the information and gaining specific knowledge.*** Students focus on to the details of what is described or explained and demonstrate their comprehension of those particulars (R-1). Students themselves describe what they learn when encountering something new and how this compares to their prior knowledge, although students are careful not to assume what is in a text is the same as what they have previously learned about a subject (R-16, R-17). They remain alert to new ideas and information presented in the text, noting when new words occur or when they need to consult other sources to understand what is in the text (R-16, R-17). Students apply what they learn from reading literary non-fiction to reading fiction, such as reading about a place and then reading a story set with the same setting (R-11, R-17). Students link the knowledge they gain through reading to what they read next (R-18).
- B. ***Grasping the central and supporting ideas of a text.*** Students demonstrate their capacity to learn from what they read and to share what they have learned. As in narrative fiction, students cite specific language in the text to demonstrate they understand and can describe the who, what, where and when, why, and how regarding what has happened or what is described, such as chronology or point of view (R-1, R-3, R-7). They are able to outline the major points in an explanation or argument, distinguish which points are most important, and summarize them (R-5, R-6). Students are able to describe the significant details that the author focuses on as well as identify the main ideas that best capture what the key points and details have in common (R-6). They are able to follow an argument or explanation by paying attention to transitional language and logical connectors (R-12).
- C. ***Achieving familiarity with gathering information from maps, graphs, and other sources.*** Students read maps and graphs and integrate the information they gain from them with what they are reading (R-14). They consult graphic features within texts (e.g., titles, captions) and also draw upon maps and graphs from other sources and compare them with what they read. (R-14, R-15) Students also compare and contrast accounts of similar subjects by different authors and describe how they are similar or different (R-11). They combine what they learn from different sources about similar topics and identify where a text is inconsistent or uncertain or when they need to consult additional sources to understand more (R-11, R-13).

Overview of Grades 6-8

- A. Attending to the details and specific concepts to build knowledge.
- B. Making inferences to outline and evaluate the evidence, reasoning, and the argument.
- C. Comparing what is learned from diverse sources of information, including media sources.

Overview of Grades 9 to Completion of the College- and Career-Ready Core

- A. Attending to an author's style and rhetoric in the presentation of information and argument.
- B. Evaluating rigorously the sufficiency and relevance of evidence and reasoning.
- C. Making comparisons that illuminate the distinctiveness of an author's argument and style.

Standards for Writing

Key Writing Achievements 4-5

A. Fully developing observations of a specific text, experience, or lab. Students show a particular perspective on a text, experience, or lab by sustaining attention on one moment at a time and accumulating details that help the reader see exactly what the writer sees. Unlike in earlier grades, during which students may simply indicate randomly what they notice, students in grades 4–5 choose details that relate to a particular focus. Students also show growth in their ability to develop fully more than one paragraph, adding those details that establish a distinct focus for each paragraph; the paragraphs in turn contribute to establishing a focus for the entire piece.

B. Building a perspective with support while making clear distinctions for the reader. Whether relating details from the physical world or from text, students carefully describe the evidence so as to make it concrete for the reader. They quote accurately. When presenting evidence, students in grades 4–5 will heavily call upon their skills in grammar, usage, and mechanics. They use sentence punctuation to separate ideas; quotation marks to separate one author’s or one character’s voice from another; and paragraphs to separate one fully described moment from another.

C. Communicating purpose and perspective explicitly to the reader. Students understand that their readers have concerns, interests, and knowledge that are sometimes very different from their own, and they work to bridge the gap between reader and writer with structural elements. In particular, they purposefully lay out their priorities in a simple “lead” at the beginning of a piece that captures the reader’s attention and turns it to the main subject. Students also use transitions between sentences and paragraphs to show simple sequencing or relationships of cause and effect.

Core Skills 4-5

Students can and do:

Create coherent text: Topic, focus, and organization

1. Introduce a topic or a situation, and attempt to capture the reader's interest.
2. Develop a focus with purposefully chosen observations.
3. Use an organizational structure and transitions to focus reader attention in a particular way in each paragraph and in the piece of writing as a whole.
4. Explicitly tell the reader the relationship among ideas or events.
5. Provide an effective concluding sentence or section.

Develop text: Evidence, details, examples, and illustrations

6. Provide concrete support for explanations and opinions.
7. Use appropriate details related to a particular focus.
8. Exclude extraneous details and clear inconsistencies.

Make effective choices about language

9. Use language to make clear distinctions for a reader.
10. Choose words and phrases to express ideas precisely, with a particular focus on strong verbs.
11. Expand, combine, and reduce sentences for meaning, reader interest, and style.
12. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics, paying particular attention to those conventions that help clarify the distinctions between ideas.
 - Basic paragraphing and paragraph indentations
 - Sentence boundaries (fragments, run-ons and rambling sentences, and comma splices)
 - Words in a series
 - Possessive nouns and pronouns
 - Quotation marks for direct speech and for quotations from a text
 - *See the Language Table 4-5 for more details.*

Integrate information from diverse sources

13. Gather the information needed to support an opinion, provide an explanation, or address a research question.
14. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.

Use tools and resources: Revision and technology

15. Compare what is presented in a text with relevant prior knowledge and assess the quality of one's own writing, and, when necessary, strengthen it through revision.
16. Use technology as a tool to produce, edit, and distribute writing.

Core Skills Applied to Core Text Types:

Core Text Type: Narrative

- Orient the reader, setting the time, identifying the place, introducing the characters and/or the narrator, or engage the reader by beginning in the middle of the action sequence and backfilling information.
- Create causally linked narratives made up of events that contain an initiating event that establishes a problem or conflict and a sequence of events that leads to a final event or outcome.
- Use a variety of temporal words, phrases, and clauses, including adverbial leads, to control narrative sequence, locate events in time, shift from one time frame to another, and show the relationships among events.
- Include sensory details and concrete language to develop plot and character.
- Exclude extraneous details and inconsistencies.
- Develop complex characters, showing their internal motivation.
- Use a range of appropriate strategies, such as dialogue, tension, or suspense.
- Provide closure through a surprise ending, a telling sentence, a reflection, or use a circle story format.

Core Text Type: Informative/Explanatory

- Establish a context and an authoritative stance, and/or use other ways to develop reader interest (e.g., “Did you know that dinosaurs had thousands of teeth?”).
- Purposefully select and organize information to support a controlling idea or perspective on the subject.
- Use a variety of organizational strategies (paragraphs, headings, figures, tables, diagrams, and phrases and clauses) to signal groupings.
- Use substitute words and pronouns to avoid repetition and to link ideas.
- Use adequate facts, concrete details, quotations, or other information and relevant examples to convey ideas, insights, or opinions.
- Employ specialized vocabulary and a formal, objective style when appropriate.
- Exclude extraneous and inappropriate information.
- Use a wide repertoire of strategies for informational writing, and demonstrate flexibility in their use.
- Provide a conclusion.

Core Text Type: Argumentative

- Write an introduction that introduces a claim about an issue or topic.
- Create an organizing structure for sequencing claims, reasons, and evidence.
- Use words, phrases, and clauses to link and organize claims and well-developed evidence. Use sources to provide specific details and evidence to support claims.
- Refer to the text(s) when writing about literature.
- Adopt a relatively formal style.
- Provide a concluding statement or section that offers reflections, restatement, or recommendations.

Standards for Speaking and Listening

Key Speaking and Listening Achievements 4-5

A. Achieving familiarity with ways to present information and ideas. At this level students learn to speak clearly and accurately in a wide variety of situations: whole class discussion, small group work, and one on one conversations. Students are able to participate in inquiry based discussions, make relevant observations, and share information and narratives in a manner appropriate to the subject they are discussing.

B. Attending to the specific details of what is being said. Students learn how to attend carefully to what others are saying so they can grasp the main points of conversations and use what they hear to build on one another's ideas. Attention is paid to details that support the point of the conversation and extend and deepen the discussion.

Core Skills 4-5

Students can and do:

Express ideas and information to others

1. Express ideas and support them with accurate and sufficient facts and concrete details.
2. Use language in precise and creative ways to read out loud as well as share one's own stories.
3. Demonstrate gradual command of standard English and understanding which situations require that it be spoken.

Gain a secure understanding of ideas under discussion

4. Re-tell or paraphrase information by accurately identifying key points made by a speaker.
5. Pose questions or make comments to test understanding of concepts or follow up on ideas presented.
6. Extract information from graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) presented in conjunction with oral communications

Core Skills Applied to Various Communications

Core Communication Type: Recitation and Reading Aloud

Grades 4-5

- A. *Reciting or performing readings with appropriate emotion and faithfulness to the text.* By listening to how others speak and practicing themselves, students learn to play with words and experience the pleasure of language and its sounds (S&L2). They can use the words of others to explore and convey situations, characters, and emotions (S&L2). By recognizing and visualizing the images within the poems or dramatic dialogues they are reading or reciting, they begin to understand how writers and speakers use language in imaginative and creative ways; in turn they start to use words and phrases of their own making to convey unique meaning (S&L2). In their recitation, students respond to patterns in the language they hear spoken, such as alliteration, rhyme, and word play.
-

Overview of Grades 6-8

- A. Reciting or performing readings varying intonation and phrasing to emphasize key ideas and communicate meaning.
-

Overview of Grades 9 to Completion of the College- and Career-Ready Core

- A. Reflecting on syntax and diction for cues regarding emphasis and rhythm when reciting or performing readings.

Core Communication Type: Classroom Discourse

Grades 4-5

- A. *Retelling stories or experiences (real or imagined) in sequence.*** Storytelling is at the core of the school experience for many students at this age, and becoming storytellers themselves is the next logical step in their steady progression towards mastering the art of narrative speaking. Students are able to articulate who, what, where, when, how and why and other specific facts and concrete details when sharing stories and other information (S&L1, S&L2). At the same time students can identify key ideas in others' presentations and share their thoughts or paraphrase the answers of others (S&L4).
- B. *Understanding information and stories and responding appropriately.*** Through listening carefully to speakers, students extract information or understand stories by paying close attention to graphical or multimedia data where aural, written and visual images concur (S&L6). Students can formulate questions to clarify their understanding or share observations to help others better comprehend the ideas that have been presented (S&L5). They are able to sustain concentration and focus when listening, and recall specific points and concrete details that interest them (S&L4).
- C. *Working in small groups and as a class, joining in discussions productively.*** Students take part in structured academic discussions about what they have read, heard, or written. During those discussions, they learn in which situations they must use their growing command of standard English, and do so accordingly (S&L3). They carefully listen to and can articulate what they learn from what others say. By incorporating other people's ideas in their students indicate that they are processing what is said and can share their ideas in ways that advance and deepen the conversation (S&L4, S&L5).

Overview of Grades 6-8

- A. Expressing ideas, describe events and experiences
- B. Understanding multiple, layered ideas and respond appropriately.
- C. Applying knowledge and concepts gained through discussion and other research to develop ideas, solve problems, and advance the academic purpose of a team.

Overview of Grades 9 to Completion of the College- and Career-Ready Core

- A. Speaking with confidence in a wide variety of contexts, including narrating, explaining, and arguing.
- B. Following the line of argument within complex material.
- C. Developing the ability to hold different interpretations and to evaluate their validity in the light of evolving points of view in group discussions and work.

Appendix: Language Table 4-5

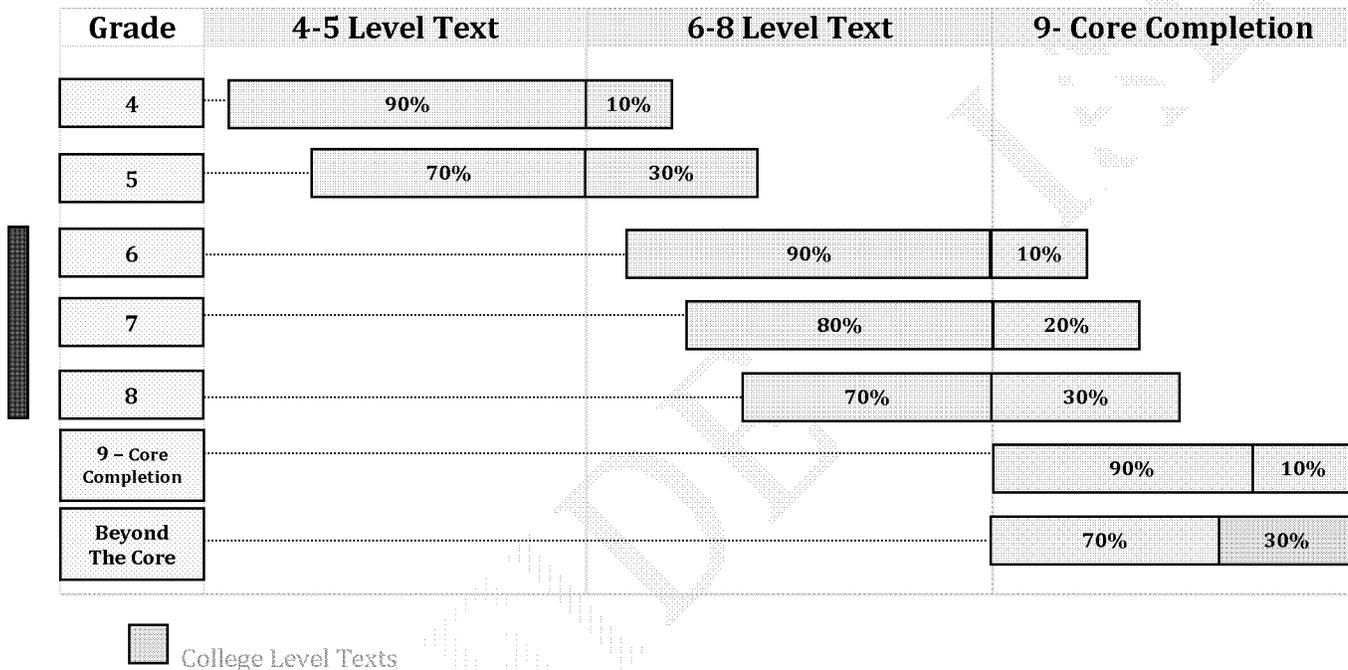
Conventions of writing	<p><i>Students in grades 4-5 must master the following:</i> Basic paragraphing Using paragraph indentations Using paragraphs in dialogue</p>
Terms	<p><i>Students in grades 4-5 must master the following:</i> Paragraph, adjective, adverb, conjunction, preposition, interjection</p>
Grammar and usage	<p><i>Students in grades 4-5 must master the following:</i> Placing adjectives and adverbs Using independent clauses and coordinating conjunctions Forming possessive nouns and pronouns Forming irregular verbs Forming and using simple tenses Forming comparative and superlative adjectives and adverbs <i>Students in grades 4-5 must further develop the following:</i> Using items in a series <i>Students in grades 4-5 must be introduced to the following:</i> Avoiding fragments, run-ons and rambling sentences, and comma splices Maintaining consistency in verb tense Choosing between adjectives and adverbs Ensuring agreement between subject and verb and between pronoun and antecedent Distinguishing between frequently confused words Using idiomatic language</p>
Mechanics	<p><i>Students in grades 4-5 must master the following:</i> Capitalizing the first word in quotations as appropriate Capitalizing other important words (e.g., section headings) Using apostrophes for possession Using underlining, quotation marks, or italics for titles Using quotation marks for direct speech <i>Students in grades 4-5 must be introduced to the following:</i> Spelling commonly misspelled words correctly Using a comma after an introductory word, phrase, or clause Using commas in a series of phrases or clauses</p>
Precision and concision	<p><i>Students in grades 4-5 must be introduced to the following:</i> Using specialized, topic-specific language</p>
Style	<p><i>Students in grades 4-5 must further develop the following:</i> Punctuating for meaning and effect Choosing words for effect <i>Students in grades 4-5 must be introduced to the following:</i> Using figurative language Expanding, combining, and reducing sentences for meaning, reader interest, and style</p>

Grades 6-8

Standards for Reading

Complexity of Text Expected at Each Grade Level

The growing complexity of text necessary for college and career readiness



Note on Text Complexity:

The Text Complexity chart provides a graphical overview of the complexity of text that students in each grade from 4 through completion of the core must be able to handle independently to be on course for college and career readiness. (A final band on the chart applies to those students who complete the core prior to finishing high school.) While this chart offers a conceptual picture of the progression of text complexity, additional work needs to be done to define text complexity in practical terms. Given the increasingly recognized relationship between being able to read complex texts and being college and career ready, our tools for assessing text complexity must improve further if all students are to meet the challenge of being ready for postsecondary education and workforce training. To that end, participants in the K-12 ELA backmapping project are working to evaluate current readability measures and determine what more needs to be done to improve upon them. Two aspects of that work are trying to assess and enhance the precision of existing tools and making text complexity a manageable concept for students, teachers, parents, and curriculum developers.

