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Louisiana's Education Reform Plan

Standards and Assessments

Support the transition to enhanced standards and high-quality assessments.

STATE ACTIONS TO ADVANCE REFORMS		LEA ACTIONS TO ADVANCE REFORMS
Embed in the universities' and alternative teacher preparation programs curriculum Louisiana's enhanced standards and Louisiana's newly aligned comprehensive curriculum with accompanying assessments and instructional tools. (B3)	1	Assist LDOE in creating and implementing accompanying curriculum pacing guides. (B3)
Revise the Louisiana Comprehensive Curriculum based on National Common Standards (being developed by 49 states) with greater emphasis on Literacy and Numeracy, postsecondary readiness, and "21st century skills," (B3)	2	Implement a comprehensive K-12 instructional strategy aligned to the new state standards and curriculum. (B3)
Develop and provide research-based and grade/subject specific professional development to support the new comprehensive curriculum. This will include development of additional instructional resources (e.g., online tutorials, enhanced scope and sequence documents) and student learning tools (e.g. model practice tests) that support academic achievement against the newly adopted international standards. (B3)	3	Select teachers and/or teacher-leaders (e.g., Instructional Coaches, Master or Mentor Teachers) to attend relevant professional development. (B3)
The Graduate Exit Examination (GEE) will be replaced with rigorous End-of-Course (EOC) assessments in high schools based on previously adopted BESE policy. The LDOE will continue to expand the number of EOC assessments. (B3)	4	Increase the utilization of the ACT and WorkKeys® as assessment tools for career and college readiness and increase the utilization of ACT's EXPLORE (8th grade) and PLAN (10th grade) assessments to identify career interests, gauge progress towards college readiness and make data-driven interventions where needed, per the High School Redesign Commission recommendations. (B3)
Increase courses offered (including Advanced Placement) to students in traditional settings and via the LA Virtual School; and provide corresponding professional development. (B3)	5	Develop an implementation plan to expand the number of local school choice offerings; e.g., Advanced Placement, dual enrollment, foreign language, STEM-related accelerated courses, International Baccalaureate, etc., and create a strategy for how to increase enrollment in the courses. Send teachers to AP professional development. (B3)
Support accelerated early learning by implementing a developmentally appropriate PreK curriculum that focuses on research-based approaches and all areas of development, especially on the early language, cognitive, and pre-reading skills that prepare children for continued school success. (B3)	6	
Participate in a consortium of states to develop common high quality assessments that align with the common core standards. By no later than the adoption of these new assessments, the LDOE commits to providing summative assessment data to districts within two weeks of the completion of the tests. (B3)	7	

Data Systems to Support Instruction

Use data to support instruction by using a local instructional improvement system, providing professional development on the use of data and providing data to researchers.

STATE ACTIONS TO ADVANCE REFORMS	LEA ACTIONS TO ADVANCE REFORMS

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Expand the existing LDOE EAGLE test item system to include additional benchmark assessment capabilities aligned to the new standards and, for LEAs interested in using another benchmarking system, pre-qualify other high-quality benchmark vendors. Approved benchmark systems must have the capacity to a) measure mastery of recently taught skills and concepts b) compare the results to those of other students/schools taking the same set of assessments, c) easily conduct assessments that are designed to be administered during a regular school day and class time and provide immediate feedback.(C3i, C3ii)	1	Design and implement a data-driven instructional improvement system that includes benchmarking. Benchmark tests need to align with Louisiana's Comprehensive Curriculum. LEAs must submit a plan that ensures that the central office and each school establish a program that assists teachers in doing the following: Using interim assessment data to inform instruction, identifying key takeaways around content, implementing processes to take information and put it to use in the classroom, determining whether follow-up actions helped students master specific concepts (C3i, C3ii)
Provide training and on-site support for the implementation of Response to Intervention (RtI). With RtI, schools can identify student's at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a students responsiveness. Training will support teachers' and leaders' ability to analyze benchmark data. (C3i, C3ii)	2	Create or expand Response to Intervention (RtI) as the local vehicle to analyze student data and determine appropriate student interventions. (C3i)
	3	Agree to make available to researchers the data produced by using an instructional improvement system, in accordance with R2T regulations. (C3iii)
	4	Agree to structure the school calendar/day in such a way to increase the amount of job-embedded professional development focused on creating a culture for and the capacity to use data to drive instructional practices. (D5i)

Great Teachers and Leaders

Improve teacher and principal effectiveness based on performance, ensure equitable distribution of effective teachers and provide effective support to teachers and leaders.

STATE ACTIONS TO ADVANCE REFORMS		LEA ACTIONS TO ADVANCE REFORMS
Working collaboratively with stakeholders,establish a tool to evaluate teachers called the Comprehensive Performance Management System (CPMS) for teachers. The CPMS will include evaluation rubrics, training tools, norming activities and standardized inputs into state data systems that LEAs will use to measure and report teacher effectiveness. Fifty percent of the teacher evaluation will be determined by student achievement growth data. Student growth, in tested-grade levels and subjects, will be determined using the same approach that was used to create the Value-Added Teacher Preparation Program Assessment. For non-tested grades and subjects, growth will be determined by other assessments, methodologies or measures of student learning. The remaining fifty percent of teacher evaluations will be determined by a combination of other factors which will include principal observations and may include peer observations, self-assessments and external observations. The CPMS will also include a learning environment index that identifies obstacles/impediments to achievement. (D2i-iii, D2(iv)a-d)	1	Work collaboratively with the state and local stakeholders to develop the Comprehensive Performance Management System (CPMS). Customize the CPMS to fit district specific circumstances which would include such things as, teacher remediation activities, number of classroom observations, structure of observation forms, and the specific formative assessments used to evaluate performance. Any existing evaluation system may remain in effect to the extent that it is not inconsistent with the CPMS. (D2i-iii, D2(iv)a-d)
Working collaboratively with stakeholders, establish a tool to evaluate leaders called the Comprehensive Performance Management System for leaders. The (CPMS) will include evaluation rubrics, training tools, norming activities and standardized inputs into state data systems that LEAs will use to measure and report principal effectiveness. The primary measures of principal effectiveness will be student achievement, including growth (value-added), the effectiveness of teachers in their building, and the retention of effective teachers. (D2i-iii, D2(iv)a-d)	2	Work collaboratively with the state and local stakeholders to develop the Comprehensive Performance Management System (CPMS). Customize the CPMS to fit district specific circumstances which would include such things as principal assistance activities, number of observations, structure of forms, and the specific formative assessments used to evaluate performance. Any existing evaluation system may remain in effect to the extent that it is not inconsistent with the CPMS. (D2i-iii, D2(iv)a-d)

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Using the performance management system for teachers and administrators as a baseline, establish a Comprehensive Performance Management System (CPMS) for school support staff that includes evaluation rubrics, training tools, norming activities and standardized inputs into state data systems that LEAs will use to measure and report support staff effectiveness. (D2i-iii, D2(iv)a-d)	3	Work collaboratively with the state and local stakeholders to develop the Comprehensive Performance Management System (CPMS). Customize the CPMS to fit district specific circumstances. Any existing evaluation system may remain in effect to the extent that it is not inconsistent with the CPMS. (D2i-iii, D2(iv)a-d)
Provide new Comprehensive Performance Management System (CPMS) for teachers and leaders, as well as provide on-site technical assistance to LEAs to implement system (D2ii)	4	Use the Comprehensive Performance Management System (CPMS) to improve teacher and leader effectiveness, including using student achievement growth data to inform professional development. Use CPMS to make decisions related to compensation, promotion, retention, tenure and removal of teachers and leaders when appropriate. (D2i-iii, D2(iv)a-d)
Create several options for a performance-driven sustainable compensation system based on policy recommendations from the Blue Ribbon Commission. Examples include, but are not limited to: 1. Maintaining previous salary schedule but providing bonuses for performance. 2. Creating an" Opt-in" system, in which teachers can decide to maintain traditional step structure, or can enter a performance-based compensation system. 3. Realigning salary structure to ensure that highly effective teachers and leaders are compensated at the highest rate and that effectiveness is weighted over degree and tenure in position. 4. Creating an LEA-designed compensation system to be reviewed and approved. All performance-based compensation systems will be aligned with the Comprehensive Performance Management System (CPMS). (D2, D3i-ii)	5	Provide input into the Blue Ribbon Commission's performance-driven sustainable compensation system recommendations and implement one of the compensation reform options. (D2, D3i-ii)
	6	Transition school administrators to performance contracts that are directly aligned to student achievement and improvements in teacher effectiveness. (D2iii a-b)
Assist in the submission of a grant through the Teacher Incentive Funds (TIF) for districts that want to offer performance incentives. (D2(iv)b)	7	Contingent on funding, consider implementing comprehensive Teacher Advancement Program (TAP) in select district schools and, if successful, consider scaling up incentive-pay system district-wide. (D5i)
	8	Provide incentives to teachers and principals to work in high need assignments, schools, geographies. (D3)
Create a notification system that will inform district leaders of exactly who is approaching tenure to ensure that high quality, performance-driven evaluations occur and that tenure is an active decision on the part of an LEA to reward teacher performance. Participating LEAs will be provided training on how to use this system. Provide guidance to LEAs to reduce transaction costs of tenure hearings. (D2(iv)c)	9	LEAs will implement tenure notification system. Administrators and district leaders will be required to make recommendations to grant or deny tenure to every tenure-eligible teacher based on effectiveness measures. Implement tenure hearing procedures to reduce transaction costs (CPMS). (D2(iv) c)
Create a pipeline of high-quality teachers and leaders through alternative and traditional recruiting and preparation partners that can be available to fill in gaps in the availability of effective teachers. Provide the accompanying professional development regarding how to most effectively access and utilize the pipeline. (D3i-ii)	10	Recruit and select teachers and leaders from preparation and certification programs, including alternative certification programs, that have proven to be effective. Realign selection criteria to weight certification from effective programs more heavily than certification from less effective programs. (D3i-ii)

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	11	Report hard to fill vacancies in teacher and leadership positions to LDOE. (D3i-ii)
Build human capital data capability (through new or existing systems) to gather data on vacancies, recruitment, selection, staffing, educator effectiveness, formative and summative assessment of educator performance, compensation, retention, promotion, tenure and release. Monitor and track data to ensure equitable distribution of effective staff and alignment between effectiveness and LEA actions including analysis of data in relation to learning environment indices. (D3i)	12	Maintain updated data in human capital data system. Utilize human capital data system to monitor and promote effective human capital practices. Ensure that high poverty, high minority schools do not receive highly effective teachers at a lower rate than other schools by monitoring performance data and distribution of staff. Where unequal distribution of staff is occurring, take action to redistribute effective teachers within the LEA. Monitor alignment between effectiveness data and district actions such as tenure decisions, retention, promotion, professional development. (D3i)
	13	Evaluate all staff annually and use the CPMS (including student performance data) to inform rigorous teacher effectiveness decisions regarding compensation, retention, tenure and release. Additionally, ensure that high quality, performance driven evaluations prompt tailored professional development for teachers. Set a high bar on teacher quality by identifying, supporting, providing remediation to and, if no improvement is made, releasing ineffective teachers. (D2(iv)c)
Refine measures of student learning in non-tested subjects and grade levels to allow LDOE and LEAs to gather student achievement data for all subjects and grade levels. (D2i)	14	Implement system to measure student learning in non-tested subjects and grade-levels. (D2i)
Create data capabilities to tie student learning outcomes to administrators at the school and district level in order to calculate value-added gains. (D2ii)	15	
Create a robust and effective network of Louisiana Leadership Academies using universities and independent providers (e.g., New Leaders For New Schools). The academies will be established in multiple areas to ensure geographic proximity to eligible current or prospective leaders statewide. (D3i)	16	Identify existing and potential high-quality leaders to receive intensive leadership training through the LA Leadership Academy network and effective Middle Leaders programs. (D3i)
Create incentive programs (e.g., scholarships, signing bonuses) for individuals willing to attend teacher or leader preparation programs that receive the highest ranking and who are willing to work in a high-poverty school for at least 3 years. (D3i-ii)	17	Devise a recruitment plan designed to attract teachers and leaders who participate(d) in a preparation program that receives the highest ranking. (D3i-ii)
Fund external support for some Participating LEAs to receive technical assistance on best practices in hiring, site selection and redistributive support including: accurately identifying schools' needs, conducting high quality interviews, and ensuring appropriate placement. (D3i-ii)	18	Build expertise at the school level to implement school-based hiring by investing in school leaders' capacity to conduct effective interviews, evaluate candidates, and make appropriate staffing selections. Allow school leaders to be involved in the hiring process by transitioning to mutual consent hiring. (D3i-ii)
Provide training and support to LEAs and principals to build local capacity to implement site-based selection. Fund consulting for districts services to transition to site selection and support hiring in highest priority schools within an LEA. Site-based selection assures that principals are empowered to select personnel in their school. (D3i-ii)	19	Ensure complete mutual consent staffing so that staff who are not selected by the school leadership are not placed at that school. (D3i-ii)
Analyze current Middle Leaders programs (e.g. LALead, Leading Educators.) Enhance and expand effective programs. (D3i)	20	