Core Text Types and Illustrative Texts for 6-8*

English Language Arts

Narrative Fiction	Poetry and Drama	Literary Nonfiction
“The Fox and the Crow” by Aesop (tr. 1884)	“Paul Revere’s Ride” by Henry Wadsworth Longfellow (1861)	“Gettysburg Address”** by Abraham Lincoln (1863)
<i>The Adventures of Tom Sawyer</i> by Mark Twain (1876)	“I, Too” by Langston Hughes (1925)	<i>Travels with Charley: In Search of America</i> by John Steinbeck (1962)
<i>The Absolutely True Diary of a Part Time Indian</i> by Sherman Alexie (2007)	“Oranges” from <i>Black Hair</i> (1985) by Gary Soto	“I Have a Dream”*** by Martin Luther King, Jr. (1963)

Reading in Other Disciplines

History and Civics	Science/Math/Technology	The Arts
<i>Preamble and First Amendment of the United States Constitution**</i> by United States (1787, 1791)	“Biography of an Atom” by Jacob Bronowski and Millicent Selsam (1965)	<i>A Short Walk through the Pyramids and through the World of Art</i> by Phillip Isaacson (1993)
<i>The Great Fire</i> by Jim Murphy (1995)	“The Evolution of the Grocery Bag” by Henry Petroski (2003)	<i>Vincent Van Gogh: Portrait of an Artist</i> by Jan Greenberg and Sandra Jordan (2001)
<i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> by Russell Freedman (2006)	<i>The Number Devil: A Mathematical Adventure</i> by Hans Magnus Enzensberger & Rotraut Susanne Berner (1998)	<i>This Land Was Made for You and Me: The Life and Songs of Woody Guthrie</i> by Elizabeth Partridge (2002)

*See Appendix x for other texts illustrative of 6-8 reading complexity.

**Starred texts represent seminal historical texts that all students are expected to read.

Key Reading Achievements 6-8

Grades 6 through 8 are framed by students learning *to read like a detective*:

A. Drawing on the full range of text evidence and specific details. As texts selected for study become longer and more complex, students must develop habits of persistence and stamina to continue reading until they grasp the particulars of the text and an overarching understanding of the material. Students learn to draw on more extensive and more detailed evidence from the text when reading, often combining several different moments in the text to support their understanding. When providing textual evidence to back up their claims, they are required to probe deeply into the intricacies of the text to demonstrate comprehension.

B. Deepening the depth and complexity of the inferences made based on close observation of the text. Students build on concrete observations drawn from the text to make broader inferences concerning its themes, the author's attitude toward his subject, or the implications of an argument or explanation. They are able to draw conclusions from particulars to understand larger concepts such as the motivations of characters and the import of the sequence of actions and events. Students learn to evaluate how the evidence provided either does or does not support the argument or explanation, and they learn that their generalizations must be based on close observation of the text.

C. Making wider and more precise comparisons within and across texts. When providing evidence to support their conclusions, students learn to draw on not just isolated sections of the text but a wide range of relevant and specific details that span the entire text. They focus on tracing how arguments, themes, and characters develop over the course of a text, noting how their understanding deepens and changes as the text unfolds. Having paid close attention to the text they are reading, students are able to make comparisons to other texts to articulate what they have learned from the texts they have read and what patterns they have observed across texts. They are able to identify commonalities as well as differences when discussing two or more texts.

Core Skills 6-8

Students can and do:

Read the text closely

1. Determine what the text says explicitly and what can be inferred logically from evidence within the text.
2. Support or challenge assertions about what the text means by citing text evidence explicitly and accurately, both in conversations with other readers and in writing.
3. Interpret the meanings of words and phrases as they are used in the text, including connotative and figurative meanings.

Grasp the key ideas, characters, and events

4. Discern the most important ideas, events, or information and summarize them accurately and concisely.
5. Articulate the overarching themes or theses that best express what the key points and details have in common.
6. Analyze when, where, and why specific events unfold in the text, and explain how they relate to one another.
7. Analyze how the traits, motives, and thoughts of characters emerge in fiction and nonfiction based on how they are described, what they say and do, and how they interact.

Observe craft and structure

8. Analyze how specific word choices shape the meaning and tone of the text.
9. Analyze how specific details, passages, and larger portions of the text contribute to the meaning of the text.
10. Explain how the text is organized to convey a narrative, make an argument, or provide an explanation.
11. Analyze how two or more texts with different styles or points of view address similar themes or topics.

Evaluate the evidence

12. Follow the reasoning that supports an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.
13. Recognize where the text leaves issues uncertain or ambiguous and describe the possible interpretations.
14. Evaluate the origin, consistency, credibility, and accuracy of print and online sources.

Integrate information from diverse sources

15. Interpret data, diagrams, maps, and other visual elements and explain how this information clarifies and contributes to the text.
16. Note when the text depends on new vocabulary or other background information and consult relevant sources to enhance understanding.

Build and apply knowledge

17. Compare what is presented in a text with relevant prior knowledge and beliefs, making explicit what is new or surprising.
18. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, to inform reading of additional texts, and to solve problems.

Core Skills Applied to Core Text Types

Core Text Type: Narrative Fiction

Overview of Grades 4-5

- A. Attending to the events, characters, and setting in particular moments in time.
- B. Grasping the who, what, when, where, why and how of stories.
- C. Gaining familiarity with the key elements of stories.

Grades 6-8

- A. ***Drawing on a full range of text evidence to observe how the narrative unfolds.*** Students at this level pay a heightened level of attention to the specifics of the stories they read. Students do not skip over details or lapse into general description, but describe exactly what occurs or is described (R-1). When visualizing the precise time and place of events, they learn to pay attention to specific sensory details as well as to other relevant particulars (e.g., dialects or word choices of characters) (R-1, R-8, R-9). Students grasp the plot by constructing a mental chronology of events regardless of what order the author chooses to arrange them (R-6, R-10). In order to build a precise, accurate picture of events and characters, students integrate the evidence they have found and make observations based on a more complete accumulation of details (R-6, R-7).
- B. ***Making inferences to understand characters, themes, settings, and the order of events.*** To gain insight into characters, students rely on explicit descriptions provided by the author but also on conclusions they can draw logically from what characters say and do as well as how they interact (R-1, R-7). Students are able to discern the mood evoked by the setting, and they recognize that time and place can be established immediately and directly or revealed gradually and indirectly (R-1, R-8). Students demonstrate that they understand characters from implicit evidence such as how other characters react to them or respond differently to similar situations (R-1, R-7). Likewise, students are able to draw reasonable inferences about such matters as the theme of the text, which is often not stated explicitly but emerges from as the interaction between character and plot (R-1, R-5).
- C. ***Comparing perspectives within and across texts.*** Students demonstrate they understand the point of view from which a story is told and how the perspective of the narrator influences what is revealed to the reader (R-10). They can compare the divergent perspectives of different characters on the same events. Students are able to identify when an author changes the point of view, and can point to evidence like imagery and word choice to describe the tone (R-8). They also compare different texts with similar topics or themes to explore differences in how events, characters, and ideas are portrayed (R-11).

Overview of Grades 9 to Completion of the College- and Career-Ready Core

- A. Observing choices made by authors, such as where the story begins and how events unfold over time.
- B. Evaluating complex motives for characters and multiple explanations for events in the text.
- C. Comparing how different authors construct stories to describe their distinct style and focus.

Core Text Type: Poetry

Overview of grades 4–5

- A. Attending to syllables and noting rhymes and other repetitions that supply rhythm and pattern.
 - B. Grasping the overall subject and development of the poem.
 - C. Achieving familiarity with reading poetry, attending to line breaks and other text features.
-

Grades 6–8

- A. ***Attending carefully to the specific observations and interpretations the poet makes***
Students follow the details of what the poet notices and observes (R-1). They describe what kind of details the poet chooses to emphasize and what those details have in common (R-5). Students likewise note when the poet provides an explanation or interpretation of events or things (R-10, R-12, R-13). Students examine how the poem builds a tone and stance towards what is being described, such as critical or celebratory (R-8, R-9, R-10).
 - B. ***Grasping the focus of the poem and the action achieved by what happens in the poem.***
Students identify and explore what the poet is thinking and trying to achieve in the poem (R-2, R-4). They build on their sense of the details to articulate the purpose and overarching ideas expressed by the poem (R-2, R-5). Students explore the purpose particular poems can serve, such as providing a warning, a celebration, an argument, or a confession (R-11). Students also trace what has changed over the course of the poem, by discussing how the poem unfolds a narrative or idea (R6). They describe how the lines and stanzas of the poem advance the action and development (R-9, R-10).
 - C. ***Analyzing the comparisons and images of poems.*** Poems are dense with verbal images, and it is important that students are able to understand and describe them (R-8). Students observe how poets use metaphor and similes as well as other kinds of figurative language, and are able to articulate precisely what is being compared and how the comparison is drawn (R-3). Students extend their understanding of the use of figurative language and comparisons beyond poetry to other types of fiction, as well as texts from science and history (R-3).
-

Overview of grades 9 to Completion of the College- and Career-Ready Core

- A. Sharpening observation by exploring the author’s choices of words and images.
- B. Evaluating multiple meanings and interpretations when analyzing poems.
- C. Making comparisons that illuminate what is distinctive or fresh in a poem.

Core Text Type: Drama

Overview of Grades 4–5

- A. Attending to the details by acting out specific moments or events in a script or play.
- B. Grasping fundamentals of the situation from the text: who is speaking and what is happening.
- C. Achieving familiarity with reading a script, which has its own structure and cues.

Grades 6–8

- A. ***Drawing on a range of evidence to understand tone, motivation, and theme.*** Dialogue is at the heart of drama, and students must be able to analyze the ways characters reveal themselves by how they speak—what they say and how they choose to say it (R-7). Like poetry, drama requires students to pay close attention to words—in this case, words intended to be spoken out loud (R-3, R-8). Recognizing tone becomes critical as it establishes whether a character is menacing, inquisitive, or delighted (R-7, R-8). In drama, words become actions, and students must be able to understand how conversation propels the action or catalyzes a decision (R-6, R-10).
- B. ***Making inferences to understand the progress of events and interactions between characters.*** Because characters are revealed by what they say and how they interact with one another, drama requires students to deepen their capacity to make inferences (R-1). Students need to infer how the conversation and action unfold as well as how each statement relates to the plot and builds on what comes before (R-1, R-6). By analyzing the dialogue of the characters, students understand the progress of the action (R-1, R-9, R-10). From their specific observations of successive scenes that unfold, students infer the overarching theme that best captures what the scenes have in common (R-5).
- C. ***Comparing reading the script to visualizing the characters and the action in performance.*** Students use what they read in dramatic works to envision the characters and the unfolding of the plot (R-6, R-7, R-10). At this level, students are able to cite explicitly the evidence that supports their summary of the important events of the drama (R-4). They are able to point to stage directions that establish where the action of the play occurs (R-9, R-10). They can link their account of how the play unfolds to specific evidence in the text and note where the text leaves matters subject to interpretation (R-6, R-10, R-13). When students see multiple versions of plays acted out on stage or on the screen—preferably in more than one version—they can demonstrate their attentiveness to the choices made by directors and actors, such as the intent conveyed by the movement of actors (R-11, R-13).

Overview of grades 9 to Completion of the College- and Career-Ready Core

- A. Attending to the tools the playwright uses, such as soliloquy.
- B. Evaluating the wide range of issues left open to the actors' and director's interpretation.
- C. Comparing the perspective of the audience to that of the different characters.

Core Text Type: Literary Nonfiction

Overview of Grades 4–5

- A. Attending to the details of the information and gaining specific knowledge.
- B. Grasping the central and supporting ideas of a text.
- C. Achieving familiarity with gathering information from maps, graphs, and other sources.

Grades 6–8:

- A. ***Attending to the details and specific concepts to build knowledge.*** Students pay attention to the specific claim being made in an explanation or the precise information provided in an account (R-12). They attend to the details of what the author relates and describe what they have learned from reading carefully (R-9). Students are able to identify main ideas that suggest the author’s overarching purpose as well as attend to nuances such as voice and tone (R-5, R-8). When faced with challenging questions, students pay attention to precisely what is being asked to ensure their response is relevant and focused (R-2). They distinguish between matters that are merely related to the question and those that are essential to answering the question (R-2, R-4). Students enlist relevant prior knowledge to enhance their understanding of what they read, noting when what they thought they knew is revised or contradicted by information in the text (R-13, R-17).
- B. ***Making inferences to outline and evaluate the evidence, reasoning, and argument.*** Arguments are at the core of several different genres of literary nonfiction, such as essays, speeches, and journalism. Students can distinguish between fact, opinion, and reasoned judgments presented in those arguments (R-12). They are able to evaluate the claims an author is making and how each is supported or not by the evidence, including whether the evidence is incomplete or inconclusive (R-1, R-12). Students also can identify how an author might use fallacies or exaggerate or emphasize certain things in order to persuade (R-13). Students focus on how the author organizes the account, explanation, or argument including describing how the specific details of the piece are related to the broader concepts (R-4, R-9, R-10).
- C. ***Comparing what is learned from diverse sources of information, including media sources.*** Students extend their ability to synthesize data from diverse formats, including maps, charts, and diagrams as well as electronic media in different forms (R-15). They gather and analyze information from multiple sources, determining when one source confirms, contradicts, or differs from another (R-14). Students readily enlist graphical and organizing features of the text (e.g., headings, captions, and footnotes) to acquire key information efficiently (R-10, R-15). They compare the evidence gained from a range of data sources to evaluate what they know and address questions they might have, including critically assessing what they learn from reading charts and graphs as well as electronic media such as video (R-15, R-17, R-18).

Overview of Grades 9 to Completion of the College- and Career-Ready Core

- A. Attending to an author’s style and rhetoric in the presentation of information and argument.
- B. Evaluating rigorously the sufficiency and relevance of evidence and reasoning.
- C. Making comparisons that illuminate the distinctiveness of an author’s argument and style.

Standards for Writing

Key Writing Achievements 6-8

A. Sustaining attention on challenging subjects and topics. Students in grades 6-8 are able to convey ideas and information of consistently greater sophistication and complexity than in grades 4-5. They can maintain focus on a topic or subject, developing a multipage text unified by a clear controlling idea or cohesive point of view. They choose and revise details and other elements in the writing with an eye toward overall purpose and focus. Their use of varied sentence structures and carefully chosen verb tenses reflects and supports the increasingly subtle notions they express in writing.

B. Drawing on a wide range of evidence in informational and argumentative writing. The number and breadth of sources students use is consistently higher in grades 6-8 than in grades 4-5. With some guidance, students find and use relevant sources, both print and nonprint, and recognize and exclude those sources that are clearly noncredible or unreliable. They accurately and carefully incorporate facts, data, details, graphics, examples, and quotations that support or illustrate their points. They distinguish between presenting the evidence from offering their own thoughts and opinions. When writing about literature or other texts, they consistently and accurately incorporate textual evidence.

C. Engaging the reader in deliberate, ongoing ways. While students in grades 4-5 have a basic awareness of audience and how to reach it, students in grades 6-8 can take more active steps to connect to the reader throughout a piece of writing. To meet reader expectations, students are increasingly able to conform to the norms and conventions of various disciplines, forms, and genres. They seek to draw in the reader early in the text, and they lead the reader through the writing with well-developed paragraphs linked by transitions suitable to conveying ever more complicated relationships among ideas. Students can anticipate common reader needs, likely misconceptions, and general objections to arguments.

Core Skills 6-8

Students can and do:

Create coherent text: Topic, focus, and organization

19. Engage the reader’s interest, and provide an introduction that identifies the topic, makes a claim, or establishes a situation.
20. Sustain focus on a specific topic or argument through a cohesive point of view or perspective.
21. Create an organizing structure that is appropriate for the type of writing, that meets the needs of the reader, and that arranges details, reasons, examples, and/or anecdotes effectively.
22. Signal relationships among ideas, events, and other elements of the text.
23. Provide an effective concluding sentence or section.

Develop text: Evidence, details, examples, and illustrations

24. Use facts, concrete details, quotations, anecdotes, or other information to communicate ideas and insights, develop plot and character, or support arguments.
25. Exclude irrelevant details, events, and information.

Make effective choices about language

26. Choose words and phrases to express ideas precisely and concisely.
27. Use varied sentence structures and patterns for meaning, reader interest, and style.
28. Develop and maintain a style, mood, and tone appropriate to the task, purpose, and audience.
29. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics, paying particular attention to those conventions that help relate ideas within and between sentences.
 - C. Sentence boundaries (fragments, run-ons and rambling sentences, and comma splices)
 - D. Items in a series
 - E. Verb tense consistency
 - F. Placement of phrases and clauses
 - G. Dependent clauses and subordinating conjunctions
 - H. Progressive and perfect verb tenses
 - I. Commas or parentheses to set off nonrestrictive elements

See the Language Table 6-8 for more details.

Integrate information from diverse sources

30. Gather the information needed to build an argument, provide an explanation, or address a research question.
31. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one’s own work while avoiding plagiarism.
32. Provide basic bibliographic information for sources using a consistent format.

Use tools and resources: Revision and technology

33. Assess the quality of one’s own writing, and, when necessary, strengthen it through revision.
34. Use technology as a tool to produce, edit, and distribute writing.

Core Skills Applied to Core Text Types

Core Text Type: Narrative

- Draw the reader in by establishing a context and creating a point of view.
- Establish the situation, the plot, the setting, and the conflict, and create an organizing structure.
- Create a sequence of causally, explicitly linked events that excludes extraneous events and inconsistencies.
- Include sensory details and concrete language to develop plot and character.
- Exclude extraneous details and inconsistencies.
- Develop complex characters, showing their internal motivation.
- Use a range of appropriate strategies, such as dialogue, tension or suspense, naming (e.g., *the Saint Bernard* instead of *the big dog*) and specific narrative action (e.g., movements, gestures, and expressions).
- Use a variety of strategies to provide closure and a realistic outcome of the narrative's events.

Core Text Type: Informative/Explanatory

- Establish a context and an authoritative stance using a variety of ways to develop reader interest.
- Purposefully create an organizing structure to convey a controlling idea or perspective on the subject.
- Use a variety of organizational strategies (paragraphs, headings, figures, tables, diagrams, and phrases and clauses) to signal groupings.
- Use substitute words and pronouns to avoid repetition and to link ideas.
- Use facts, concrete details, quotations, or other information to communicate ideas, insights, or opinions.
- Employ discipline-specific vocabulary and a formal, objective style when appropriate.
- Exclude extraneous and inappropriate information.
- Use a range of appropriate strategies to develop the topic, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, or naming specific places, people, or things.
- Explain benefits or limitations.
- Provide a conclusion.

Core Text Type: Argumentative

- Write an introduction that introduces a claim about an issue or topic of general concern, and use a variety of writer strategies to capture the reader’s interest.
- Create an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arrange details, reasons, examples, and anecdotes effectively and persuasively.
- Develop a controlling idea and make clear and knowledgeable claims.
- Support arguments with detailed evidence, citing sources of information as appropriate.
- Quote and paraphrase the text(s) accurately when writing about literature.
- Anticipate reader concerns and counterarguments.
- Use words, phrases, and clauses to signal alternative perspectives (e.g., *on the other hand*, *however*, *but*, *nevertheless*, *although*).
- Adopt a formal style and tone.
- Include appropriate information in arguments, and exclude information and arguments that are irrelevant.
- Provide a concluding statement or section that offers reflections, a restatement, or recommendations.

Standards for Speaking and Listening

Key Speaking and Listening Achievements 6-8

A.Drawing details and specific concepts to build and share knowledge.At this level, students learn to adapt what they say and howthey say to suit different situations, purposes, and audiences to highlight essential information and ideas. In group situations students work together towards rigorous academic purposes, such as examining and sharing details that reveal the underlying themes of a text. Students who work together come prepared to share their insights in order to gain an even stronger command of the material through their interactions with one another.

B.Deepening the depth and complexity of inferences from listening carefully.Students also listen and comprehend different layers of meaning in a variety of multimedia contexts. They learn to distinguish between evidence that is merely accurate and evidence that is both accurate and relevant to the claim they are making.

Core Skills 6-8

Students can and do:

Express ideas and information to others

1. Organize ideas and emphasize salient points in a coherent manner relevant to the specific topic or task.
2. Clarify and support claims with evidence such as pertinent descriptions, facts, and examples that are accessible and verifiable to others.
3. Make strategic use of visual displays, graphics and electronic media to enhance oral communications.
4. Use standard English appropriately, knowing when it is important not to break into informality as indicated by purpose and context.

Gain a secure understanding of ideas under discussion

5. Identify significant details in a presentation and use them to summarize main ideas.
6. Identify the speaker's argument and outline the evidence that supports each claim.
7. Ask questions, answer queries, and make comments that reference the details under discussion in a manner that makes clear their claims and own sources of support.
8. Integrate data presented in diverse visual formats into an understanding of other information presented orally.

Core Skills Applied to Various Communications

Core Communication Type: Recitation and Reading Aloud

Overview of Grades 4-5

- Reciting or performing readings with appropriate emotion and faithfulness to the text.
-

Grades 6-8

- *Reciting or performing readings varying intonation and phrasing to emphasize key ideas and communicate meaning.* In these grades students continue to experiment with language, interpreting ideas when reading poems, sections of speeches, or dramatic dialogues (S&L1). They pay close attention to word choice and how it affects intonation and rhythm in speech, speaking clearly to make themselves understood. They pay as much attention to the words when speaking as to when they pause for effect, focusing on how tone is expressed through gestures, pace, and emphasis to create and sustain their point of view toward the subject (S&L1).
-

Overview of Grades 9 to Completion of the College- and Career-Ready Core

- Reflecting on syntax and diction for cues regarding emphasis and rhythm when reciting or performing readings.

Core Communication Type: Classroom Discourse

Overview of Grades 4-5

- A. Retelling stories or experiences (real or imagined) in sequence.
 - B. Understanding information and stories and responding appropriately.
 - C. Working in small groups and as a class, joining in discussions productively.
-

Grades 6-8

- A. ***Expressing ideas, describe events and experiences.*** Students in grades 6 through 8 are enmeshed in a world of narratives, descriptions, and arguments from which they make fresh connections between ideas, experiences, texts, and words. They are able to share their ideas in an organized fashion, whether conveying an experience or a summary of one’s research findings (S&L1). The topic of discussion is illuminated by sharing both factual knowledge and salient observations regarding the matter as well as providing credible evidence and anecdotal examples drawn from real life (S&L1, S&L2). When making a claim or noting a detail, students are specific and accurate, taking responsibility for the truth and accuracy of their evidence and citing their sources accurately and precisely. Student presentations themselves incorporate electronic media to help support the delivery of information, (S&L3, S&L7).
 - B. ***Understanding multiple, layered ideas and respond appropriately.*** In the digital age a nuanced appreciation of multimedia is increasingly important for students to possess. Students can critically listen to and dissect a variety of media, ranging from live talks and readings to recorded speeches and film (S&L7). They pay close attention to what has been said and the language used, and are able to single out significant details as well as summarize the overall message being made (S&L5). When examining arguments, students listen with care to what has been said in support of a claim, noting counter-examples or opposing points of view, and responding constructively to challenge ideas (S&L6).
 - C. ***Applying knowledge and concepts gained through discussion and other research to develop ideas, solve problems, and advance the academic purpose of a team.*** Students participate actively in group and class discussions as well as on work teams with varying demands, such as investigating, reporting on, and debating issues as well as commenting and analyzing texts. Whether working together to synthesize various observations into a compelling argument or breaking down a complex idea into its constituent parts, students find ways to keep their conversations focused. When offering their opinions or conclusions, students make reference to specific information from textbooks, books they have read inside or outside of class, or other sources such as their experience or growing expertise in a particular area as their basis. They attend carefully to both the questions and suggestions of their teammates so that they can use and build upon one another’s statements and insights.
-

Overview of Grades 9 to Completion of the College- and Career-Ready Core

- A. Speaking with confidence in a wide variety of contexts, including narrating, explaining, and arguing.
- B. Following the line of argument within complex material.
- C. Developing the ability to hold different interpretations and to evaluate their validity in the light of evolving points of view in group discussions and work.

Appendix: Language Table 6-8

Conventions of writing	
Terms	<i>Students in grades 6-8 must master the following:</i> Phrase, clause, predicate, object
Grammar and usage	<i>Students in grades 6-8 must master the following:</i> Using items in a series Using dependent clauses and subordinating conjunctions Forming and using indefinite and reflexive pronouns Using transitive and intransitive verbs Forming and using progressive and perfect verb tenses Using verb voice Choosing between adjectives and adverbs <i>Students in grades 6-8 must further develop the following:</i> Avoiding fragments, run-ons and rambling sentences, and comma splices Maintaining consistency in verb tense Ensuring agreement between subject and verb and between pronoun and antecedent Distinguishing between frequently confused words Using idiomatic language <i>Students in grades 6-8 must be introduced to the following:</i> Maintaining consistency in verb voice Placing phrases and clauses
Mechanics	<i>Students in grades 6-8 must master the following:</i> Using a comma before a coordinating conjunction in a compound sentence Using periods, commas, and quotation marks in dialogue Using quotation marks for quotations from a text <i>Students in grades 6-8 must further develop the following:</i> Spelling commonly misspelled words correctly Using a comma after an introductory word, phrase, or clause Using commas in a series of phrases or clauses <i>Students in grades 6-8 must be introduced to the following:</i> Using commas or parentheses to set off nonrestrictive elements
Precision and concision	<i>Students in grades 6-8 must further develop the following:</i> Using specialized, topic-appropriate language <i>Students in grades 6-8 must be introduced to the following:</i> Using discipline-specific vocabulary Avoiding wordiness and redundancy
Style	<i>Students in grades 6-8 must master the following:</i> Choosing between active and passive voice <i>Students in grades 6-8 must further develop the following:</i> Punctuating for meaning and effect Choosing words for effect Using figurative language Expanding, combining, and reducing sentences for meaning, reader interest, and style <i>Students in grades 6-8 must be introduced to the following:</i> Using varied sentence patterns for meaning, reader interest, and style Using consistent and appropriate style, mood, and tone Observing the norms and conventions of disciplines

Note to state reviewers of the 11/13/09 drafts of the Common Core Standards

Thank you for taking the time to look at these documents and provide your comments. There are two documents in this release: a draft of the K-8 Grade Level Standards, and a sample progression for high school.

The K-8 document represents our current conception for how the K-8 standards should be presented to teachers and the public. It is still a rough draft, with many decisions to be finalized, such as exact grade level placement and wording of core concepts and skills. It also has a number of more substantial gaps:

- The geometry strand for grades K-5 has not yet been filled in: we are still solving some problems in this strand.
- Quantity and modeling have not yet been fully threaded in. There are some parts where they are feature prominently, and others where work remains to be done.
- The mathematical practices standard from the College and Career Ready standard is not very visible. We intend that this standard will be illustrated by sample tasks with student work.

Whereas the K-8 document represents a proposal for the public document, the sample draft we have provided for high school is a more preliminary internal document resulting from our deliberations on how to present the high school standards. Since different states have different ways of arranging the curriculum in high school, we are currently considering the idea of presenting various progressions, each arranged into blocks of material. These blocks could be constituted into both traditional and integrated courses in high school.

The progression we have presented is a draft of the progression in the area of functions and coordinates. We envisage a number of other progressions in other areas of high school mathematics. Note that the progression we have presented goes beyond the material described in the College and Career Ready Standards. As already noted in the introduction to that document, the College and Career Ready Standards do not represent a high school exit standard, and it is our intention in the K-12 Standards to describe material leading to the various endpoints students aspire to in college and the work place. We are interested in your responses to the following questions about the sample high school progression:

- How should high school material be presented?
- How would you use an arrangement into blocks (with connections between blocks indicated) in designing curriculum in your state?
- Do you want us to indicate different pathways through the high school standards, and, if so, how?