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Create tools for effective implementation of state leadership standards and performance guidelines which create a model of excellence for administrators. (D5i)	21	Create a PD plan for teachers and leaders that is based on teacher and leader formative and summative effectiveness data, and, in particular, qualitative information on staff performance on transparent performance guidelines. (D5i)
Create tools for effective implementation of state teaching standards and performance guidelines which create a model of excellence for teachers. (D5i)	22	
Provide a subsidy for training and on-going technical assistance for district and school level master teachers and external evaluators (in line with CPMS). (D5i)	23	
Develop and implement a professional development program to key district staff and school leadership teams to build capacity in schools to analyze student data and drive instructional practices. Professional development will emphasize how to use formative assessments to improve student achievement and will include personalized online support based on CPMS. (D5i)	24	Use summative and formative student performance data, summative and formative teacher and leader data to drive the creation of more tailored effective professional development for teachers to determine sites where master teachers can/should be placed. (D5i)
Provide technical support for school leadership teams (i.e. master teachers, literacy coaches, math coaches). (D5i)	25	Agree to structure the school day to increase the amount of job-embedded professional development. Additionally, create a PD plan which incorporates job-embedded PD to use student summative and formative evaluation data to drive instruction. (D5i)
Measure effectiveness of professional development by gains in student achievement and staff effectiveness. Continuously revise professional development strategy to dedicate resources to programs with the most impact. (D5ii)	26	
Increase turnaround capacity in Louisiana by supporting existing Louisiana School Turnaround Specialist Program, including providing tuition subsidies for current or future leaders of turnaround schools in participating LEAs. (D5i)	27	Identify turnaround leaders to attend LSTS program and place these leaders in a school leadership position. (D5i)
The state will fully fund a pilot group of LEAs to participate in formal district capacity building programs facilitated by external parties. These training activities will lead to the development of Superintendent and Principal professional learning networks, and the development of district capacity teams. These district capacity teams will receive intensive training and support to develop a common language and set of skills in designing and delivering professional learning and on site support to schools. (D5i)	28	LEAs participating in the pilot will collaborate to establish a training calendar for the year's capacity building activities and attend each session. (D5i)

Turn Around the Lowest-Achieving Schools (optional, for schools with an SPS of 75 or below)

Intervene in and turn around the lowest-achieving schools

STATE ACTIONS TO ADVANCE REFORMS		LEA ACTIONS TO ADVANCE REFORMS
Partner with districts to identify and place highly effective leaders and staff in schools in which superintendents have decided to employ turnaround interventions. (E2).	1	Identify which schools within the LEA will receive turnaround interventions and decide, based on the definitions in the federal regulations, to close, charter, transform or turn around those schools. (Federal regulations require a principal change in both the transformation and turnaround models. Additionally in the turnaround model all staff must be interviewed and no more then 50% can be rehired.) (E2)
Invest in the incubation and scale up of new high performing schools across LA ,including charters, and ensure high quality performance monitoring through increased accountability. This will support the High Performance Schools Initiative (E2).	2	Determine which turnaround schools within the District are prime candidates for charter status consideration. (E2)

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Provide technical support, in the form of School Recovery Teams, to assist the school leader in implementing the turnaround process. Examples of support include: Professional Development, coaching, mentoring, evidence-based techniques or programs, or assisting with academic audits. A School Recovery Team is comprised of educational experts who can assess and provide high quality technical assistance to school leaders and staff. (E2)	3	Implement a suite of best practices at the individual school level including benchmarking, Response to Intervention (RtI), Extended Day/Extended Year, Increased Credit Recovery and Advanced Placement offerings, school leadership teams, job-embedded professional development, comprehensive managed curriculum, performance contracts for administrators and site based hiring. (E2)
Under the US Department of Education's State and Local Flexibility Demonstration Act (Section 6131 of NCLB), seek authority from the Secretary of Education to consolidate and use federal funds in a flexible manner to support turn-around related activities. (E2)	4	LEAs must ensure that turn around schools have direct access to the district Superintendent in order an effort to support autonomy at the school level, freedom from unnecessary regulations/bureaucracy and priority for talented teachers, leaders and funding. (E2)
To the maximum extent possible, the LDOE will consolidate all federal and state improvement planning processes for "high-performance schools." Similarly, the school turn around plan should be the "Single Plan" identifying each school's instructional priorities. This plan will combine those plans required by NCLB with additional state mandated plans. The state will also seek to consolidate all other reporting requirements. (E2)	5	Share best practices with other participating LEAs and throughout the state. (E2)

VALUE ADDED ASSESSMENT OF TEACHER PREPARATION IN LOUISIANA: 2005-2006 TO 2007-2008

BACKGROUND & NEW RESULTS

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August 27, 2009

VALUE ADDED ASSESSMENT OF TEACHER PREPARATION IN LOUISIANA: 2005-2006 TO 2007-2008 - BACKGROUND & NEW RESULTS

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Higher education in Louisiana is leading the nation in linking growth of student learning to teacher preparation programs that prepare new teachers. The Louisiana Board of Regents is currently implementing a Value Added Teacher Preparation Assessment that is a collaborative partnership between the Board of Regents, Board of Elementary and Secondary Education, and Louisiana Department of Education.

The model examines the degree to which the educational attainment of students taught by recent graduates of specific teacher preparation programs either met, failed to meet, or exceeded expectations based on prior achievement and demographic factors as compared to experienced teachers.

The results provide universities and private providers in Louisiana with a unique opportunity to examine the impact of their new and redesigned programs upon the achievement of students in schools. Data rather than assumptions now guide universities as they identify strengths and areas in need of further development.

The new 2008-09 study provides results for eight new/redesigned alternate certification programs and two redesigned undergraduate teacher preparation programs who started implementing their new programs on or before July 1, 2003.

FINDINGS OF CURRENT STUDY

The following findings in the 2008-09 study are consistent with the 2007-08 results:

- Some teacher preparation programs are preparing new teachers whose teaching effectiveness is equivalent to experienced certified teachers.
- Varying levels of effectiveness exist within teacher preparation programs and across teacher preparation programs.

New findings in the 2008-09 study include the following:

- Teachers who are not content certified are less effective than content area certified teachers. This difference was particularly large for Reading, English-Language Arts, Mathematics, and Social Studies.
- 2007-08 and 2008-09 results are generally consistent within the performance bands for the teacher preparation programs.
- The mixed linear models developed for the content areas shared a great deal in common. The following predictors consistently entered the equations: Prior achievement, special education disability status, Section 504 entitlement, receipt of free/reduced lunch, giftedness, African American, gender, and student absences.

BACKGROUND

Louisiana first recognized the need to link student achievement to teacher preparation programs when Louisiana's Blue Ribbon Commission for Teacher Quality recommended a Teacher Preparation Accountability System in 2000-2001 that included growth of student learning as one of several variables. The state did not have the capacity to collect and analyze achievement data in this fashion at that time; however, it did have the capacity to create policies to establish a more rigorous teacher certification structure for the State and require universities to redesign all

teacher preparation programs by July 1, 2003 to address new certification policies.

The Office of the Governor, in partnership with the Board of Regents and Board of Elementary and Secondary Education, submitted a proposal and was selected to receive funding (2000-2004) from the U.S. Department of Education to implement a Title II Teacher Quality Enhancement State Grant to redesign and evaluate all teacher preparation programs in Louisiana. The Board of Regents entered into a contract with Southeastern Louisiana University to release Dr. Jeanne Burns (Department of Teacher Education) to oversee the redesign of teacher preparation programs at all public and private universities in Louisiana. In addition, Dr. George Noell, Department of Psychology, Louisiana State University and A&M College was hired to serve as an evaluator for the grant.

All teacher preparation programs were encouraged to think creatively as they used more rigorous standards (e.g., K-12 state content standards, national content standards, state teacher standards, NCATE standards, etc.) to redesign programs to address the new certification requirements. PK-16+ redesign teams composed of college of education, college of arts/sciences/humanities, and district personnel were created and met to redesign the existing programs or create new programs. Once programs were developed, proposals for new/redesigned programs were submitted to the State and national experts interviewed the redesign teams, evaluated the proposals, and made recommendations regarding the approval of the programs. Institutions were required to address all stipulations of the national experts before the programs were recommended for approval to the Board of Regents and Board of Elementary and Secondary Education.

During the interview process, Dr. Noell and Dr. Burns observed the struggles that universities were experiencing in creating authentic assessments to link student learning to new teachers who completed the teacher preparation programs. A meeting was held with former Commissioner of Higher Education E. Joseph Savoie and former State Superintendent Cecil Picard to propose a pilot study during 2003-04 to create and implement a value added teacher preparation model that used data from 10 school districts in the state. The 10 school districts were piloting a new data system for the Louisiana Department of Education that linked students to their achievement tests to the teachers who taught the students. The Commissioner and State Superintendent agreed to share data and support the pilot.

The Board of Regents provided funding for Dr. Noell to conduct the pilot in 2003-04 and replicate the pilot in 2004-05. In 2005-06 and 2006-07, the Board of Regents provided funding for the study to be expanded to include all school districts, 20 public and private universities, and 2 private providers. The Board of Regents also provided funding to Southeastern Louisiana University for Dr. Burns to be released to work for the Board of Regents to collect university data, gather input from universities as the model was developed, and assist Dr. Noell in the development and use of the model across all universities.

In 2007-08 and 2008-09, the Board of Regents obtained a two year grant from the Carnegie Corporation of New York (that included matching funds from the Board of Regents) for the Louisiana State University research team to conduct additional quantitative research to expand the Value Added Teacher Preparation Assessment Model. In addition, funding was provided for a State Research Team to be created to conduct a qualitative research study to determine why some teacher preparation programs prepared new teachers whose students demonstrated greater growth in learning than experienced teachers in specific content areas. The State Research Team was composed of a researcher from each of the 20 public and private universities and 2 private providers who prepare teachers.

Louisiana's new Commissioner of High Education Sally Clausen and new State Superintendent Paul Pastorek have continued to support the Implementation of the Value Added Teacher Preparation Assessment Model. They now expect

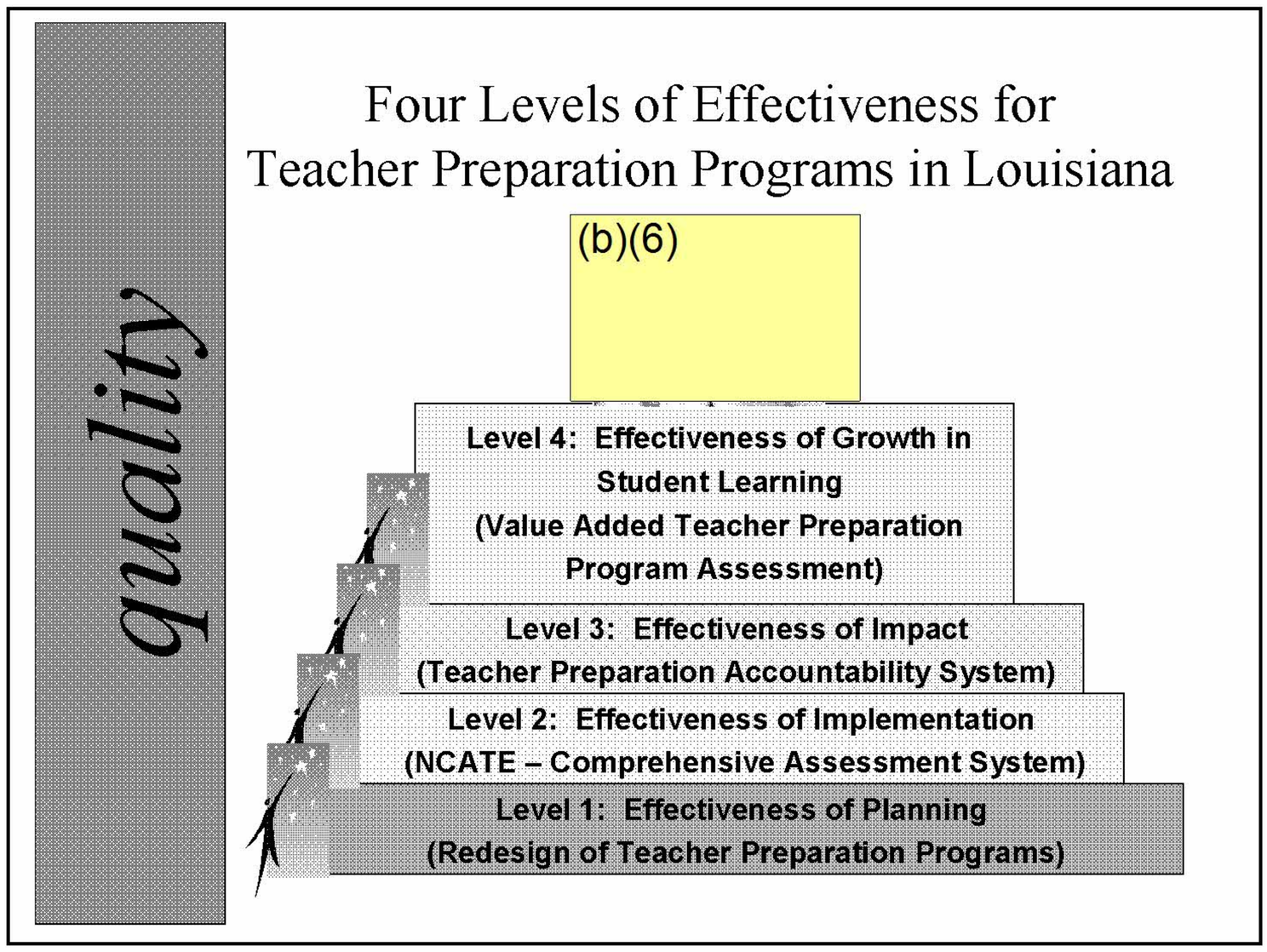


Figure 1: Four Levels of Teacher Preparation Effectiveness in Louisiana.

all universities to address four levels of teacher preparation effectiveness (See Figure 1 and Table 1). The Commissioner of Higher Education and State Superintendent have clearly communicated the importance of new teachers completing quality teacher preparation programs with the knowledge and skills necessary to effectively increase student achievement as they enter schools in Louisiana. Governor Bobby Jindal has also supported the appropriation of funds during 2009-2010 for the Louisiana Department of Education to build upon the model for teacher preparation to create a new value-added model for experienced teachers.

VALUE ADDED TEACHER PREPARATION ASSESSMENT MODEL

The Value Added Teacher Preparation Assessment 1) predicts growth of student achievement based on prior achievement, demographics, and attendance, 2) assesses actual student achievement, and 3) calculates *effect estimates* that identify the degree to which students taught by new teachers showed achievement similar to students taught by experienced teachers. The teacher preparation *effect estimates* are based upon multiple new teachers in multiple schools across multiple school districts in the state (See Table 2).

The *predictors* examine student variables, teacher variables, and building variables and differ slightly based upon the content areas (e.g., mathematics, science, social studies, reading, and English/language arts). Table 2 provides a listing of the predictors for each content area.

To be included in the study, all *new teachers* must be first or second year teachers who have 1) completed their teacher preparation program leading to initial certification, 2) received a standard teaching certificate, 3) attained teaching positions in their areas of certification, and 4) completed a teacher preparation program within five years. *Experienced teach*ers are all other certified professionals who possess a standard teaching certificate and have taught in their area of certification for two or more years.

The model examines the four pathways to teacher licensure that exist in Louisiana: 1)

Undergraduate Pathway; 2) Alternate Pathway – Master of Arts in Teaching; 3) Alternate Pathway - Practitioner Teacher Program; and 4) Alternate Pathway – Non-Master's/Certification Only Program. All three alternate pathways require candidates to meet the same entry/exit requirements and require all candidates to address the same standards. The mode of delivery varies.

As a result of the redesign process during 2000-2003, all universities stopped admitting new candidates to pre-redesign programs on July 1, 2003. Candidates who started the pre-redesign programs prior to July 1, 2003 were allowed to complete the pre-redesign programs. Thus, a phase-out period has been occurring for pre-redesign programs while post-redesign programs have been implemented. *Effect estimates* for pre-redesign programs were reported in the 2006-07 Value Added Teacher Preparation Assessment report as baselines. The 2008-09 Value Added Teacher Preparation Assessment report only identifies *effect estimates* for post-redesign programs for alternate and undergraduate teacher preparation programs.

The current study used State achievement data in the areas of mathematics, science, social studies, language arts, and reading for students enrolled in grades 4-9 who attended public schools in Louisiana during a full school year (2005-06, 2006-07, and/or 2007-08). In addition, the study used data for all grades 4-9 teachers in public schools in Louisiana who taught students mathematics, science, social studies, language arts, and/or reading during 2005-06, 2006-07, and/or 2007-08. Please see Table 2 for more specific information about the types of data used for the analysis.

A Hierarchical Linear Model (HLM) was used for the analysis. This is a layered statistical model that is designed to analyze data within natural layers or groups (e.g., students within classes within schools).

2008-09 QUANTITATIVE RESEARCH STUDY RESULTS

Only eight alternate teacher preparation programs and two undergraduate teacher preparation programs met the criteria for their post-redesign alternate certification programs to be included in the 2008-09 study. It is anticipated that other teacher preparation programs will meet the criteria for inclusion in the study when the results of the 2009-10 Value Added Teacher Preparation Assessment study are released during 2010.

The *effect estimates* for the new teachers were modeled on the scale of the current *i*LEAP and *LEAP-21* achievement tests taken by students in Louisiana. The tests for 2007 and 2008 had a mean of approximately 300 and a standard deviation of approximately 50 across content areas and grade levels. The results reported in Tables 3 and 4 are the mean expected effects for each teacher preparation program in comparison to experienced certified teachers. As an example, an effect estimate of 2.7 would indicate that the average student completing a teacher preparation program at a specific university would score 2.7 points higher (i.e., 302.7) on the state achievement test than students taught by experienced certified teaches. An effect estimate of -3.2 would indicate that the average student completing a teacher preparation program at a specific university would score 3.2 points lower (i.e., 296.8) on the state achievement test than students taught by experienced teachers.

Performance Bands

Five bands of performance were created to focus attention on clusters of performance rather than a continuous ranking of teacher preparation programs. The definitions for the performance bands are listed below.

- *Level 1* – Programs whose *effect estimate* is above the mean effect for experienced teachers by its standard error of measurement or more. These are programs for which there is evidence that new teachers are more effective than experienced teachers, but this is not necessarily a statistically significant difference.
- *Level 2* – Programs whose *effect estimate* is above the mean effect for new teachers by its standard error of measurement or more. These are programs whose effect is more similar to experienced teachers than new teachers.

- *Level 3* – Programs whose *effect estimate* is within a standard error of measurement of the mean effect for new teachers. These are programs whose effect is typical of new teachers.

- *Level 4* – Programs whose *effect estimate* is below the mean effect for new teachers by its standard error of measurement or more. These are programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.

- *Level 5* – Programs whose *effect estimate* is statistically significantly below the mean for new teachers.

Specific Findings - Alternate Teacher Preparation Programs

The results for the eight teacher preparation programs in Louisiana that had a sufficient number of new teachers who completed redesigned or new alternate certification programs and met the criteria to be included in the study have been provided in Table 3 and are summarized below.

- *Level 1 and Level 2:* Northwestern State University, University of Louisiana at Monroe, and the New Teacher Project prepared new teachers whose students demonstrated achievement in *four content areas* that were *comparable to or above* the growth of achievement demonstrated by children taught by *certified professionals* who had taught two or more years.

- *Level 2:* Louisiana College prepared new teachers whose students demonstrated achievement in *two content areas* that *were comparable to* the growth of achievement demonstrated by children taught by certified professional who had taught two or more years.

  Southeastern Louisiana University and Louisiana State University at Shreveport prepared new teachers whose students demonstrated achievement in *one content area* (i.e., language arts) that *was comparable* to growth of achievement demonstrated by children taught by *certified professionals* who had taught for two or more years. The language arts content area was the only area in which the two universities had 25 or more new teachers in a single content area that met the requirements for inclusion in the study.

- *Level 3*: Six teacher preparation programs (Louisiana College, Louisiana Resource Center for Educators, Northwestern State University, The New Teacher Project, University of Louisiana at Lafayette, University of Louisiana at Monroe) prepared new teachers whose students demonstrated achievement in *one or more content area* that was *comparable to other new teachers.*

- *Level 4:* The University of Louisiana at Lafayette and the Louisiana Resource Center for Educators each had *one content area* where student achievement was *less than that of new teachers.*

Specific Findings - Undergraduate Teacher Preparation Programs

The results for the two teacher preparation programs in Louisiana that had a sufficient number of new teachers who completed redesigned undergraduate programs and met the criteria to be included in the study have been provided in Table 4 and are summarized below.

- *Level 3:* Both Louisiana State University and the University of Louisiana at Lafayette undergraduate teacher preparation programs prepared new teachers whose students demonstrated achievement in one or more content area that was *comparable to other new teachers.*

- *Level 4:* The University of Louisiana at Lafayette had *one content area* where

student achievement was *less than that of new teachers.*

QUALITATIVE RESEARCH STUDY

A State Qualitative Research Team met during 2007-09 to gather data to answer the question: *Why do students taught by new teachers from some teacher preparation programs demonstrate greater growth in learning than students taught by new teachers from other teacher preparation programs?* The research team has collected data from all 20 universities and 2 private providers in the state pertaining to the teacher preparation curriculum in reading and mathematics, teacher preparation program structure, teacher preparation faculty attributes, and program completer attributes. In addition, the team has collected data from 1) new teachers and their mentors pertaining to perceptions of how well the universities and private providers prepared new teachers to address the state standards for teachers; 2) new teachers and their mentors pertaining to perceptions about the teachers' dispositions; 3) new teachers as they responded to open ended questions about their preparation and support. The results of the qualitative study will be reported to the Board of Regents at their monthly meeting during September 2009.

CONCLUSION

Louisiana is the first state to redesign all teacher preparation programs and then use a Value Added Teacher Preparation Assessment to examine the impact of their new programs upon the achievement of students in grades 4-9. The results have clearly shown that there are differences in effectiveness across teacher preparation programs. Data show that while students who have new teachers generally achieve less than teachers taught by veterans, some programs are producing new teachers who are as effective as veterans when they complete preparation. Data also show that it is possible for teacher preparation programs to prepare new teachers who are effective in several content areas (e.g., mathematics, social studies, reading, and language arts) and less effective in one content area (e.g., science).

The value added model does not clarify what changes would strengthen specific teacher preparation programs; however, it does identify the content areas where changes are needed. As the state's qualitative research team develops a richer understanding of why some programs are demonstrating greater effectiveness in specific content areas, all programs will benefit from the analysis as they strive to further enhance their individual programs. The end result for all teacher preparation programs in the state should be new teachers who are more effective when they complete their program of preparation and higher achieving students in schools.

ADDITIONAL INFORMATION

More in-depth information pertaining to the new study can be found at the following URL in a 33 page technical report entitled: *Value Added Assessment of Teacher Preparation in Louisiana: 2005-2006 to 2007-2008.*

http://www.regents.state.la.us/Academic/TE/Value%20Added.htm .

Copies of technical reports for the 2003-04, 2004-05, 2005-06, 2006-07, and 2007-08 value added studies are also available on the web site.