Once again, we thank you for our attention to this work and your valuable comments.

Bill McCallum
Phil Daro
Jason Zimba

Progression for Functions and Coordinates, Middle and High School

Block 1: Points, Equations, and Formulas**Concepts**

- A. Use of two axes and correspondence between ordered pairs of numbers and point in the plane.
- B. Identifying the trend displayed by a set of points.
- C. Graphing a simple equation.
- D. Understand the idea of dependence of one quantity on another, but without formal function notation.
- E. Use of coordinates to prove theorems and make measurements.

Connections

- F. Plotting points leads to shapes in the plane (squares, triangles, rectangles), whose properties can be analyzed using coordinates.
- G. Equivalent expressions lead to identical points on a graph; expressions whose values differ by a constant give points shifted vertically.

Skills

1. Plot points, read off coordinates of points
2. Describe verbally a trend shown in a graph as increasing, decreasing, leveling off, and oscillating.
3. Graph a linear, quadratic or similar equation by making a table of values and plotting points and joining them where appropriate.
4. Graph a relationship given in words or by a formula, putting variables on the correct axes.
5. Use coordinates to compute areas, perimeters, midpoints, and distances.

Connections

6. Identify squares and apply the Pythagorean Theorem to figures given by coordinates.
7. Predict vertical shift in points from formula and vice versa.

Block 2: Function notation: Relationship between Graphs and Linear and Proportional Relationships**Concepts**

- A. A function describes the relationship between two quantities. Function notation gives the relationship between input and output which can be represented as a table or graph.
- B. The set of points satisfying an equation of the form $y = mx + b$ represents a function whose graph is a line.
- C. A proportional linear relationship has a graph that is a line through the origin.
- D. The slope of a line represents a rate of change.

Connections

- E. Slope and similar triangles.
- F. Modeling quantities with a constant rate of change.
- G. Line of best fit in a scatter plot.

Skills

1. Graph a linear equation; identify vertical intercept and slope from the graph and equation and table.
2. Find horizontal intercepts of a linear equation from the graph and equation and table.
3. Rewrite a linear equation of the form $ax + by = c$ to graph and identify the slope and intercepts.
4. Write an equation representing a proportionality or linear relationship expressed in words. Find the constant of proportionality; use it to make predictions.
5. For constant c , find $f(c)$ and solve $f(x) = c$ for x using a graph, table, or formula.
6. Compute and interpret rates of change, both from the equation of a line and from points on a line.

Connections

7. Slope and ratio.
8. Using units to apply and interpret slope.

Block 3: Function notation: Nonlinear functions**Concepts**

- A. The form of an expression representing a function corresponds to the shape of its graph; common functions have characteristic shapes.
- B. Domain and range and their interpretation in terms of input and output.
- C. Inverse variation.
- D. Points of intersection of the graphs of two functions, $y = f(x)$ and $y = g(x)$, correspond to solutions of the equation $f(x) = g(x)$.

Connections

- E. Equations: Solving for intercepts and intersections; finding domains.
- F. Expressions: Roots and fractional exponents.

Skills

1. Make graphs of
 $y = ax^2 + a$, $y = ax^2 + c$
 $y = \frac{k}{x}$, $y = \sqrt{kx}$
 $y = 2^x$, $y = 3^x$, $y = 10^x$
2. Identify function type from the shapes of the graph of equations of the forms in #1.
3. Identify domain and range from a graph.
4. Predict the largest domain and range for function types in #1.
5. For constant c , evaluate $f(x)$ and solve $f(x) = c$ for functions in #1. (Exponentials by trial and error or by graphing.)

Connections

6. Solve quadratic and cubic equations (where possible) of the form $x^2 = k$, $x^3 = k$.
7. Estimate a solution to an equation of the form $2^x = k$ by purposeful trial and error, bisection or zooming on a graphing calculator.

Block 4: Exponential Functions**Concepts**

- A. A rate of change can be expressed as a rate of change (eg: people per year) or a relative rate of change (eg: percent per year).
- B. Constant relative rate of change leads to exponential functions.
- C. Repeated percentage growth (at a constant relative rate) generates graphs that “bend upward.”
- D. Exponential growth eventually outstrips linear growth.

Connections

- E. Ratios and percents.
- F. Expressions involving exponents.

Skills

1. Applying absolute and relative rates of change and using them to make predictions.
2. Exponential functions of the form $y = a(1 + r)^t$, as continuous functions of t . (We assume a, r are constants.)
3. Identifying exponential growth versus exponential decay from a formula.
4. Identifying the initial value and growth or decay rate from a table or graph.
5. Write an expression for a function with a constant percent growth rate, and use it to make predictions.
6. For constant c , evaluate $f'(c)$ and estimate the solution to $f'(x) = c$.
7. Calculate and interpret rates of change between two points on an exponential curve.

Connections

8. Use algebraic manipulation to identify the relative rate of change in functions such as $y = a(1.02)^t$, $y = a(0.97)^t$, $y = a(1.2)^{10t}$, $y = a(1.01)^{10t}$.
9. Reinforce order of operations and simplification with examples such as $6(1.05)^t$ versus $(6 \cdot 1.05)^t$, $12(1.02)^t$, $3(0.98)^t$ versus $3(1.08)^t$.

Block 5: Quadratic Functions**Concepts**

- A. The graph of a quadratic function is a parabola.
- B. The form of an expression representing a quadratic function displays features of its graph:
 - Standard form: Vertical intercept
 - Factored form: Vertex point
 - Factored form: Horizontal intercepts

Connections

- C. Expressions: Factoring, completing the square.
- D. Equations: Quadratic formula, solving equations by factoring.

Skills

1. Graph a quadratic function in the form

$$y = ax^2 + bx + c$$

$$y = a(x - h)^2 + k$$

$$y = a(x - p)(x - q)$$
2. Interpret the value of c on the graph

$$y = ax^2 + bx + c$$
3. Interpret the sign of a on a parabola.
4. Identifying zeros from the factored form.
5. Identifying the vertex point from the vertex form.
6. Use quadratic functions to solve problems.

Connections

7. Factoring: To find zeros.
8. Quadratic formula: To find intersection points.
9. Completing the square: To find the vertex.

Block 6: Introduction to Circles and Trigonometric Functions: Sine, Cosine, Tangent**Concepts**

- A. Equation of a circle centered at the origin
- B. Circle definitions of the sine, cosine, tangent extend the triangle definitions.
- C. Trigonometric functions are periodic.
- D. Identities: Quotient; Pythagorean identity.
- E. Identities: Odd and even functions

Connections

- F. Shape: Similarity, Pythagoras' Theorem.
- G. Equation of circle.

Skills

1. Plot equations of the form $x^2 + y^2 = r^2$.
2. Use the circle to compute values of sine, cosine, tangent of special angles.
3. Use the circle to identify symmetry (odd and even) in trigonometric functions.
4. Derive the identity $\sin^2 x + \cos^2 x = 1$.

Connections

5. Identify angles whose sines and cosines are related.
6. Solve $x^2 + y^2 = r^2$ for the functions giving the top and bottom halves of the circle.

Block 7: Transformations of Functions and Graphs**Concepts**

- A. Transforming the expression for a function transforms the graph.
- B. Inverse functions.
- C. Composition of functions.

Skills

1. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(x) + k$. Include both positive and negative k .
2. Solve problems in which a transformation of a graph is described verbally (reflect in x - axis, shift upward, stretch, etc).
3. Read values of an inverse function from graph or table.
4. Find a formula for an inverse function by solving an equation.
5. Compose functions given by formulas, tables and graphs.
6. Evaluate the composition of a function and its inverse.

Connections

- D. Equations: Finding an expression for an inverse function.
- E. Expressions: Formula for a transformed function; composition of functions.

Connections

Block 8: Summarizing: Families of Functions

Concepts

- A. Functions occur in families in which the parameters correspond to features of the graph.

Connections

- B. Modeling.

Skills

- 1. Interpret the parameters in the formula for linear, quadratic, exponential functions.
- 2. Identify the parameters in the graph of a linear, quadratic, exponential function and draw conclusions about its formula.

Connections

- 3. Suggest a function that has the same quantitative behavior as the trend displayed by the data in a scatterplot.

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Block 9: Logarithms and the number e

Concepts

- A. The logarithmic function to base 10.
- B. The number e .
- C. Natural logarithms.
- D. Semi-log and log-log plots.

Connections

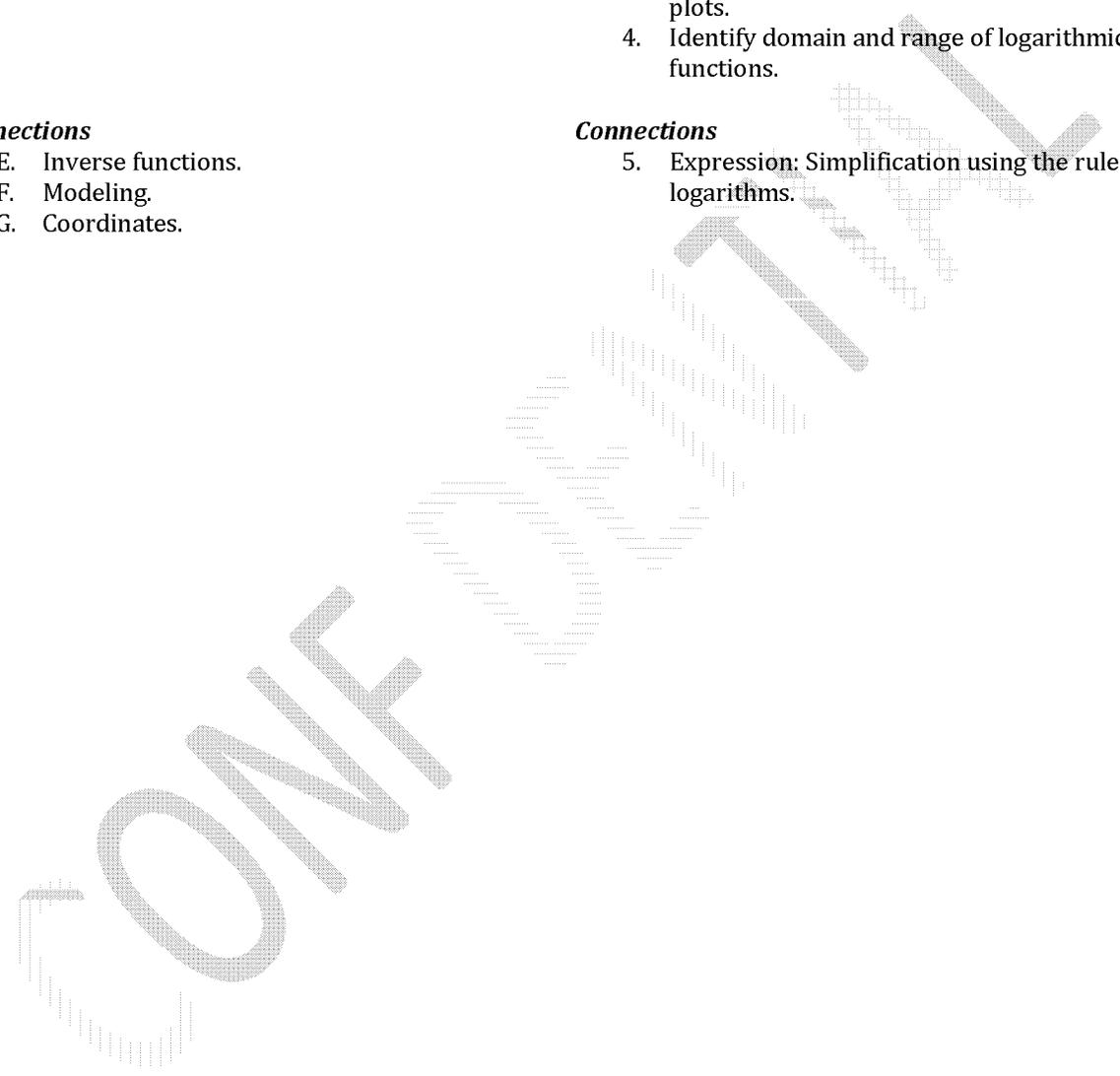
- E. Inverse functions.
- F. Modeling.
- G. Coordinates.

Skills

- 1. Solve exponential equations using logarithms to base 10 or base e .
- 2. Convert exponential functions to and from base e .
- 3. Create and interpret semi-log and log-log plots.
- 4. Identify domain and range of logarithmic functions.

Connections

- 5. **Expression:** Simplification using the rules of logarithms.



Block 10: Trigonometric Functions**Concepts**

- A. Radian measure.
- B. Transformations of the sine and cosine lead to variations in amplitude, period, and midline.
- C. Inverse sine, cosine, and tangent.

Connections

- D. Modeling.

Skills

1. Calculate arc length
2. Using radians, graph functions of the form
 $y = a \sin(bx + c) + d$
 $y = a \cos(bx + c) + d$
3. Solve trigonometric equations using an inverse trigonometric function.
4. Use trigonometric identities to simplify expressions.
5. Use trigonometric functions to model natural phenomena.

Connections

6. Expressions: Simplification using identities.

To Be Added:

- Conics (hyperbolas and ellipses) and their geometry.
- Parametric curves.
- The use of technology

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Precursors for Kindergarten Mathematics

The Common Core State Standards for Mathematics begin at kindergarten—but a child’s mathematical development begins even earlier. Therefore, as a preface to the standards, we describe here some of the important foundations in early mathematics that students are building on as soon as they enter kindergarten.¹

Counting is such a fundamental part of life that one might not realize how complex an activity it really is. When a child counts a set of seven bears, the child says the number word list 1, 2, 3, 4, 5, 6, 7, while pointing to one new bear for each number. This requires knowing the number list by heart as a list of separate words with a fixed ordering. It also requires an understanding of counting as a procedure that “tags” objects with number words in a one-to-one fashion. All of this takes time to learn. However, even students who can use the number words one through seven to enumerate a set of bears still might not understand that *there are seven bears*. When asked “How many bears are there,” such a student regards the counting performance itself as an answer, instead of answering “seven bears.” Such a student has not yet learned that the last number said while counting not only refers to the individual bear that got “tagged” last, but also describes the set of bears as a whole, indicating that the set has seven members. This is called the *cardinality principle*: the last number in the count tells “how many.”

A milestone in children’s understanding of cardinality is the ability to count out n things, or to produce sets with a specified (small) number of objects. Examples would be, “Let me hear three claps,” or “Bring me four books from that shelf.” In the latter case, the student should bring the teacher *four books*, not the *fourth book* in the student’s count.