Please contact Dr. George Noell (gnoell@lsu.edu), Dr. Jeanne M. Burns (jeanne.burns@la.gov), or Dr. Kristin Gansle (kgansle@lsu.edu) for additional information.

TABLE 1

LOUISIANA'S TEACHER PREPARATION PROGRAMS: FOUR LEVELS OF EFFECTIVENESS

LEVELS		OUTCOMES
LEVEL 4:	**Effectiveness of Growth in Student Learning** *(Value Added Teacher Preparation Program Assessment)*	A Value Added Teacher Preparation Program Assessment Model was developed during 2003-2004. The model examines the effectiveness of teacher preparation programs in preparing new teachers whose students demonstrate academic growth. The model was piloted during 2003-2004 and 2004-2005 using achievement data of students in grades 4-9 within 10 school districts. The model was then piloted during 2005-2006 and 2006-07 using achievement data of students in grades 4-9 in all school districts and data for all public and private teacher preparation programs in Louisiana. Available results for the teacher preparation programs and names of the teacher preparation programs have been released to the public each year since October 2007.
LEVEL 3:	**Effectiveness of Impact** *(Teacher Preparation Accountability System)*	All public and private teacher preparation programs in Louisiana are assigned Teacher Preparation Performance Scores and labels on an annual basis as part of the Teacher Preparation Accountability System. Universities with labels of Exemplary and High Performing are provided monetary rewards. Universities that are assigned labels of At-Risk or Low Performing move into Corrective Action. (*Note: Due to Hurricane Katrina and Hurricane Rita impacting schools and universities in the New Orleans area, new baselines are now needed for the Quantity Index. The state's Blue Ribbon Commission for Educational Excellence has revised the system and it will be piloted.)*
LEVEL 2:	**Effectiveness of Implementation** *(NCATE)*	100% of the established public universities in Louisiana have successfully addressed national standards for teacher preparation and are accredited by the National Council for Accreditation of Teacher Education (NCATE). All established private universities in Louisiana have attained NCATE accreditation. Two new public and private universities are now pursuing national accreditation. All teacher preparation programs have developed comprehensive assessment systems.
LEVEL 1:	**Effectiveness of Planning** *(Redesign of Teacher Preparation Programs)*	All public and private universities in Louisiana with teacher preparation programs redesigned their PK-3, 1-5, 4-8, 6-12, and K-12 programs and successfully developed comprehensive plans to recruit, prepare, and support new teachers. These programs were jointly developed by College of Education, College of Arts/Sciences, and district personnel. The programs were aligned with state K-12 content standards and state teacher standards and evaluated by national experts. All public and private universities are now implementing the new plans after receiving final approval from the Board of Regents and Board of Elementary and Secondary Education.

TABLE 2

VALUE ADDED TEACHER PREPARATION ASSESSMENT MODEL BASIC ELEMENTS OF 2005-06 TO 2007-08 STUDIES

Element	Description
Size of Data Base	Data for public schools, new and experienced teachers, and students in 70 school districts in Louisiana were used to calculate the *effect estimates*. Data were drawn from the 2004, 2005, 2006, 2007, and 2008 student assessments to examine the 2005-06, 2006-07, and 2007-08 school years. Across content areas and years approximately 162,500 to 237,000 students contributed to the analyses for each content area per year. These students were taught by approximately 5,100 to 7,300 teachers in 1,050 to 1,250 schools per year.
Student Inclusion Requirements for Data	To be included in the study, students had to be promoted the previous year, be taught by the same teacher(s) for the entire year, and have completed standardizes tests in grades 4-9 for mathematics or English Language Arts or grades 4-8 for science and social studies.
Teacher Preparation Program Data	Title II and state data for teacher preparation program completers from 14 public universities, 6 private universities, and 2 private providers were used in the data analysis.
Content Achievement Areas	Data were used from the *i*-LEAP and *LEAP-21* for student achievement in mathematics, science, social studies, reading, and language arts.
Pathways to Certification	Data were used for new teachers completing undergraduate teacher preparation programs and three separate alternative certification programs for initial certification as a teacher.
Minimum Number of New Teachers for Analysis	For a teacher preparation program to be included in the study in a content area, the program had to have 25 or more new teachers from the current (redesigned) program who were teaching in their area of certification and who had remained with the students for the full academic year.
Pre-Redesign Programs & Post-Redesign Programs	Pre-redesign programs are teacher preparation programs that admitted students prior to July 1, 2003. Post-redesign programs are all state approved new or state approved redesigned programs that have been implemented since July 1, 2003. This report only includes data for post-redesign programs.
Predictors	***Mathematics*:** *Student Variables:* Gender (Male); African American; Asian American; Native American; Limited English Proficiency; Speech and Language; Mild Mental Retardation; Specific Learning Disability; Other Health Impaired; Special Education – Other; Gifted; Section 504; Free Lunch; Reduced Price Lunch; Student Absences; Prior Year Mathematics Test; Prior Year Reading Test; Prior Year Science Test; Prior Year Social Studies Test; Prior Year English-Language Arts Test *Classroom Variables*: Teacher Absences; % Special Education; % Free Lunch; % Reduced Price Lunch; % Minority; % Section 504 *Building Variables*: % Section 504; % Free Lunch; Mean Prior Year Mathematics Test; Mean Prior Year Science Test; Mean Prior Year Reading Test
	***Science*:** *Student Variables*: Gender (Male); African American; Emotionally Disturbed; Mild Mental Retardation; Other Health Impaired; Specific Learning Disability; Speech and Language; Gifted; Section 504; Free Lunch; Reduced Price Lunch; Student Absences; Prior Year Mathematics Test; Prior Year Reading Test; Prior Year Science Test; Prior Year Social Studies Test; Prior Year English-Language Arts Test *Classroom Variables*: Teacher Absences; % Free Lunch; % Section 504 *Building Variables*: % Free Lunch; % Section 504; Mean Prior Year Science Test

TABLE 2

VALUE ADDED TEACHER PREPARATION ASSESSMENT MODEL BASIC ELEMENTS OF 2005-06 TO 2007-08 STUDIES (CONT'D.)

Elements	Descriptions
Predictors (Cont'd.)	***Social Studies*:** *Student* Variables: Gender(Male); African American; Asian American; Hispanic American; Section 504; Mild Mental Retardation; Other Health Impaired; Specific Learning Disability; Gifted; Student Absences; Free Lunch; Reduced Price Lunch; Prior Year Mathematics Test; Prior Year Reading Test; Prior Year Science Test; Prior Year Social Studies Test; Prior Year English-Language Arts Test *Classroom Variables*: Teacher Absences; % Section 504; % Free Lunch; % Limited English Proficiency. *Building Variables*: % Section 504; % Free Lunch; Mean Prior year Science Test; Mean Prior Year Social Studies Test
	***Language Arts*:** *Student Variables*: Gender (Male); African American; Asian American; Limited English Proficiency; Emotionally Disturbed; Speech and Language; Mild Mental Retardation; Other Health Impaired; Specific Learning Disability; Special Education – Other; Gifted; Section 504; Free Lunch; Reduced Price Lunch; Student Absences; Prior Year Mathematics Test; prior Year Reading Test; Prior Year Science Test; Prior year Social Studies Test; Prior Year English-Language Arts Test *Classroom Variables*: Teacher Absences; % Section 504; % Gifted; % Gender (Male; Men Prior Year Social Studies Test *Building Variables*: % Free Lunch; Mean Prior Year Reading Test; Mean prior Year English-Language Arts Test; Mean Prior Year Science Test
	***Reading*:** *Student Variables*: Gender(Male); African American; Limited English Proficiency; Mild Mental Retardation; Other Health Impaired; Speech and Language; Specific Learning Disability; Special Education-Other; Gifted; Section 504; Student Absences; Free Lunch; Reduced Price Lunch; Student Absences; Prior Year English-Language Arts Test; Prior Year Mathematics Test; Prior Year Reading Test; Prior Year Science Test; Prior Year Social Studies Test *Classroom Variables*: % Minority; % Special Education; % Section 504; % Free Lunch *Building Variables*: % Free Lunch; Mean Prior Year Reading Test; Mean Prior Year Science Test

TABLE 3

POST-REDESIGN ALTERNATE CERTIFICATION PROGRAMS
TEACHER PREPARATION EFFECT ESTIMATES
2005-06 TO 2007-08 ACADEMIC YEARS

Performance Bands	Mathematics	Science
Level 1: Programs for which there is evidence that new teachers are more effective than experienced teachers.	**The New Teacher Project** Practitioner Teacher Program *Effect Estimate: 5.7 (4.0, 7.4)*	**Northwestern State University** Practitioner Teacher Program *Effect Estimate: 3.7 (1.8, 5.6)* **University of LA – Monroe** Master of Arts in Teaching – Alt. Cert. *Effect Estimate: 2.2 (0.0, 4.4)*
Level 2: Programs whose effect is more similar to experienced teachers than new teachers.		**The New Teacher Project** Practitioner Teacher Program *Effect Estimate: 0.9 (-1.3, 3.1)*
Level 3: Programs whose effect is comparable to new teachers.	**Northwestern State University** Practitioner Teacher Program *Effect Estimate: -0.2 (-3.2, 2.8)* **University of LA – Monroe** Master of Arts in Teaching – Alt. Cert. *Effect Estimate: -1.0 (-2.9, 0.9)* **University of LA – Lafayette** Non-Masters/Certification Only Alt. Cert. *Effect Estimate: -2.2 (-3.9, -0.6)* **Louisiana Resource Center for Educators** Practitioner Teacher Program *Effect Estimate: -2.9 (-4.6, -1.2)* **Louisiana College** Practitioner Teacher Program *Effect Estimate: -3.4 (-5.4, -1.4)* Mean for New Teachers *Effect Estimate: -2.7*	**Louisiana College** Practitioner Teacher Program *Effect Estimate: -1.4 (-3.7, 0.9)* **Louisiana Resource Center for Educators** Practitioner Teacher Program *Effect Estimate: -1.8 (-3.2, -0.4)* **University of LA – Lafayette** Non-Masters/Certification Only Alt. Cert. *Effect Estimate: -3.1 (-5.2, -1.0)* Mean for New Teachers *Effect Estimate: -1.4*
Level 4: Programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.		
Level 5: Programs that are statistically significantly less effective.		

Note: The number in each cell is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals.

TABLE 3

POST-REDESIGN ALTERNATE CERTIFICATION PROGRAMS TEACHER PREPARATION EFFECT ESTIMATES 2005-06 TO 2007-08 ACADEMIC YEARS (CONT'D.)

Performance Bands	Language Arts	Reading
Level 1: Programs for which there is evidence that new teachers are more effective than experienced teachers.		**The New Teacher Project** Practitioner Teacher Program *Effect Estimate: 4.1 (1.2, 7.0)*
Level 2: Programs whose effect is more similar to experienced teachers than new teachers.	**University of LA – Monroe** Master of Arts in Teaching – Alt. Cert *Effect Estimate: 2.6 (-0.2, 5.4)* **Louisiana State University - Shreveport** Non-Masters/Certification Only Alt. Cert. *Effect Estimate: 2.4 (-0.8, 5.6)* **The New Teacher Project** Practitioner Teacher Program *Effect Estimate: 2.0 (-0.4, 4.4)* **Southeastern Louisiana University** Master of Arts in Teaching – Alt. Cert. *Effect Estimate: 1.9 (-0.7, 4.5)* **Louisiana College** Practitioner Teacher Program *Effect Estimate: 1.6 (-0.9, 4.1)* **Northwestern State Univ.** Practitioner Teacher Program *Effect Estimate: -0.4 (-2.6, 1.8)*	**Louisiana College** Practitioner Teacher Program *Effect Estimate: 1.2 (-0.9, 3.5)* **Northwestern State University** Practitioner Teacher Program *Effect Estimate: 0.4 (-1.8, 2.6)* **University of LA – Monroe** Master of Arts in Teaching – Alt. Cert. *Effect Estimate: 0.2 (-2.3, 2.7)*
Level 3: Programs whose effect is comparable to new teachers.	**Louisiana Resource Center for Educators** Practitioner Teacher Program *Effect Estimate: -2.7 (-4.4, -1.0)* Mean for New Teachers *Effect Estimate: -2.9*	**University of LA – Lafayette** Non-Masters/Certification Only Alt. Cert. *Effect Estimate: -2.9 (-4.8, -0.9)* Mean for New Teachers *Effect Estimate: -2.8*
Level 4: Programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.	**University of LA – Lafayette** Non-Masters/Certification Only Alt. Cert. *Effect Estimate: -4.9 (-6.7, -3.1)*	**Louisiana Resource Center for Educators** Practitioner Teacher Program *Effect Estimate: -6.3 (-8.3, -4.3)*
Level 5: Programs that are statistically significantly less effective.		

Note: The number in each cell is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals.

TABLE 3

POST-REDESIGN ALTERNATE CERTIFICATION PROGRAMS TEACHER PREPARATION EFFECT ESTIMATES 2005-06 TO 2007-08 ACADEMIC YEARS (CONT'D.)

Performance Bands	Social Studies
Level 1: Programs for which there is evidence that new teachers are more effective than experienced teachers.	
Level 2: Programs whose effect is more similar to experienced teachers than new teachers.	**University of LA – Monroe** Master of Arts in Teaching – Alt. Cert *Effect Estimate: 1.4 (-0.6, 3.4)* **Northwestern State University** Practitioner Teacher Program *Effect Estimate: -0.4 (-2.0, 1.2)*
Level 3: Programs whose effect is comparable to new teachers.	**Louisiana College** Practitioner Teacher Program *Effect Estimate: -2.8 (-5.4, -0.2)* **University of LA – Lafayette** Non-Masters/Certification Only Alt. Cert. *Effect Estimate: -2.8 (-5.3, -0.3)* **Louisiana Resource Center for Educators** Practitioner Teacher Program *Effect Estimate: -3.0 (-5.3, -0.7)* **The New Teacher Project** Practitioner Teacher Program *Effect Estimate: -3.1 (-6.2, 0.1)* Mean for New Teachers *Effect Estimate: -2.1*
Level 4: Programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.	
Level 5: Programs that are statistically significantly less effective.	

Note: The number in each cell is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals.

TABLE 4

POST-REDESIGN UNDERGRADUATE CERTIFICATION PROGRAMS
TEACHER PREPARATION EFFECT ESTIMATES
2005-06 TO 2007-08 ACADEMIC YEARS

Performance Bands	Mathematics	Science
Level 3: Programs whose effect is comparable to new teachers.	**Louisiana State University** Undergraduate *Effect Estimate: -2.5 (-4.3, -0.7)* **University of LA – Lafayette** Undergraduate *Effect Estimate: -4.3 (-6.4, -2.2)* Mean for New Teachers *Effect Estimate: -2.7*	**University of LA – Lafayette** Undergraduate *Effect Estimate: -0.8 (-2.5, 0.9)* Mean for New Teachers *Effect Estimate: -1.4*

Note: The number in each cell is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals.

Performance Bands	Language Arts	Reading
Level 3: Programs whose effect is comparable to new teachers.	**Louisiana State University** Undergraduate *Effect Estimate: -3.7 (-6.0, -1.4)* Mean for New Teachers *Effect Estimate: -2.9*	**University of LA – Lafayette** Undergraduate *Effect Estimate: -2.8 (-4.1, -1.5)* Mean for New Teachers *Effect Estimate: -2.8*
Level 4: Programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.	**University of LA – Lafayette** Undergraduate *Effect Estimate: -4.7 (-6.2, -3.2)*	

Note: The number in each cell is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals.

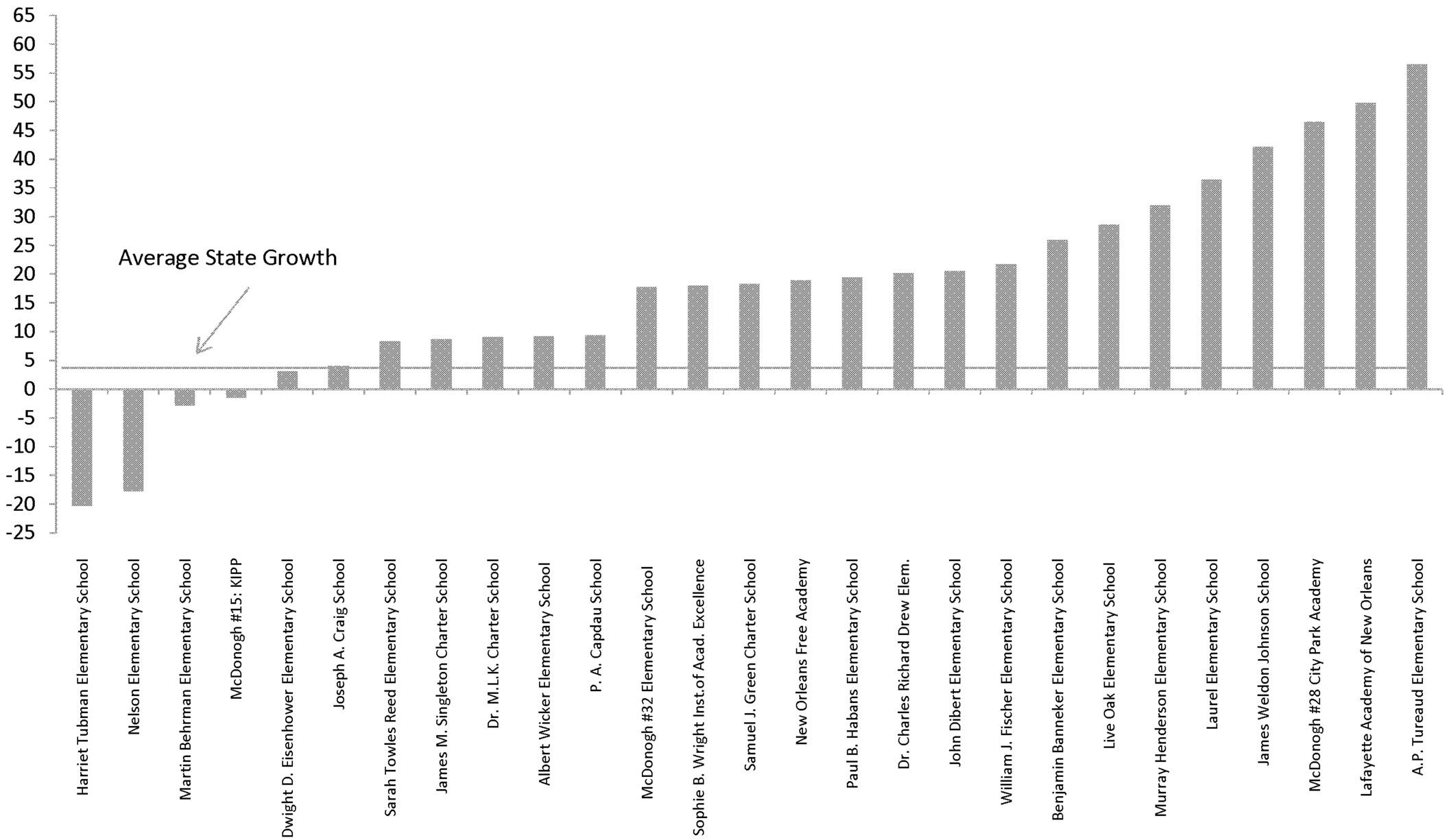
Performance Bands	Social Studies
Level 3: Programs whose effect is comparable to new teachers.	**University of LA – Lafayette** Undergraduate *.Effect Estimate: -3.1 (-4.6, -1.6)* Mean for New Teachers *Effect Estimate: -2.1*

Note: The number in each cell is the mean adjustment to student outcome that would be expected based upon a standard deviation of 50. The numbers in parentheses are the 68% confidence intervals.

Growth in Recovery School District: New Orleans Schools 2007 to 2009

These data are for the schools that have been in the RSD for 3 or more years.

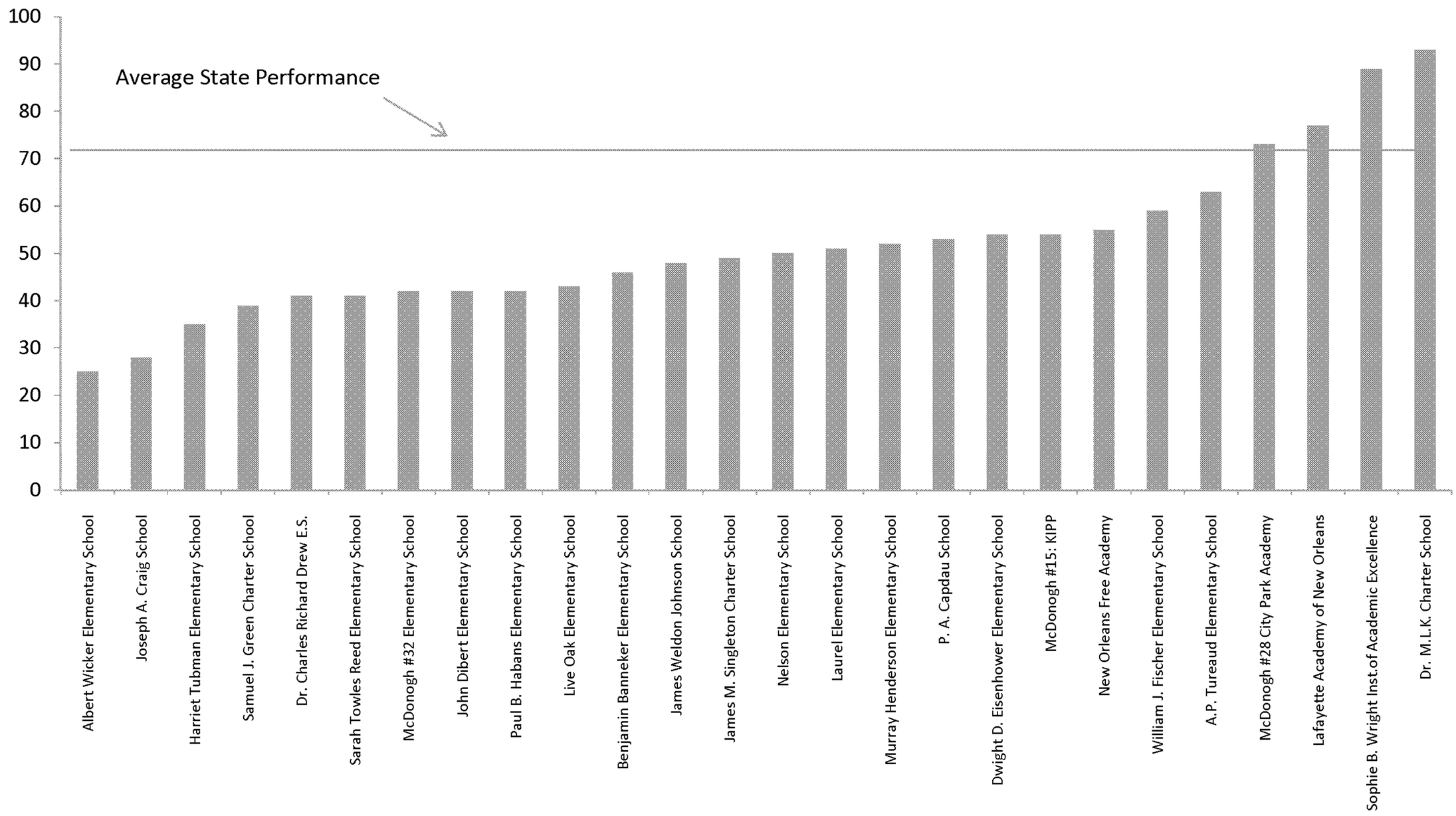
Growth in Percentage of 4th Grade Students Scoring Basic+ in ELA 2007 to 2009 at RSD Schools



Key Point: 78% of RSD schools demonstrated growth on this measure between 1 and 14 times the State average growth.