Counting needn’t always involve collections of physical objects. Over time, students should progress to count such things as sounds, events, parts of an object (windows on a house, corners of a polygon), or abstract entities such as days of the week. Children in prekindergarten should have extensive experiences in working with numbers and using them to describe their environment.

Recognizing the number of objects at a glance, without having to count them one by one, is called *subitizing*.² Subitizing aids students in understanding the cardinality principle. It also builds toward *conceptual subitizing*, the ability to see larger numbers as made of smaller chunks (without having to count those chunks). In later grades, students will apply such strategies as they learn the base-10 system, coming

Key elements of counting, cardinality, and ordering small numbers:

- The number word list must always be used in its usual order.
- When counting objects, each object must be counted once and only once—no skipping objects, and no returning to objects that have already been counted. But any counting process that satisfies this rule is correct.
- The last word stated in counting tells “how many.”
- “Later is greater”: Numbers said later in the count refer to larger quantities.

¹ Some material is used verbatim from National Research Council. (2009). *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*. Committee on Early Childhood Mathematics, Christopher T. Cross, Taniesha A. Woods, and Heidi Schweingruber, Editors. Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

² Pronounced SOO-buh-tizing or SUH-bit-izing. *Op. cit.*, p. 5-2.

to see the number “12” not only as “twelve ones” (twelve tally marks), but as a tens-unit and two ones-units.

Early elements of counting and cardinality include being able to recite the count sequence to 39 or higher, distinguishing the counting words as separate words and producing them in a stable order (with fluency important at least up to 5); being able to recognize the number of objects in groupings of 1, 2 or 3, without having to count the objects one by one (i.e., subitizing to 3); using counting to answer “how many?” questions with small numbers of things, or up to 15 things if in a row; and producing sets with a given (small) number of objects; and being able to read written numerals 1 through 10, and write some of these numerals.

Early elements of solving simple story problems and number combination problems include being able to use matching and counting strategies to decide whether one set is more than, less than, or equal to another set in number of objects (≤ 5); being able to solve story and number combination problems with totals less than or equal to 8;³ being able to use fingers to express numbers 6 through 10 as 5 plus another number; working on learning how to decompose 3, 4, and 5 (e.g., $5 = 4 + 1$, $5 = 3 + 2$); and experiencing enough problem situations so that some sums and differences become known.

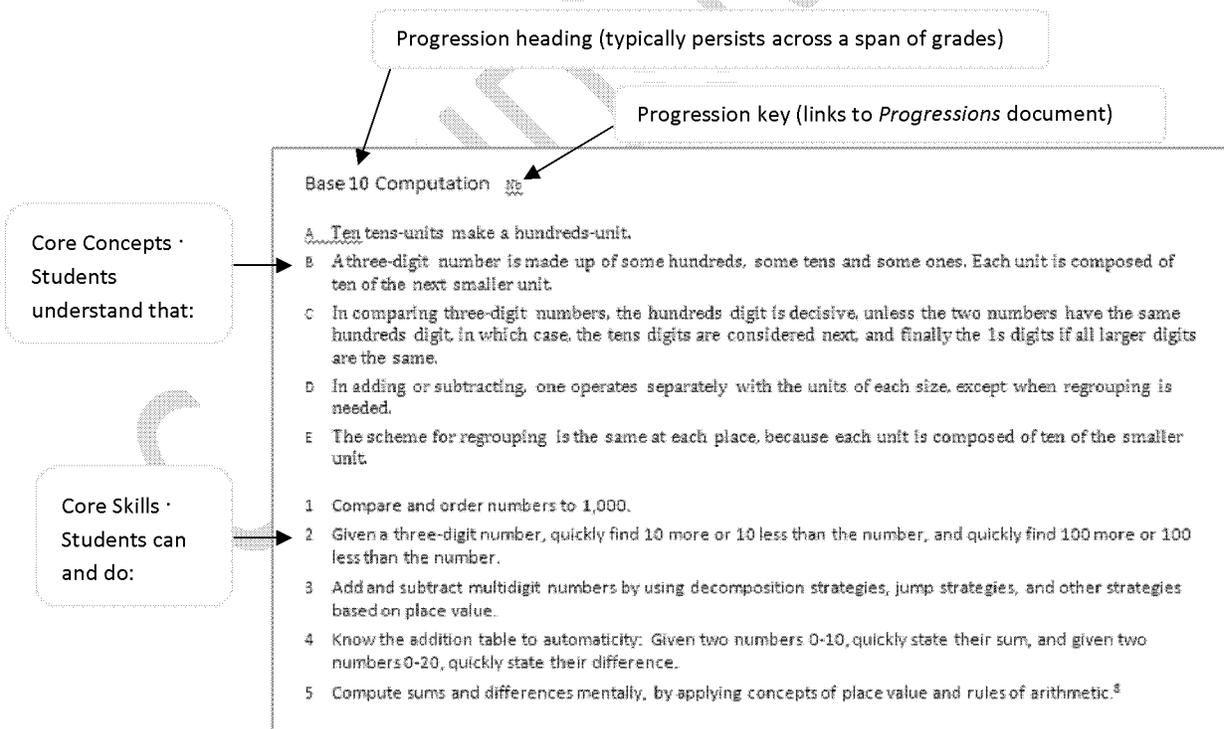
³ Young children solve situation and combination problems by modeling (using objects, using fingers, or modeling mentally); by just knowing the answer; or by seeing or counting the answer.

A Note on the Format of the Grade-Level Working Drafts

Each grade is introduced with a short narrative overview entitled “Developing Coherent Understanding.” This narrative is a capsule summary of the most important strand progressions appearing in the given grade. (The strand progressions themselves are listed at the end of this document. They will be described in greater detail in a separate *Progressions* document). The overview narrative links the present grade to the previous grades and the grades to come, giving a sense of the learning trajectory(ies) that students are on—and giving a sense of how those trajectories intersect and flow together, as for example when fractions, multiplication, and division intersect and flow together in the study of ratios in grade 6. The overview narratives need not address everything that happens in each given grade. Rather, they focus on the most important developments at each point in time.

The grade level overview is followed by a series of several headings, each one the title of a single progression having significant presence in the grade in question. Under each of these progression headings, there appear **core concepts** that students should understand, and **core skills** that students should acquire.

Example of a Progression appearing in Grade 2:



Kindergarten⁴

Developing Coherent Understanding

Kindergarteners rapidly extend their knowledge of numbers beyond what they have already learned at home or in preschool. Their sense of cardinality; their growing fluency with the number word list; their skill at 1-1 counting correspondence; and their knowledge of written number symbols will all strengthen and begin to flow together.

Children at this age model situations with objects, fingers, and math drawings, and they use cardinal counting⁵ to solve problems; the teacher can also write equations to go with the problems. For more than/less than relations, or comparisons with totals up to 10, students can act out or show the situation, and count or match to solve.

Students' work in relations and operations in kindergarten serves a double purpose. It helps children become more fluent in modeling, cardinal counting, and number partners, while also promoting fluency with the number word list. Fluency with the number word list helps students graduate to counting on strategies which they will need in Grade 1 to solve more challenging problems.

Students in kindergarten use = and \neq symbols. They are working on learning the partners for 6, 7, 8, 9, 10 (e.g., $10 = 6 + 4$, $10 = 3 + 7$, etc.); knowledge of these partners should grow naturally out of extensive experience with numerical situations. It is important to begin learning the partners for 10 in kindergarten, because students in grade 1 will be using make-a-ten methods to find sums and differences within 20.

Students will naturally add numbers in a flexible order (using the fact that $a + b = b + a$), especially in part-part-whole problem situations. Likewise, students will learn through experience that adding or subtracting zero doesn't change a number ($a + 0 = a = 0 + a$). These two principles, which kindergarteners themselves need not articulate, are the beginnings of the Rules of Arithmetic, which will become more useful, and more formalized, throughout elementary school, eventually becoming the basis for algebra.

An important milestone for kindergarteners is to be able to see teen numbers as a ten and some 'extra' ones. Thus, 18 is a ten and eight 'extra' ones. The same rule holds for the number 10 as well: it is a ten and *no* 'extra' ones. For students to view ten ones as a ten, a perceptual shift is required. Whereas the number 10 has always described ten distinct things, ★, ★, ★, ★, ★, ★, ★, ★, ★, ★, students must now be able to "package up" these ten distinct things into a single thing—a single unit—as ★★★★★★★★★★. A single one of these tens-units is worth ten ordinary ones-units. Mentally packaging ten distinct things into a single tens-unit—a process known as *unitizing*—is the first major step students will take along a multiyear progression leading to fluency with base 10 arithmetic.

⁴ Some material is used verbatim from National Research Council. (2009). *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*. Committee on Early Childhood Mathematics, Christopher T. Cross, Taniesha A. Woods, and Heidi Schweingruber, Editors. Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

⁵ *Cardinal counting* means using counting to tell how many items there are in a set (not just "tagging" each item in the set with its own number word).

Counting and Cardinality Na

- A The number word list through 100 follows patterns, but also has some irregularities.
- 1 Say the number word list from 0 to 100 by ones; skip count by tens to 100.
 - 2 Count on from a given number within the known sequence (instead of always counting from 1).
 - 3 See collections of up to 8 objects as being composed of subgroups (conceptual subitizing).
 - 4 Use cardinal counting to answer “how many?” questions with up to 10 things in various arrangements (e.g., array, circular, scattered), or up to 25 things if in a row.
 - 5 Write numerals from 0 to at least 19. Read numerals 0 to 100.

Base 10 Computation Nb

- A Ten ones make a unit of ten.
- B A teen number is a ten and some ‘extra’ ones.
- C Decade words refer to groups of tens. For example, thirty refers to a group of three tens.
- D A two-digit number is some tens and some ‘extra’ ones. For example, 29 is two tens and nine ones.
- 1 Know the partner of each number 3 to 9 (i.e., the number that makes 10 for each number 3 to 9).

Early Relations and Operations Nc

- A Counting on 1 is the same as adding 1. That is, one more than a number is the next number in the count, and one less than a number is the previous number in the count.
- 1 Use matching and cardinal counting strategies to decide whether one set is more than, less than, or equal to another set in number of objects (≤ 10).
 - 2 Compare and order numbers ≤ 20 (based on their numeral representations).
 - 3 Solve situation problems and oral and written number combination problems with totals less than or equal to 10.
 - 4 Experience enough problem situations so that some additions and subtractions become fluently known.

Quantity & Measurement Nd

- A Objects have various attributes (such as length, weight, “purpleness,” bitterness, and so on); a single object might have several attributes of interest.
- 1 Directly compare two objects to see which one has “more of” a shared attribute.
 - 2 Rank three objects by a shared attribute, and use transitivity to compare two objects indirectly.

Geometry: Progression to be determined

A [...]

1 [...]

Grade 1⁶

Developing Coherent Understanding

Grade 1 brings two major developments in students' ability to solve problems. First, students in this grade replace "counting all" strategies with more powerful "counting on" strategies. Back in kindergarten, students might solve the problem $8 + 6 = ?$ by first drawing eight circles, next drawing six more circles, and finally counting all of the circles to obtain the answer 14. But students in grade 1 must come to "trust" eight as a cardinal number and then use it as starting point for counting on. Thus the student might say, "Eiiiiight.....nine-ten-eleven.....twelve-thirteen-fourteen. The answer is fourteen." (The pauses are helping the student to keep track of how many have been counted on. This student is taking advantage of the additional prior knowledge that $6 = 3 + 3$.) When counting on, the student sees 8 as a cardinal number—an amount—but immediately shifts perspective to view 8 as a member of the number word list, a starting point for counting.

The second major development in problem solving is the wider scope of problems students are able to solve. Using more powerful solution methods such as counting on (and, for some students, making tens and other derived fact strategies), students can now solve all types of addition and subtraction problems, including relatively difficult ones such as comparison problems and join problems with change unknown.

Through their extensive experiences with numerical situations, students will naturally learn that three or more addends can be combined in any order (the "any which way" rule). This realization will play an important role in make-a-ten strategies, as when students solve $6 + 7 = 6 + (3 + 4) = 6 + (4 + 3) = (6 + 4) + 3 = 10 + 3 = 13$. This kind of reasoning process relies on the commutative and associative rules for addition. Students should be able to describe the steps in their reasoning, though they need not use technical terms. Such reasoning will be important in grade 2 and beyond when students are learning the base-10 algorithms for adding and subtracting multidigit numbers. Already in grade 1, students are laying foundations for base 10 arithmetic by seeing, counting, writing, and working with tens-units and ones-units from 1 to at least 100.

Students in grade 1 begin to *measure*—that is, they assign numbers to continuous quantities using a chosen unit. More than simply "using a ruler," measurement is a rich visual and conceptual process in which students must mentally partition an object into copies of a unit and iterate the unit to count the number of "copies" of the unit the object "contains." This imaginative process builds on students' shape composition and decomposition work in geometry.

Measurement in standard units lays a foundation for, and will continue to play a role in, important subjects in later grades, such as multiplication, division, fractions and ratios. For example, fractions are introduced in grade 3 using ideas of partitioning and unit fractions.

Grade 1 students work on their spatial reasoning, but they also take the first steps beyond a purely visual-holistic approach to shapes by beginning to classify shapes based on specific properties. This is the beginning of a trajectory that will continue up through later grades, when students will become able to reason deductively about shapes based on their properties.

⁶ Some material is used verbatim from National Research Council. (2009). *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*. Committee on Early Childhood Mathematics, Christopher T. Cross, Taniesha A. Woods, and Heidi Schweingruber, Editors. Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Early Relations and Operations Nc

- A Counting on is just an abbreviation of counting all, in which the initial counts are omitted.
 - B Addition and subtraction are related; subtraction can be thought of as finding a missing addend.
- 1 Use counting on strategies or derived fact strategies to solve situation problems and oral and written number combination problems with totals less than or equal to 20.
 - 2 Experience enough problem situations so that many or all sums and differences within 20 become fluently known.

Base 10 Computation Nb

- A Any teen number is larger than any single digit number.
 - B Teen numbers are ordered according to their ones digits.
 - C In comparing two-digit numbers, the number with more 10s is larger; if the number of 10s is the same in each, the number of 1s decides.
- 1 Count to 120 or beyond using mixed units: units of ten plus leftover units of ones.
 - 2 Compare and order numbers to 120 (based on their numerical representations).
 - 3 Use make-a-ten strategies to solve number combinations such as $7 + ? = 16$ and $17 - 9 = ?$.
 - 4 Find 10 more or 10 less than a number.
 - 5 Add one-digit numbers to two-digit numbers; add multiples of 10 to two-digit numbers; add two-digit numbers with no regrouping required.
 - 6 Fluently write numerals to 19; write numerals to 120.

Quantity & Measurement Ne

- A Lengths are measured by comparing them to other lengths, e.g. the standard lengths 1 inch, 1 foot, 1 centimeter, 1 meter. The length of an object can be measured (expressed numerically) by the number of length units that span it with no gaps or overlaps.
 - B Lengths are additive; If an object or figure is decomposed into several pieces, then the length of the whole can be found by adding the lengths of the pieces.
- 1 Measure whole-unit lengths in units of inches, feet, and centimeters; determine total length by adding lengths of two parts.

Geometry: Progression to be determined

- A [...]
- 1 [...]

Grade 2

Developing Coherent Understanding

In second grade, students begin serious study of the base-ten system of place value. They extend their number sense to larger numbers, extend automaticity with addition and subtraction facts to 20, and explore and invent algorithms for adding and subtracting two-digit numbers. These algorithms are built on the twin foundations of place value and the rules of arithmetic.

Meanwhile, students solidify their understanding of the operations of addition and subtraction by continuing to apply these operations in diverse problem solving situations. These include all the usual joining, separating, and comparing situations, as well as situations involving addition and subtraction of lengths and nonroutine problems. The numbers in problems should sometimes have significance in base 10; for example, students might have to find 100 less than a number to solve a problem, or join two groups of 30 things.

In this grade, the numbers in story problems become larger, and a more explicit understanding of the inverse nature of addition and subtraction comes into play as a solution strategy. Students at this grade can represent situations as written equations with unknowns, reflecting on the equations to solve the problems.

Students' work in measurement in this grade takes them closer to multiplicative reasoning and unit fractions, by introducing units composed of smaller units. [[Need to discuss the (continuous) number line at this grade. Not sure what to say about it here, but it shouldn't just pop up suddenly in grade 3 when we use it to talk about fractions. N.B., the number line should not be introduced before Grade 2 (Early Math Panel, p. 5-22).]]

In geometry, students continue progressing toward a more logical, verbal perspective based on the properties of shapes. Meanwhile, the work they are doing in measurement will support their study of perimeter in grade 3.

Understanding & Applying Operations^{Ne}

- A Addition and subtraction apply to situations of joining, separating, comparing parts to wholes, and comparing magnitudes to one another. These situations can be represented by addition and subtraction sentences such as $a+b = c$, $b = c - a$, and so on.
- B When any two of the numbers in an addition or subtraction number sentence are known, the unknown number can be found, whether by using fact recall, or, in situations with larger numbers, by using the inverse relationship between addition and subtraction.
 - 1 Produce full sets of number combinations, as in the set $5 + 3 = 8$, $3 + 5 = 8$, $8 = 5 + 3$, $8 = 3 + 5$, $8 - 5 = 3$, $8 - 3 = 5$, $3 = 8 - 5$, $5 = 8 - 3$.
 - 2 Solve a variety of routine and nonroutine addition/subtraction story problems with numbers up to two digits.⁷

Base 10 Computation ^{Nb}

⁷ Includes problems involving total length, length increase, and length differences.

- A Ten tens-units make a hundreds-unit.
 - B A three-digit number is made up of some hundreds, some tens and some ones. Each unit is composed of ten of the next smaller unit.
 - C In comparing three-digit numbers, the hundreds digit is decisive, unless the two numbers have the same hundreds digit, in which case, the tens digits are considered next, and finally the 1s digits if all larger digits are the same.
 - D In adding or subtracting, one operates separately with the units of each size, except when regrouping is needed.
 - E The scheme for regrouping is the same at each place, because each unit is composed of ten of the smaller unit.
- 1 Compare and order numbers to 1,000.
 - 2 Given a three-digit number, quickly find 10 more or 10 less than the number, and quickly find 100 more or 100 less than the number.
 - 3 Add and subtract multidigit numbers by using decomposition strategies, jump strategies, and other strategies based on place value.
 - 4 Know the addition table to automaticity: Given two numbers 0-10, quickly state their sum, and given two numbers 0-20, quickly state their difference.
 - 5 Compute sums and differences mentally, by applying concepts of place value and rules of arithmetic.⁸

Quantity & Measurement Nd

- A When measuring a length, if a smaller unit is chosen, more units must be iterated to measure the length in those units.
 - B A small number of long units might form a greater total length than a large number of small units.
 - C A number line is a straight line that has been marked off with multiples of a length unit. Numbers on the number line indicate distance from the zero point.
 - D On a number line, the sum $P + q$ lies q units to the right of P . The difference $P - q$ lies q units to the left of P .
- 1 Measure whole-unit lengths in units of inches and centimeters.⁹
 - 2 Measure lengths in units composed of 10 or 12 of a smaller unit.
 - 3 Represent sums on the number line; determine lengths of intervals on the number line.

Geometry: Progression to be determined

- A [...]
- 1 [...]

⁸ Includes sums of four one-digit summands, making tens where helpful. Students should be able to add two-digit numbers mentally.

⁹ Includes measuring lengths of line segments, lengths of straight, skinny objects, and straight-line linear measurements on shapes, such as the heights, widths and diagonals of rectangles and rectangular objects, widths (diameters) of circles, etc.

Grade 3

Developing Coherent Understanding

Grade 3 opens up two very important chapters in a student’s study of mathematics. One new chapter is multiplication and division. Students must be given time to learn the meanings of these operations to solve a variety of problems. They learn how multiplication and division problem situations share the basic multiplication structure $a \times b = p$. This structure can be understood as ‘ a groups of b things equals p things.’ The groups must have the same number of things in them to be a multiplication. Common ways to get equal sized groups are sharing and distribution. When any one of the numbers (a, b, p) is missing, it can be found from the two given numbers using multiplication or division.

Students simultaneously begin working on multiplication fact recall, which for most students will solidify over the next several years to come. Grade 3 multiplication and division is the starting point for a long trajectory, one that leads to proportional reasoning and linear equations in middle school.

Students’ insights into place value developed adding and subtracting extend to multiplication and division. They see how the product of a 1 digit number and 2 or 3 digit number is the sum of the products of the 1 digit number and each base ten component. This is a use of the distributive property. They see how division by a one digit divisor can be done by breaking the dividend apart by place value and using the distributive property to find the quotient in pieces by place value.

Fractions are the other major chapter that opens in grade 3. Students in grade 3 must enlarge their concept of quantities to include fractional quantities. This is one of the most important transitions in school mathematics. To make sense of fractions, students will need time and repeated experiences discussing and reasoning about fractions as they use fractions to describe and solve problems about quantities, and as they represent fractions with such things as fraction strips (made of paper or drawn) and number lines. Measurement contexts are helpful in making fractions concrete and fractions are essential for understanding measurement quantities.

Fractions are introduced using *unit fractions*, fractions with numerator equal to 1. Unit fractions are formed by dividing a whole into equal parts. An important case is when the “whole” in question is the part of the number line lying between 0 and 1.

Dividing a whole into equal parts points to a deep connection between fractions and division. This connection emerges in full only by grade 6, when students understand the fraction a/b as the quotient $a \div b$.

Meanwhile, students in grade 3 also grow toward mastery of addition and subtraction. They apply addition and subtraction to solve a variety of routine and nonroutine problems, and they gain fluency in computation of multidigit sums and differences. They add and subtract mentally in special cases, such as $2,500 + 6,000$, and they add or subtract smoothly using pencil and paper when numbers are large. Students can use place value to explain what they do when adding and subtracting in expanded form. The steps in the standard algorithm, such as “borrowing past zero,” make sense to them given their understanding of place value, which has been developing steadily since first grade.

Understanding & Applying Operations^{Ne}

- A $a \times b = p$ means the total number of things, p , in a groups of b things each. When any two of these numbers are known, the unknown number can be found by multiplication or division.
 - B $p \div a = b$ means the number of things, b , in each group when p things are divided equally into a groups.
 - C $p \div b = a$ also means the number of groups, a , that result when p things are divided into equal groups of b things each.
 - D The total number of things in a groups of b things each is the same as the total number of things in b groups of a things each, that is, $a \times b = b \times a$
 - E Dividing by a smaller number gives a larger quotient.
 - F Multiplying by b then dividing by b leaves a number unchanged. Likewise, dividing by b and multiplying by b leaves a number unchanged.
- 1 Solve a variety of routine and nonroutine problems requiring addition/subtraction.¹⁰
 - 2 Solve story problems about things that are organized into equal groups in an apparent way.
 - 3 Solve multistep story problems requiring both addition/subtraction and multiplication/division.

Base 10 Computation^{Nb}

- A Digits in each place are worth ten times as much as digits in the place to the right; comparison of numbers is decided by the leftmost digit, with subsequent digits breaking ties.
 - B The product of a one-digit number times a multidigit number is the sum of the products of the one-digit number times each base 10 component. This is an instance of the Distributive Rule.
 - C Multidigit numbers can be expanded into sums of units, tens, hundreds, and so on. The expanded forms can be used to add, subtract, multiply and divide mentally and with paper and pencil.
 - D The standard algorithms for addition and subtraction use a vertical format to align digits with the same units. Trading operations are used to group and regroup.
- 1 Demonstrate number sense of place value for numbers to 100,000.
 - 2 Add and subtract three-digit numbers in vertical format using the standard right-to-left algorithms.
 - 3 Quickly recall multiplication facts for which one factor is 0, 1, 2, 5 or 10 and the related division facts.
 - 4 Multiply two and three digit numbers by single digit numbers.
 - 5 Divide two and three digit numbers by single digit numbers, without remainder.

Fractions^{Nf}

- A To show $1/n$ of something, divide the thing into n equal parts.
- B All fractions are built from putting unit fractions together. In general, a/b of something is the amount formed by a parts, each of which is $1/b$ of the thing.¹¹
- C $n/n = 1$ for any nonzero whole number n .
- D Fractions are numbers with magnitudes and can be placed on a number line. To show $1/b$ as a number, divide the part of the number line lying between 0 and 1 into b equal parts. The number $1/b$ lies at the right endpoint of the first subinterval. The number a/b lies at the right endpoint of a copies of this subinterval laid end to end.¹²

¹⁰ This includes addition and subtraction situations involving lengths and time intervals.

¹¹ This includes so-called “improper” fractions. For example, $17/5$ is 17 parts, each of which is $1/5$ of a thing.

¹² This includes so-called “improper” fractions. For example, $17/5$ lies at the right endpoint of 17 copies of the subinterval $1/5$ laid end to end.

- E Fractions can be compared as to their magnitude. A fraction q is greater than a fraction r when q represents a greater portion of the same whole, or when q lies to the right of r on a number line.
 - F For unit fractions, the greater the denominator, the smaller the fraction.
- 1 Use fractions to describe quantities (“After the party there were $1\frac{1}{3}$ pizzas left over”), parts of wholes, and parts of a collection.
 - 2 Place fractions in correct position on a number line.
 - 3 Compare and order fractions with equal numerators or equal denominators.
 - 4 Use $\frac{1}{2}$ and 1 as benchmark numbers to compare and order fractions (such as $\frac{3}{8}$ and $\frac{7}{10}$) that have unequal numerators and denominators.
 - 5 Solve story problems that involve ordering and comparing fractional quantities.

Quantity & Measurement Nd

- A Durations of time are measured by comparing them to other durations of time, such as the earth’s rotation period or the duration of time required for an hourglass to empty.
 - B Durations of time can be represented as lengths, with longer durations pictured as segments of greater length.
- 1 Measure lengths using rulers marked with halves, fourths, and eighths of inches.
 - 2 Measure distance around an object’s boundary to half-unit accuracy.
 - 3 Compute perimeters of polygons by adding given side lengths.
 - 4 Compute elapsed time to the nearest minute.
 - 5 Collect data using a systematic format, and construct frequency tables and line plots to summarize and display the data.

Geometry: Progression to be determined

- A [...]
- 1 [...]

Grade 4

Developing Coherent Understanding

Fourth grade students learn that the fraction representation of a number is not unique. For example, the symbols 2, $\frac{10}{5}$, and $\frac{8}{4}$ all refer to the same value or point on a number line. This complication was not present for whole numbers, which have unique representations in base 10. Given a fraction, various fractions equivalent to it can be generated by multiplying or dividing numerator and denominator by the same nonzero whole number.

Students first learn to add and subtract fractions with the same denominator, starting with the case where the sum is less than 1. They understand and can explain (using fraction strips or number lines) that when they add or subtract fractions with the same denominator, they are working with like parts, and the sum or difference is the fraction that tells how many of those parts are in the result. For example, 3 fifths plus 1 fifth is 3+1 fifths and 5 sevenths minus 2 sevenths is 5 – 2 sevenths. In fact, the same reasoning underlies addition and subtraction in the decimal system, where ones are added to ones, tens are added to tens, tenths are added to tenths, and so on. In both cases, students add or subtract like units.

To add and subtract fractions with unlike denominators, students first find equivalent fractions with the same denominator. They see that when fractions have different denominators, such as $\frac{2}{3}$ and $\frac{3}{4}$, they are not expressed in terms of like parts ($\frac{2}{3}$ is in terms of thirds and $\frac{3}{4}$ is in terms of fourths, but thirds and fourths are not the same size). By reasoning about fraction strips or number lines, students understand that when they give fractions common denominators, they express both fractions in terms of like parts, i.e., in terms of the same unit fractions. Students then understand that once they have changed the fractions to equivalent ones that have the same denominator, they have reduced the problem of determining the sum or difference to the previous case.

Decimals are introduced in grade 4 as a representation of fractions with standard denominators 10, 100, 1000. Decimals extend and complete the base 10 system of place value; each base 10 unit is ten times larger than its neighbor to the right, and each base 10 unit is $\frac{1}{10}$ as large as its neighbor to the left. Computation with decimals is delayed until grade 5 to allow time for students to build conceptual connections between fractions and decimals.

Students in grade 4 are also building whole number fluency with multiplication and division facts and computation. Together with a good understanding of fractions, fluency with multiplication and division gives students a secure footing for later grades, when students will learn the sophisticated uses of multiplication and division that we call proportional reasoning.

In geometry, students learn the concept of area. As with any other quantity, areas are measured by comparing them to other areas—in this case, the areas of unit squares. Thus, the area of a figure is measured by the number of unit squares needed to cover it with no gaps or overlaps. Students use this concept to compute areas for rectangles, and for shapes decomposable into rectangles. Students are also building their geometric vocabulary by studying lines, line segments, and angles. Naming these elements enables students to analyze shapes more systematically in terms of their constituent parts.

Understanding & Applying Operations_{Ne}

- A Quantities in context can be added and subtracted only when they refer to the same underlying unit. For example, $\frac{1}{2}$ of a box of cookies and $\frac{1}{2}$ of a cookie do not add up to 1 cookie.
- 1 Solve multiplicative comparison problems with whole numbers (problems involving the notion of “times as much”).
 - 2 Solve multistep and nonroutinestory problems requiring both addition/subtraction and multiplication/division of whole numbers.
 - 3 Solve story problems that involve adding and subtracting fractional quantities.
 - 4 Solve story problems that involve comparing and ordering decimal quantities.