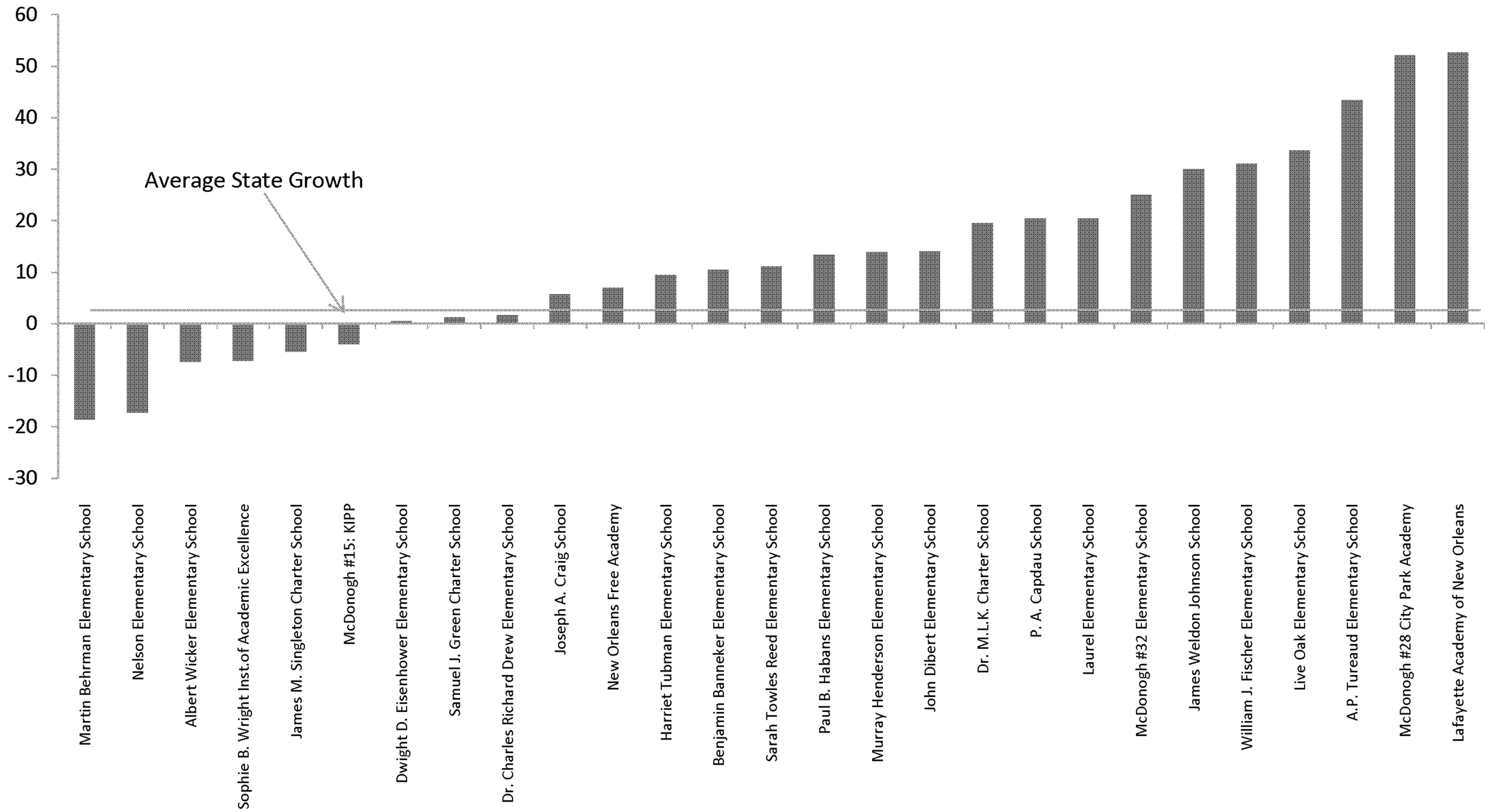
Percentage of Students Scoring Basic+ on 4th Grade ELA in 2009 at RSD Schools

for schools in the district since 2006-2007



Key Point: 15% of RSD schools that have been in the district since 2006-2007 are now above the State average performance on this measure.

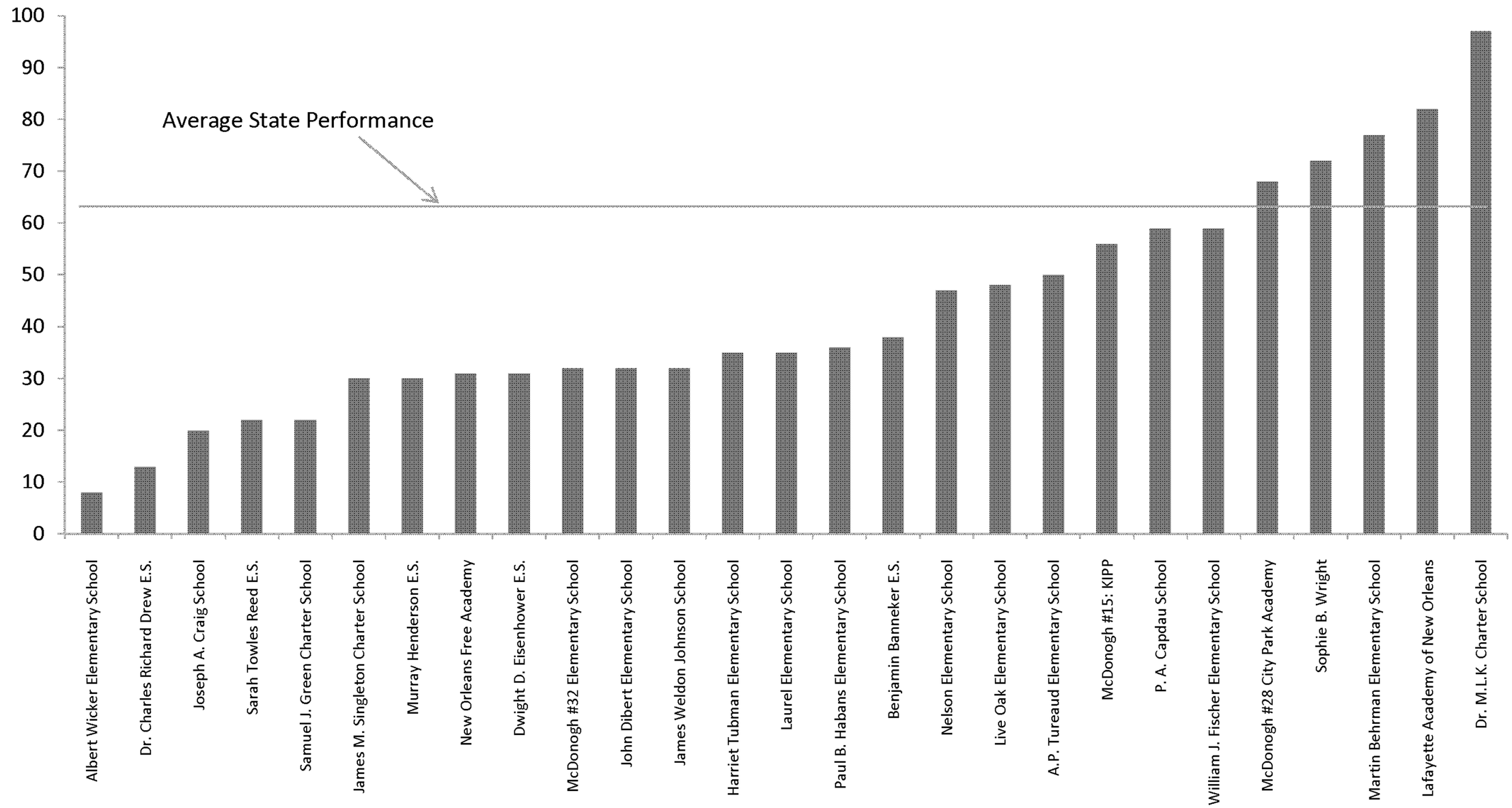
Growth in Percentage of 4th Grade Students Scoring Basic+ in Mathematics: 2007 to 2009 at RSD Schools



Key Point: 67% of RSD schools demonstrated growth on this measure between 1 and 26 times the State average growth.

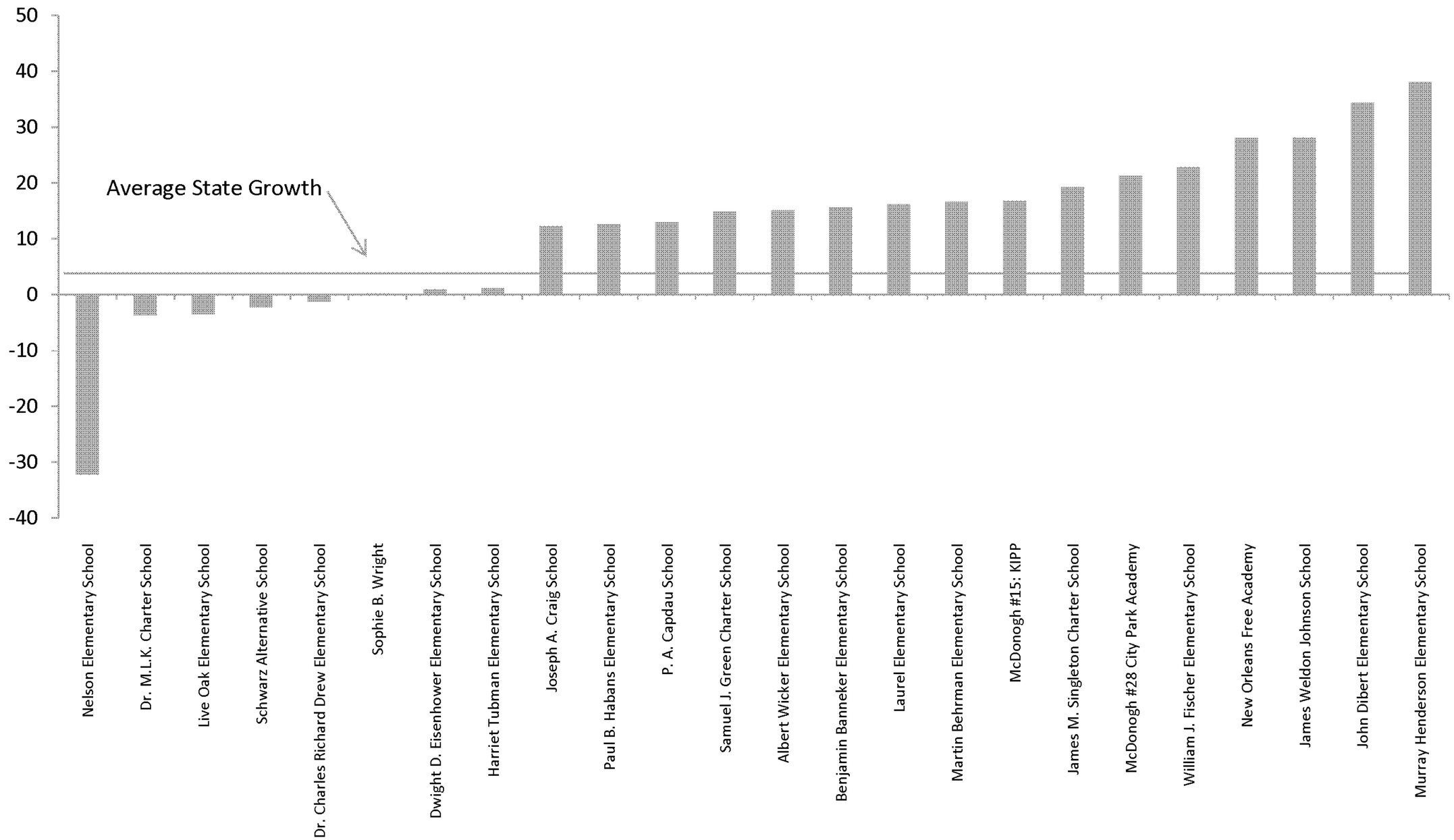
Percentage of Students Scoring Basic+ on 4th Grade Mathematics in 2009 at RSD Schools

for schools in the district since 2006-2007



Key Point: 18.5% of RSD schools that have been in the district since 2006-2007 are now above the State average performance on this measure.

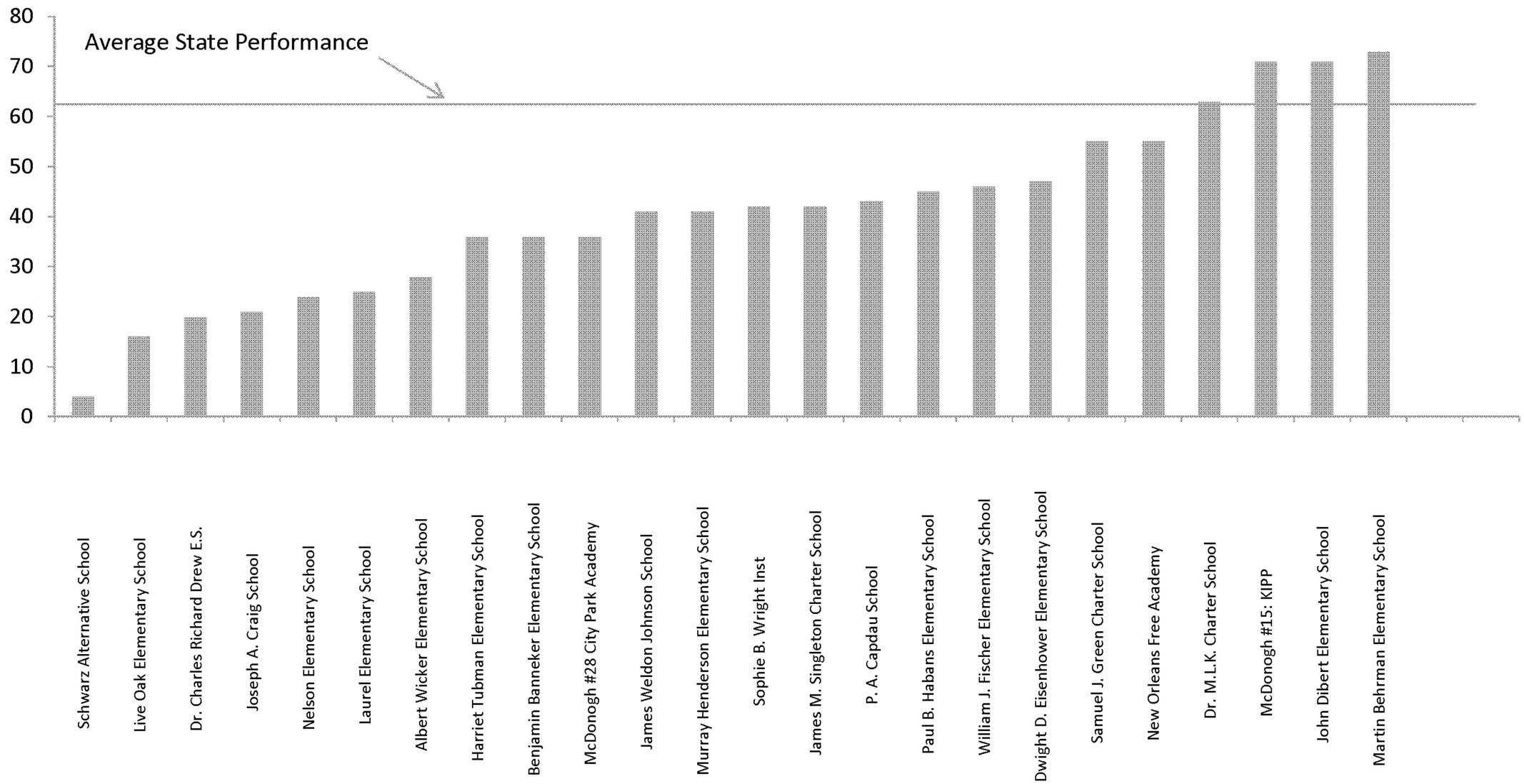
Growth in Percentage of 8th Grade Students Scoring Basic+ in ELA 2007 to 2009 at RSD Schools



Key Point: 67% of RSD schools demonstrated growth on this measure between 3 and 9 times the State average growth.

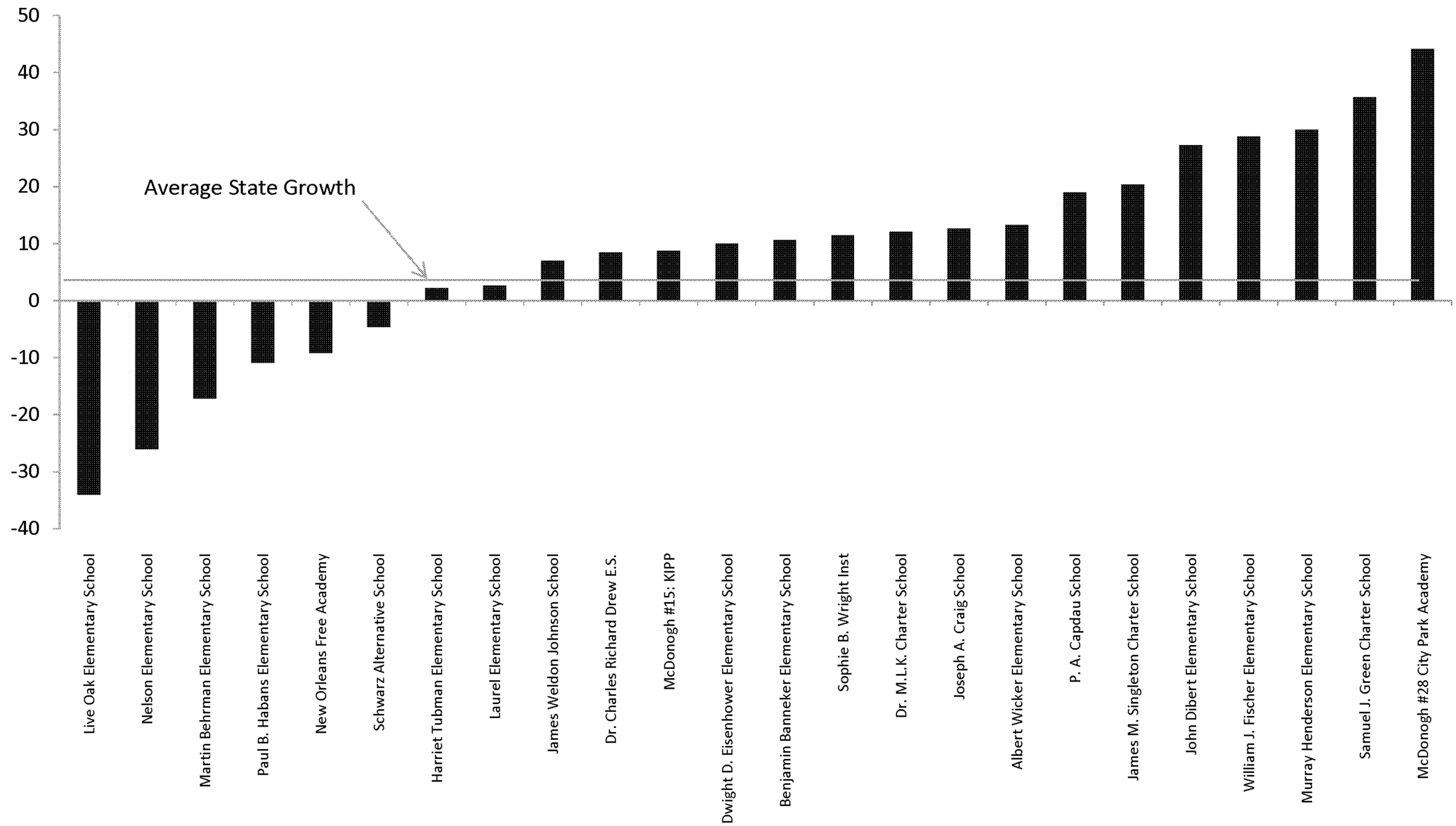
Percentage of Students Scoring Basic+ on 8th Grade ELA in 2009 at RSD Schools

for schools in the district since 2006-2007



Key Point: 17% of RSD schools that have been in the district since 2006-2007 are now above the State average performance on this measure.

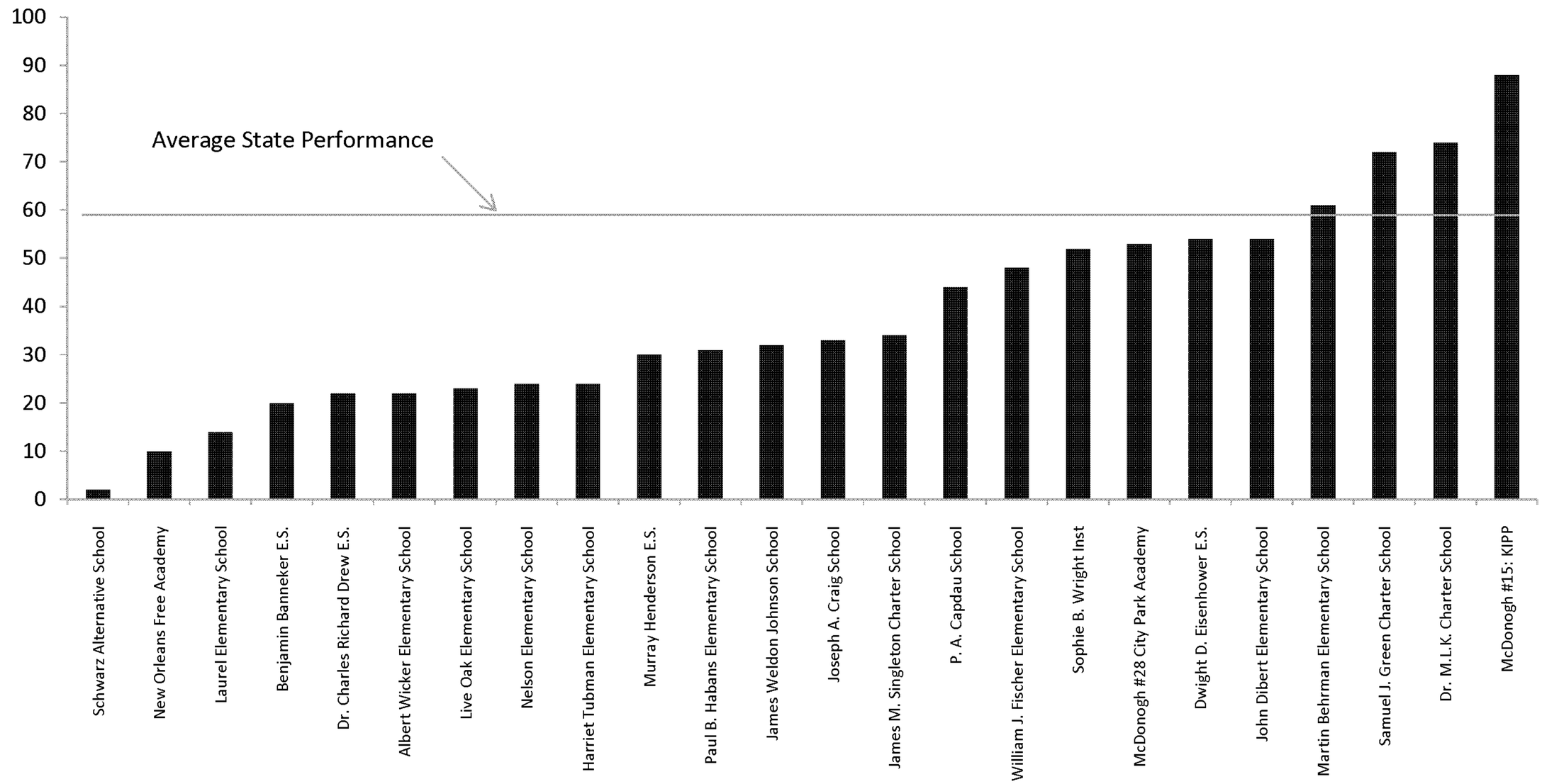
Growth in Percentage of 8th Grade Students Scoring Basic+ in Mathematics: 2007 to 2009 at RSD Schools



Key Point: 67% of RSD schools demonstrated growth on this measure between 1 and 11 times the State average growth.

Percentage of Students Scoring Basic+ on 4th Grade Mathematics in 2009 at RSD Schools

for schools in the district since 2006-2007



Key Point: 17% of RSD schools that have been in the district since 2006-2007 are now above the State average performance on this measure.