Base 10 Computation _{Nb}

- A A decimal number stands for a sum of fractions whose denominators are powers of 10. For example, 0.349 stands for $\frac{3}{10} + \frac{4}{100} + \frac{9}{1000}$.
- B Decimal digits in each place are worth ten times as much as digits in the place to the right; comparison of decimal numbers is decided by the leftmost digit, with subsequent digits breaking ties.
- 1 Demonstrate number sense of place value for numbers from 0.001 to 1,000,000.
 - 2 Fluently add and subtract multidigit numbers in vertical format using the standard right-to-left algorithms.
 - 3 Quickly recall multiplication facts to 10×10 and the related division facts.
 - 4 Fluently multiply two, three and four digit numbers by single digit whole numbers; fluently multiply two-digit numbers by two-digit whole numbers.
 - 5 Divide two and three digit numbers by single digit numbers with remainder; divide four-digit numbers by a multiple of 10 with remainder.¹³

Fractions _{Nf}

- A Two fractions are equal (or “equivalent”) when they occupy the same point on a number line—or, what is the same, when they represent the same portion of a whole.
- B Multiplying or dividing the numerator and denominator of a given fraction by the same nonzero whole number yields a fraction that is equivalent to the given one: $(n \times a)/(n \times b) = a/b$ and $(a \div n)/(b \div n) = a/b$.
- C A mixed number stands for the sum of its whole number portion and its fractional portion.
- 1 Rename fractions to equivalent forms and identify equivalent fractions.¹⁴
 - 2 Compare and order fractions; place fractions on a number line.
 - 3 Add and subtract fractions with like or unlike denominators.¹⁵
 - 4 Use decimals to describe quantities (“The bike path is 1.75 miles long”), parts of wholes, and parts of a collection.
 - 5 Compare and order decimals; place decimals on a number line.
 - 6 know the decimal equivalents for halves and fourths.

¹³ Students should be able to express the result of division as a number sentence; for example, $720 \div 7 = 102 \text{ r } 6$ can also be stated as $720 = 7 \times 102 + 6$.

¹⁴ This includes the following types of equivalence: $\frac{2}{3} = \frac{4}{6}$, $3 \frac{1}{2} = \frac{7}{2}$, $\frac{21}{6} = 3 \frac{1}{2}$.

¹⁵ Addition and subtraction of mixed numbers is optional at this grade.

Quantity & Measurement Nd

- A The area of a closed plane figure is a measure of how much space it encloses.¹⁶
 - B A square with side length 1 unit is said to enclose “one square unit” of area. The area of a closed plane figure can be measured (expressed numerically) by the number of square units that fit inside it with no gaps or overlaps.
 - C Tiling a rectangle with unit squares shows that a rectangle a units long by b units wide encloses an area of $a \times b$ square units.
 - D Area is additive: If a figure is decomposed into several pieces, then the area of the whole figure can be found by adding the areas of the pieces (expressed in common units).
 - E An angle is measured by the number of one-degree angles that fit inside it with no gaps or overlaps.
- 1 Measure and compute whole-square-unit areas of real-world and geometric figures decomposable into rectangles.
 - 2 Measure angles in whole-number degrees using a protractor; sketch angles of specified measure.

Geometry: Progression to be determined

- A [...]
- 1 [...]

¹⁶ Intuitively, the area is a measure of how long it would take to “color in” the figure evenly with a crayon; by contrast, intuitively perimeter is a measure of how long it would take to trace around the figure.

Grade 5

Developing Coherent Understanding

Previously, students have understood fractions as repeated sums of unit fractions. In Grade 5, students learn that fractions can also be interpreted as the *product* of a whole number and a unit fraction: $a/b = a \times 1/b$. More generally, students in grade 5 learn that the fraction a/b indicates a division: $a/b = a \div b$. In short, fractions are quotients. This realization represents a major milestone in this grade. Understanding fractions as quotients is a crucial element of both proportional reasoning in grade 6 and the algebraic manipulation of fractions in later grades.

Students learn to add and subtract decimals, using exactly the same base 10 reasoning they used for multidigit whole numbers. By working with decimals, fractions and whole numbers in problem solving situations, students begin to learn that it is the relationships between quantities that matter in solving a problem, not how the quantities are represented numerically. This is a step of maturity along the path to algebra, where the relationships between quantities are in the foreground (as equations), and form of the numbers is entirely obscured (by the use of variables).

Even as students are gaining experience with fractions and decimals, they are nearing the end of their primary trajectory in whole number computation by using the standard division algorithm. As with the other base 10 algorithms students learn to use, this one rests on place value and the rules of arithmetic (notably the distributive rule). A complication special to the division algorithm is the need to estimate along the way.

Volume is a milestone in the progression of geometric measurement that began in early grades with length measurement. As with other quantities encountered along the measurement progression, volumes are measured by comparing them to like quantities—in this case, the volumes of unit cubes. Thus, the volume of a solid is measured by the number of unit cubes needed to fill it with no gaps or overlaps. Students use this concept to compute volumes for rectangular prisms.

Coordinates and the coordinate plane are first introduced in this grade. Later, the coordinate plane will become a shared setting for algebra and geometry. The coordinate plane will also support students' study of functions and statistics by illustrating the way in which two related quantities vary together.

Understanding & Applying Operations^{NE}

- A Quantities in a problem might be described with whole numbers, fractions or decimals; the operations used to solve the problem depend on the relationships between the quantities, not the form of the number.
- 1 Solve single step, multistep, and nonroutine story problems requiring addition/subtraction of whole numbers, fractions (including mixed numbers), and decimals.¹⁷
 - 2 Solve multistep and nonroutinestory problems requiring both addition/subtraction and multiplication/division of whole numbers.

¹⁷ Problems should not mix fractions with decimals except in simple cases, such as $2.5 - 1/4$, $3/10 + 0.4$, etc.

- 3 Estimate answers to computations and compute mentally to assess reasonableness of results.

Base 10 Computation Nb

- A The standard algorithm for division is based on breaking the dividend apart by place value and using the Distributive Rule to find the quotient in pieces by place value.
- B In adding or subtracting decimal numbers, one operates separately with the units of each size, except when regrouping is needed; the scheme for regrouping is the same at each place, because each unit is composed of ten of the smaller unit.
- 1 Fluently multiply multidigit numbers using the standard algorithm.
 - 2 Divide two and three digit numbers by two digit numbers, with remainder, using the standard algorithm.
 - 3 Demonstrate number sense of place value for numbers from millionths to millions.
 - 4 Quickly find 0.1 more than a number and 0.1 less than a number, 0.01 more than a number and less than a number, and 0.001 more than a number and less than a number.
 - 5 Add and subtract decimals using standard algorithms and understanding of place value.

Fractions NF

- A Fractions are quotients: $a \div b = a \times \frac{1}{b} = \frac{a}{b}$.
- 1 Add and subtract mixed numbers.
 - 2 Solve story problems that involve multiplying fractional quantities by whole numbers and multiplying whole number quantities by fractions.¹⁸
 - 3 Solve division/sharing story problems that have fractional answers.

Geometric Measurement Gc

- A The volume of a solid figure is a measure of how much space it contains. A cube with side length 1 unit is said to contain “one cubic unit” of volume. The volume of a solid figure can be measured (expressed numerically) by the number of cubic units that fit inside it with no gaps or overlaps.
- B Packing a rectangular prism with unit cubes shows that a rectangular prism l units long by w units wide by h units tall contains a volume $V = l \times w \times h$ cubic units.¹⁹ The base of the prism has area $A = l \times w$ square units, so the volume of the prism can also be expressed as $V = A \times h$ cubic units.
- C Volume is additive: If a solid figure is decomposed into several pieces, then the volume of the whole figure can be found by adding the volumes of the pieces (expressed in common units).
- 1 Measure and compute whole-square-unit volumes for rectangular prisms and for real world objects well described by rectangular prisms.

Coordinate Geometry Gd

¹⁸ The unit fraction $\frac{1}{b}$ might represent some quantity of interest, with the whole number a acting to ‘scale up’ the quantity. (“The cargo train carried 7 trucks, each truck weighing $\frac{1}{4}$ of a ton. How many tons of trucks did the cargo train haul altogether?”) Alternatively, the whole number a might represent some quantity of interest, with the unit fraction $\frac{1}{b}$ acting to ‘scale down’ the quantity. (“There are 12 walls in Vivian’s apartment. She painted $\frac{1}{3}$ of them. How many walls did Vivian paint?”)

¹⁹ The dimensions of the prism should be whole numbers in the chosen unit. The same unit should be used for all three dimensions.

- A A pair of perpendicular number lines (or “axes”) defines a coordinate system. A given point in the plane has a separate position along each of the two axes; the two positions of the point are called its coordinates.
- 1 Graph points in the coordinate plane, and read off the coordinates of graphed points.²⁰
 - 2 Determine the lengths of horizontal and vertical segments in the plane, given the coordinates of their endpoints.

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²⁰ Exercises should include graphing sets of points that fall along lines and curves, and constructing scatterplots for bivariate data. The units of measure should not always be the same for both coordinate axes. Coordinates may be whole numbers, fractions or decimals.

Grade 6

Developing Coherent Understanding

Ratios, rates, and proportional relationships are centrally important both within and outside of mathematics—throughout middle school, high school, and beyond. Students in grade 6 are beginning the serious study of these subjects. In doing so, students build on, formalize, and tie together their previous work with multiplication, division, fractions, and measurement.

In previous grades, students used subtraction to compare like quantities, noting for example that a \$50 wristwatch costs \$45 more than a \$5 wristwatch. Such comparisons (based on subtraction) are called *absolute* comparisons. In grade 6, students begin using division to make *relative* comparisons. Watches priced at \$50 and \$5 can be compared in relative terms by saying that the first costs 10 times as much as the second.

A ratio is a quotient that serves to compare two quantities. The dimensionless ratio 10 in the wristwatch example tells how many times larger one cost is compared to another.

Ratios are also useful for part-part and part-whole comparisons. In a television news program, commercials might amount to 6 minutes out of a 30 minute time slot, leaving only 24 minutes for news. The ratio of commercial time to news time could be expressed as 6:24, $\frac{6}{24}$, $\frac{1}{4}$, or 0.25. The ratio of commercial time to the total could be expressed as 6:30, $\frac{6}{30}$, $\frac{1}{5}$, 0.2, $\frac{20}{100}$, or 20%. Students in grade 6 learn to form such ratios, convert them from one form to another, and use them as a tool to solve problems.

The most important application of ratios is the analysis of proportional relationships. These are relationships in which two quantities vary together in such a way that their ratio varies not at all. A prototypical example is an object moving at a constant speed. The distance covered grows with elapsed time, but in such a way that the ratio (distance covered)/(elapsed time) remains fixed. The characteristic fixed ratio in a proportional relationship is called the *unit rate*, and it is the basic entrée into understanding the relationship. The quantities being compared in unit rates are often unlike, as in (distance)/(time), (population)/(square mile), (Calories)/(gram), or (cost)/(dozen)—as well as time rates of consumption, depletion, production, increase, decrease, and growth of a quantity. The study of proportional relationships launches students on a trajectory that takes them onward to functions, modeling, and mature quantitative reasoning.

Probability is another important application of ratios in grade 6. Students begin serious work with probability in this grade by learning to compute theoretical probabilities, and by comparing theoretical probabilities to frequencies obtained from probability experiments.

Rational Numbers²¹_{Nh}

A Multiplication and division of fractions follows $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{(a \times c)}{(b \times d)}$ and $(\frac{a}{b}) \div (\frac{c}{d}) = (\frac{a}{b}) \times (\frac{d}{c}) = \frac{(a \times d)}{(b \times c)}$.

²¹ All numbers are nonnegative at this grade.

- B Multiplying a quantity by the fraction a/b can be interpreted as a stretching operation (by a factor of a) combined with a shrinking operation (by a factor of b).
 - C The division algorithm can be used to express fractions in decimal form.
- 1 Multiply and divide decimals using standard algorithms and understanding of place value.
 - 2 Convert fractions to decimals and vice versa.
 - 3 Compare and order rational numbers presented in various forms, and place them on a number line.
 - 4 Solve real-world and mathematical problems requiring arithmetic with rational numbers presented in various forms, converting as appropriate and estimating to check reasonableness of answers.

Ratios, Rates & Proportional Relationships_{Ng}

- A The ratio of a to b compares a to b in relative terms using division. The ratio of a to b may be expressed in several ways: as a quotient, $a \div b$; as a fraction, a/b ; in classical form, as $a:b$; or in decimal form, as the result of the indicated division.
 - B Two quantities of the same kind, a and b , can be compared in relative terms by saying that “ a is r times as much as b .” In this case, the ratio $r = a \div b = a/b$ tells how many times as much.²² This ratio may be less than, equal to, or greater than 1.
 - C $P\%$ of a quantity means $P/100$ times as much as the quantity; the percentage $P\%$ refers to P parts out of 100, or the ratio $P:100$.
 - D Two quantities x and y that vary together in such a way that their ratio varies not at all are said to be directly proportional to one another, or to be in a proportional relationship.
 - E A proportional relationship is characterized by its *unit rate* (the constant ratio of one quantity to another).
- 1 Compare quantities by forming ratios; solve problems involving finding one quantity given the other and the ratio.
 - 2 Find a percentage of a quantity; solve problems involving finding the whole given a part and the percentage.
 - 3 Decide whether two quantities that vary together obey a proportional relationship, and analyze proportional relationships using the unit rates that characterize them.²³

Geometric Measurement_{Gc}

- A Area and volume formulas for rectangles and rectangular prisms remain valid when the dimensions of the figures are fractions.
 - B The area of a figure doesn't change when the figure is translated, rotated, or reflected.
 - C [Area of a right triangle and other triangles in terms of base and height.]
- 1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons (by decomposition into triangles and other shapes).
 - 2 Find surface area of 3-D figures with flat faces.
 - 3 Solve problems involving area, volume, and surface area of real-world objects.

Angles, Lines & Planes_{Gb}

- A *Concepts to come*

²² $a = (a \div b) \times b$ and $a = (a/b) \times b$.

²³ Students should be able to analyze proportional relationships by using tables, by graphing pairs in the coordinate plane, and by computing ratios of pairs. Problem situations might include unit pricing, miles per gallon, Calories per gram, conversion of measurement units, densities such as inhabitants per square mile and kilograms per cubic meter, and rates of consumption, depletion, production, increase/decrease, and growth.

- 1 Verify facts, experimentally, about the angle sum of triangles, exterior angles, and alternate interior angles of parallel lines. Determine the angle sum of interior angles of convex polygons, and the angle sum of exterior angles of convex polygons.
- 2 Determine, experimentally, parallel lines in space, lines perpendicular to a plane, lines parallel to a plane, the plane passing through three given points, and the plane perpendicular to a given line at a given point.

Probability Da

- A Events occupy a continuum from impossible to certain, with less likely, equally likely, and more likely lying in between.
 - B Probability is a quantitative measure of how likely something is to happen; it is a measure of certainty or uncertainty. The probability of an event can be represented by a number between 0 and 1, with 0 representing impossible and 1 representing certain.
 - C The set of all possible outcomes for an experiment is called the sample space.
 - D A specified event indicates some portion of the sample space, namely those outcomes in which the event occurs.
 - E When all outcomes of an experiment are equally likely, the theoretical probability of an event is the ratio of the number of outcomes in which the event occurs to the total number of outcomes.
- 1 Determine sample spaces using such methods as organized lists, tree diagrams, and area models.
 - 2 Determine and interpret theoretical probabilities for simple events, using fractions, decimals and percents to describe probabilities.
 - 3 Use proportionality and a basic understanding of probability to make and test conjectures about the results of experiments and simulations.

Grade 7

Developing Coherent Understanding

In Grade 7 students start to make an important transition to algebra. Although they have used variables in earlier work, they now start making systematic use of them in two important situations: representing a specific quantity to found in a problem, and representing a general relationship between two quantities that vary together. For example, given a problem asking them to compare two cell phone plans, students learn that choosing a variable to represent the number of minutes they use each month leads to a systematic method for setting up an equation to find the break even point.

Proportional relationships provide an important context for students to start expressing general relationships using symbols. In Grade 6 they have explored proportional relationships with graphs and tables, and by computing particular ratios of the proportionally related quantities. For example, in understanding the proportional relationship between time and distance traveled, they have used a speed of 65 mph to compute the distance traveled in 1, 2, and 3 hours, and they have used the fact that a 99 mile journey takes 1.5 hours to compute an average velocity of 66 mph. Now they learn to use variables to express proportional relationships. For example, if a car gets 25 mpg, they write $d = 25g$ to express the relationship between the distance d , in miles, that a car can travel and the number g of gallons in its tank. They can also write this relationship as $g = 0.04d$, and reason that this means that to travel an extra 60 miles they will need an extra $0.04 \cdot 60 = 2.4$ gallons. They learn to make general statements about the relationship between proportional quantities using the algebraic form of the relationship, noting for example that the constant of proportionality between d and g is the reciprocal of the constant of proportionality between g and d . They graph the relationships and relate the slope of the graph to the unit rate, and understand how changes in the constant of proportionality affect the shape of the graph. This provides an important connection to later work in which students develop an increasingly sophisticated understanding of families of functions and the role of parameters.

Students also use symbols to express more complex relationships, such as the proportionality between the area of a circle and the square of its radius. They learn to see that the formula $V = \frac{1}{3} \pi r^2 h$ can be interpreted as saying that for a fixed height the volume of a circular cone is proportional to the square of the radius of its base, and also that the volume is directly proportional to the volume of a circular cylinder with the same height and radius. The constant of proportionality, $\frac{1}{3}$, is universal in the sense that any type of cone bears the same relationship to the corresponding cylinder. Thus the expression $\frac{1}{3} \pi r^2 h$ has multiple interpretations and its structure can be explored at multiple levels. The work with data and statistics in Grade 7 provides further opportunities for students to move back and forth between concrete interpretations of symbolic expressions and abstract manipulation of them, as they learn to work with and reason about formulas for the average, for example, where this an opportunity to provide both algebraic and common sense explanations of the fact that adding a constant to every data value adds the same constant to the average.

As the use of variables to expression general relationships blossoms, so does the domain of the variables expand into the entire domain of rational numbers, including negative numbers.

Ratios, Rates and Proportional Relationships Ng

- A A proportional relationship between two co-varying quantities is one in which there is a positive number k (the unit rate or constant of proportionality) such that one quantity is always k times the other.
- B The distributive rule implies that adding an increment to one quantity increases a proportionally related quantity by the constant of proportionality times the increment.
- C The units of the constant of proportionality are derived units, the ratio of the units of the two proportional quantities, and often represent a rate or density.
- 1 Model situations in which one quantity is proportional to another using an equation, e.g. $y = kx$ where k is a constant.
 - 2 Rearrange formulas expressing proportionality or inverse proportionality to express each quantity in terms of the other, and to express the constant of proportionality in terms of the quantities, e.g. write $y = kx$ as $x = (1/k)y$, or $x = y/k$, or $y/x = k$.
 - 3 Relate a graph, table, and verbal representation of a proportional relationship to an equation for the relationship, and use units to interpret the rate or coefficient.
 - 4 Interpret an expression that represents a quantity in a context, both by interpreting the structure of the expression and by graphing the function that the expression defines and interpreting the graph.

Equations and Their Solutions Ab

- A An equation in one variable is a statement that two expressions in that variable are equal, and a solution to the equation is a number that produces a true numerical statement when it is substituted for the variable.
- 1 Formulate an equation for a result-known multi-operation problem arising in a real-world or mathematical context, and solve it by performing the inverse operations on the result in reverse order.
 - 2 Represent equations in one variable by graphing the functions defined by the expression on either side, and use the graphs to find approximate solutions and interpret the solutions in terms of the context.

Expressions Aa

- A The laws of exponents determine the interpretation of expressions with zero, negative, and fractional exponents.
- B The rules of arithmetic determine the rules for multiplying negative numbers and for expressing subtraction as addition of the additive inverse.
- 1 Read the structure in a numerical expression at a level necessary to enter it into a calculator or spreadsheet, making use of parentheses and the conventions on order of operations.
 - 2 Generate equivalent expressions from a given numerical or algebraic expression, including those involving negative numbers and whole number exponents.

Statistics Db

- A Visual displays and summary statistics condense the information in data sets into usable knowledge.
- B Randomness is the foundation for using statistics to draw conclusions when testing a claim or estimating plausible values for a population characteristic.
 - 1 Formulate questions that can be addressed with data. Identify the relevant data, collect and organize it to respond to the question.
 - 2 Use appropriate displays and summary statistics for data.
 - 3 Interpret data displays and summaries critically; draw conclusions and develop recommendations.

Geometric Measurement Gb

- A Geometric properties that can be verified in the coordinate plane for figures with rational number dimensions extend to figures with any dimensions, rational or irrational.
- B The circumference and area of a circle can be represented as the intuitive limit of perimeters and areas of approximating regular polygons; π is the area of unit circle.
 - 1 Produce a proof of the Pythagorean Theorem by the method of right triangles in a square and the concept of area. Produce a proof of the converse of the Pythagorean Theorem.
 - 2 Show an intuitive understanding of the formulas for the volume of cylinders and right cones, and the fact that the volume of right cone is $1/3$ the volume of the cylinder with same base.
 - 3 Experimentally determine the value of π and give an informal derivation of the formulas for the area and circumference of a circle.
 - 4 Use proportionality to determine the dimensions of figures with rational number dimensions that have been scaled from smaller to larger and larger to smaller.

Grade 8

Developing Coherent Understanding

Two rivers of understanding converge in Grade 8 to support a deep understanding of linear relationships: proportional relationships between co-varying quantities and the use of symbols to express general relationships. This supports the incipient formation of a new concept, the concept of function. Students move from thinking of functions as processes (subtract 65 mph times the number of hours spent so far in driving from 300 miles to compute the remaining distance) to thinking of them as objects (the function defined by $d = 300 - 65t$). They use linear functions systematically to model different situations, understanding the role of the parameters m and b in $Q = mt + b$ in fitting the function to the situation. This understanding of a function as an object in its own right prepares the way for using function notation, where a letter is used to stand for a function rather than a number, in later grades.

The idea of a function as something that takes inputs and yields outputs also underlies the notion of a geometric transformation, which is the basis for geometry in Grade 8. Rotations, reflections, and translations all take a figure as an input and yield a different figure as an output. The understanding of ratios as expressing the proportionality between scale drawings, which was developed in previous grades, grows into a more sophisticated understanding of dilations as transformations which can be applied to any figure in the plane.

The connection between linear functions and geometry in this grade is also manifested in an understanding of slope as a ratio between the vertical and horizontal sides of a right triangle aligned with the coordinate axes. Similarity of these triangles for different pairs of point on a line show that the slope between any two points on a line is the same no matter which two points are chosen.

Functions and the Situations They Model^{Ac}

- A A function is a rule, often defined by an expression and represented by a graph, that represents the relationship between two varying quantities, taking one quantity as an input and yielding the other as an output.
- B Equations arise in seeking input values that yield the same output for two functions, and the solution is the input corresponding to the intersection of their graphs.
- C Linear functions model situations where the difference between the output quantity and its initial value is proportional to the input quantity.
 - 1 Identify functions as linear or nonlinear from the expressions defining them and from their graphs.
 - 2 Construct a function to model a linear relationship between two quantities, using information such as a verbal description of real-world situation; the rate and initial value of the function; two values of the function; a graph; or a table of values.
 - 3 Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph.

- 4 Model a linear pattern in a scatter plot by a straight line, using an informal fitting procedure, and decide if there is evidence of an association between the two quantities by judging the amount of variation around the line.

Irrational Numbers, Quantity and Measurement^{Nd Ni}

- A An irrational number can be approximated by a rational number, and the approximation can be used to compare the size of irrational numbers.
- 1 Locate on the number line rational and irrational numbers given by numerical expressions involving rational number, power with rational exponents, and radicals.
- 2 Estimate the value of a numerical expression and compare two numerical expressions, saying which is larger; use estimates to check answers obtained by technology.
- 3 Use scientific notation and units of different magnitudes²⁴ to express very large and very small quantities that arise in real-world situations and to compare their order of magnitude.
- 4 Use the rules of arithmetic and the laws of exponents to compute arithmetic operations on numbers expressed using radicals or scientific notation.

Equations and Their Solutions^{Ab}

- A Equations can be solved by steps that successively transform the equation into simpler equations. These steps are logical deductions, based on using the rules of arithmetic and the properties of equality, from the assumption that the equation is a true statement about the number that the variable represents.
- B There is a systematic method for solving a linear equation in one variable by collecting like terms, adding to or subtracting from both sides, and multiplying or dividing both sides by nonzero constant.
- C The solutions of a linear equation in two variables are coordinate pairs that form a line when plotted in the plane.
- D The simultaneous solutions of two linear equations in two variables are the coordinates of the points where the two corresponding lines intersect. The system has one solution if the lines have different slope, no solutions if they are parallel but distinct, and infinitely many solutions if they are the same line.
- 1 Solve linear equations in one variable, and equations involving the absolute value of linear expressions, and explain the steps in the solution in terms of the rules of arithmetic and the properties of equality.
- 2 Solve linear inequalities in one variable, and inequalities involving absolute values of linear expressions, by solving the corresponding equation and choosing the appropriate region on the number line.
- 3 Solve systems of two linear equations in two variables algebraically and graphically.

Congruence and Similarity^{Ge}

- A Two plane or solid figures are congruent if one can be obtained from the other by a sequence of rotations, reflections, and translations (a congruence).
- B Two plane or solid figures are similar if one can be obtained from the other by adilation²⁵ followed by a congruence (a similarity).

²⁴ Such as centimeters and kilometers, grams and kilograms, hours and nanoseconds.

²⁵ A dilation is a transformation that moves every point along a line from a fixed center by a fixed scale factor.

- C Congruent figures have the same area or volume. A similarity transformation with a scale factor of k changes areas by a factor of k^2 and volumes by a factor of k^3 .
 - D For a line in the coordinate plane, any two right triangles with legs parallel to the axes and hypotenuse on the line are similar, and so the slope (rise over run) between any two points is the same.
- 1 Describe the effect of simple rotations, reflections, and translations on coordinates of points and simple figures.
 - 2 Determine if two triangles are congruent by observing the congruence of the three side, two sides and the angle between them, or two angles and the side between them.
 - 3 Determine if two triangles are similar by observing whether three side are related by a constant scale factor, two sides are related by a constant scale factor and the angles between them are congruent, or two angles are congruent.
 - 4 Using similar triangles, prove that two lines in the coordinate plane are parallel if and only if they have the same slope, and two lines (not parallel to the axes) perpendicular if and only if their slopes multiply to -1 .

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Progressions in Grades K–8

Note, a progression may appear in more than one band

Approximately Grades K-5**Number^α**

- Counting and Cardinality^{Na}
- Base Ten Computation^{Nb}
- Early Relations and Operations^{Nc}
- Quantity and MeasurementNd
- Understanding and Applying Operations^{Ne}
- Fractions^{Nf}

Geometry

- Shapes^{Ga}
- Angles, Lines, and Planes^{Gb}
- Geometric Measurement^{Gc}
- Coordinate Geometry^{Gd}

Approximately Grades 6-8**Number**

- Ratios, Rates, and Proportional Relationships^{Ng}
- Rational Numbers^{Nh}
- Irrational Numbers^{Ni}

Algebra

- Expressions^{Aa}
- Equations and Their Solutions^{Ab}
- Functions and the Situations They Model^{Ac}

Geometry

- Angles, Lines, and Planes^{Gb}
- Geometric Measurement^{Gc}
- Coordinate Geometry^{Gd}^γ
- Congruence and Similarity^{Ge}

Data

- Probability^{Da}
- Statistics^{Db}

^α Two motifs will appear and reappear throughout the Number progressions: the rules of arithmetic (an algebraic perspective), and the number line (metric perspective). We intend to provide sidebars on the rules of arithmetic and the number line, and we want to design an icon scheme to highlight appearances of the rules of arithmetic and the number line throughout the Progressions document. At the proper time, the properties of equality and the laws of exponents will be added to the rules of arithmetic and the number line will be extended into coordinate spaces.

^γ Includes slopes of lines in the coordinate plane and how the definition depends on similarity.

List of Progression Titles and Approximate [Placeholder] Grade Ranges

ID	Title	Approx Grade Start	Approx Grade End
Na	Counting and Cardinality	K	1
Nb	Base Ten Computation	K	6
Nc	Early Relations and Operations	K	1
Nd	Quantity and Measurement	K	> 8
Ne	Understanding and Applying Operations	2	7
Nf	Fractions	3	6
Ng	Ratio, Rates & Proportional Relationships	6	8
Nh	Rational Numbers	6	8
Ni	Irrational Numbers	8	> 8
Ga	Shapes	K	5
Gb	Angles, Lines and Planes	4	6
Gc	Geometric Measurement	5	7
Gd	Coordinate Geometry	5	> 8
Ge	Congruence and Similarity	8	> 8
Aa	Expressions	6 ²⁶	> 8
Ab	Equations & Their Solutions	6	> 8
Ac	Functions & The Situations They Model	6	> 8
Da	Probability	6 ²⁷	> 8
Db	Statistics	7	> 8

²⁶ The progression might discuss what's going on as far back as Kindergarten, but I don't think the grade level standards for Kindergarten should explicitly show "Expressions" as a heading! The relevant work appears under other headings.

²⁷ Similar comments as for Expressions above; in early grades this work appears under other headings. Also, I think we need a statement that students should be formulating questions and collecting data as part of their work in science. Not all of the data should be "What ice cream do people like."