LOUISIANA RACE TO THE TOP PARTICIPATING LEA PARTNERSHIP AGREEMENT

This Partnership Agreement ("Agreement") is entered into by and between the **Louisiana Department of Education ("State")** and **_____ ("Participating LEA" or "LEA").**

The purpose of this agreement 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 ("R2T") grant project.

I. SCOPE OF WORK

Exhibit I of this agreement, the Preliminary Scope of Work, and Exhibit II of this agreement, the *Louisiana Education Reform Plan,* indicates the reforms that the Participating LEA is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top (R2T) application, the Participating LEA sub-grantee, in good faith, will:

1. As a condition for participating in and receiving an allocation of funds under the State's R2T program, develop a detailed action plan ("Final Scope of Work") in collaboration with the State and relevant stakeholders describing specific goals, activities, timelines, budgets, key personnel, and annual district and school performance targets against the State's eight priority outcome measures (attached as *Appendix A*) for the implementation of the reforms identified in Exhibit I of this agreement and the programs and strategies identified under the "LEA Actions to Advance Reform" section of Exhibit II of this agreement, the *Louisiana Education Reform Plan*. The *Louisiana Education Reform Plan* also outlines specific state-provided supports that will be available to each Participating LEA. The Final Scope of Work must be provided to the State no later than 90 days after the R2T award to Louisiana and must be approved by the State. The State will approve the LEA for funding based on the scope and quality of the action plan and the LEA's capacity to implement the plan at the local level in a meaningful and high quality manner;
2. Implement the LEA plan as identified in Exhibits I and II of this agreement;
3. Align other funding sources in support of the initiatives in Exhibits I and II of this agreement, such as, Title II, Part A, and other resources;
4. Over the course of the project, work with the State to identify needs for modifications;
5. 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 U.S. Department of Education ("ED");
6. 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 R2T grant;

7. Participate, as requested, in any evaluations of this grant conducted by the State or ED;
8. 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; and,
9. Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the R2T grant period, and (d) other matters related to the R2T grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's R2T application, the State grantee, in good faith, will:

1. Work collaboratively with and support the Participating LEA in developing the LEA Plan identified in Exhibits I and II of this agreement and in the agreement to be developed and approved as set forth under Section II-A-1 above;
2. Deliver the state supports outlined in the *Louisiana Education Reform Plan* (Exhibit II) and work collaboratively with the LEAs to execute their Final Scope of Work;
3. Timely distribute the LEA's portion of R2T grant funds during the course of the project period and in accordance with the LEA's Final Scope of Work;
4. Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
5. Identify and coordinate sources of technical assistance, professional development, and support, consistent with Section II-A-1 above.

C. 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 *Louisiana Education Reform 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 R2T grant;
3. These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this Agreement;
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; and,
5. State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's R2T grant, even when the grant 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 action, which could include a collaborative process between the State and the LEA, or other measures including, but not limited to, those detailed in 34 CFR section 80.43, for example, putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

1. Has all requisite power and authority to execute this Agreement;
2. Is familiar with the State's R2T grant application and is supportive of and will work to implement the State's Plan;
3. Will provide a Final Scope of Work and detailed work plans consistent with Section II-A-1 above in a timely fashion if the State's application is funded, but no later than 90 days after a R2T grant is awarded to Louisiana ; and
4. Will comply with all of the terms of the Grant, the State's sub-grant, 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 Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

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

VI. HIGH-PERFORMANCE SCHOOLS INITIATIVE

Louisiana's accountability system provides an existing mechanism and structure to track the performance of all schools and turn around those that are persistently low-performing and in academically unacceptable status (AUS) [LA Statute RS 17.1990]. The State seeks to provide additional support to Participating LEAs willing to dramatically reform the lowest-performing schools in their districts through its ***High-Performance***

Schools Initiative. Participating LEAs interested in voluntarily placing schools in the ***High-Performance Schools Initiative*** must implement one of the following school intervention models in each selected school:

- *Turnaround:* Put in place new leadership and a majority of new staff, new governance, and improved instructional programs, and provide the school with sufficient operational flexibilities, such as the ability to select staff, control budget, and expand learning time.
- *Restart:* Convert a school or close and reopen under a charter (CMO) or education management organization (EMO).
- *School Closure:* Close the school and place its students in a high-performing school within the district.
- *Transformation:* Hire a new principal (or have hired a new principal within the appropriate time frame) and implement a suite of best practices including comprehensive instructional management reform. The suite of best practices mirrors include those available to all schools through the *Louisiana Education Reform Plan.* Over an appropriate transition period provide the school leader with sufficient operational flexibilities, such as the ability to select staff, control budget, and expand learning time.

If a school that qualifies to be in the ***High-Performance Schools Initiative*** has implemented one of the intervention models within the last two years, the school may continue to complete the intervention being implemented and might be eligible for additional financial support.

_____ As a participating LEA, I choose NOT to place schools in the ***High-Performance Schools Initiative.***

_____ As a participating LEA, I **voluntarily** choose to place ____ schools (number of my schools) in the ***High-Performance Schools Initiative.***

COMMENTS FROM LEA:

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

APPENDIX A – STATE PRIORITY OUTCOME MEASURES

These goals will help drive organizational change and consistent focus for education reform at all levels. A successful goal set will not include everything we value, but those targets that if we can change them should drive broad systemic improvement for students. The statewide goals will provide a foundation for the comprehensive educational strategic plan for Louisiana and serve as benchmarks against which we assess our performance. As part of the Final Scope of Work, the Participating LEA and the State will develop annual district and school performance targets against these eight priority outcome measures. These goals as are follows:

LOUISIANA CHILDREN WILL…

- **Enter kindergarten ready to learn**
- **Be literate by 3rd grade**
- **Arrive in 4th grade on time**
- **Perform on grade level in English Language Arts (ELA) in the 8th grade**
- **Perform on grade level in Mathematics in 8th grade**
- **Graduate on time**
- **Be prepared for and enroll in post-secondary education**
- **Achieve these goals regardless of race or socio-economic status (SES)**

EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below. The numbering of these items corresponds to the R2T guidelines.

ELEMENTS OF THE LOUISIANA EDUCATION REFORM PLAN

B. STANDARDS AND ASSESSMENTS

B3. Supporting the transition to enhanced standards and high-quality assessments

C. DATA SYSTEMS TO SUPPORT INSTRUCTION

C3. Using data to improve instruction:

C3i. Use of local instructional improvement systems

C3ii. Professional development on use of data

C3iii. Availability and accessibility of data to researchers

D. GREAT TEACHERS AND LEADERS

D2. Improving teacher and principal effectiveness based on performance:

D2i. Measure student growth

D2ii. Design and implement evaluation systems comprised of 50 percent student achievement growth data (value-added)

D2iii. Conduct annual evaluations

D2(iv)a. Use evaluations to inform professional development

D2(iv)b. Use evaluations to inform compensation, promotion, and retention

D2(iv)c. Use evaluations to inform tenure and/or full certification

D2(iv)d. Use evaluations to inform removal

D3. Ensuring equitable distribution of effective teachers and principals:

D3i. High-poverty and/or high-minority schools

D3ii. Hard-to-staff subjects and specialty areas

D5. Providing effective support to teachers and leaders:

D5i. Quality professional development

D5ii. Measure effectiveness of professional development

E2. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

Louisiana's accountability system provides an existing mechanism and structure to track the performance of all schools and turn around those that are persistently low-performing and in academically unacceptable status (AUS) [LA Statute RS 17.1990]. Participating LEAs can choose to place schools with a School Performance Score (SPS) below 75 in the State's ***High-Performance Schools Initiative*** as defined in the Partnership Agreement.

Race to the Top
Is Your District Ready to Race to the Top

From: Chris Meyer

To: ACADIA ; ALLEN; ASCENSION; ASSUMPTION ; AVOYELLES ; BAKER; BEAUREGARD; BIENVILLE; BOGALUSA CITY; BOSSIER; CADDO ; CALCASIEU ; CALDWELL; CAMERON ; CATAHOULA; CENTRAL ; CLAIBORNE ; CONCORDIA ; DESOTO; EAST BATON ROUGE ; EAST CARROLL; EAST FELICIANA ; EVANGELINE; FRANKLIN; GRANT; IBERIA ; IBERVILLE ; JACKSON ; JEFFERSON; JEFFERSON DAVIS; LAFAYETTE; LAFAYETTE ; LAFOURCHE; LASALLE; LINCOLN; LIVINGSTON ; MADISON ; MONROE CITY ; MOREHOUSE ; NATCHITOCHES ; ORLEANS ; OUACHITA; PLAQUEMINES ; POINT COUPEE ; RAPIDES; Paul Vallas; Rayne Martin; RED RIVER; RICHLAND; SABINE; Elizabeth Moore; ST BERNARD ; ST CHARLES; ST HELENA ; ST JAMES; ST JOHN ; ST LANDRY ; ST MARTIN ; ST MARY; ST TAMMANY; TANGIPAHOA ; TENSAS; TERREBONNE ; UNION ; VERMILION ; VERNON ; WASHINGTON ; WEBSTER; WEST BATON ROUGE; WEST CARROLL ; WEST FELICIANA; WINN; ZACHARY
Cc: Paul Pastorek; Ollie Tyler

Subject: Is Your District Ready for Race to the Top?

Date: Monday, January 04, 2010 6:48:00 PM

Superintendents,

Happy New Year! As your district weighs its option to participate in Louisiana's Race to the Top (R2T) application, we want to highlight those ideas that underpin many of the initiatives in the Louisiana Education Reform Plan (https://www.louisianaschools.net/lde/uploads/15231.pdf) that will require the greatest commitment from your district. Indeed, these ideas represent the spirit of R2T.

Is your district willing and able to...?

1. Provide job-embedded professional development time for teachers during the school day?

2. Ensure that all children who are not making enough progress and/or attend the lowestperforming schools are educated by effective teachers and leaders as determined by a new Comprehensive Performance Evaluation System (i.e., develop local options or strategies, which could include providing monetary incentives, to encourage effective and highly effective teachers and leaders to work in the lowest-performing schools)?

3. Develop, refine, and sustain a compensation system that rewards teachers and leaders for their effectiveness in raising the academic achievement of their students?

4. Provide ineffective teachers with targeted opportunities to improve, but when improvement does not occur, dismiss persistently ineffective teachers based on lack of growth in student achievement and other components of the evaluation?

5. Help to increase the value and respect for tenure by granting tenure only to teachers who have demonstrated effective performance in their first three years of teaching?

6. Be accountable for ambitious, but achievable performance targets that directly contribute to the eight state priority outcome goals (as defined in the Partnership Agreement)?

7. Work closely with your teachers and other stakeholders to revise district policies (such as teacher and leader evaluation systems) to align with the Louisiana Education Reform Plan?

8. Align other funding sources where appropriate (i.e., discretionary federal, state, and available local resources) to support the implementation and sustainability of the Louisiana Education Reform Plan activities so that children in your district can reach higher levels of academic achievement?

9. Empower your principals with appropriate and effective site-based autonomy and decision-making, and evaluate those principals based on their ability to develop, support, and retain effective and highly-effective teachers?

10. Appoint a R2T liaison from your district to work closely and coordinate with the LDOE?

If you answer "yes" to questions above, then you are definitely ready for R2T.

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The initial response to Race to the Top (R2T) has been tremendous. Fifty-nine districts submitted a letter of intent. This is a great sign of interest in being part of a statewide education reform movement, of which R2T is a part of this effort. We appreciate that very much.

However, as your district further weighs its participation in R2T, it is important that these ten questions and the activities clearly described in the Louisiana Education Reform Plan be given very serious consideration.

The Louisiana Education Reform Plan outlines the framework that each Participating LEA must follow. There are detailed elements of the Reform Plan that will be mandatory, such as the Comprehensive Performance Management System. But, there are other best practices, such as extended day, extended year, where a district is given the discretion to make local decisions that are in the best interest of the students in their community. Race to the Top is designed to provide the resources and opportunity for Louisiana to refine these activities across diverse districts and schools.

Not all LEAs will decide to join the Race to the Top application as a Participating LEA – which is defined as an LEA that agrees to implement and refine all activities in the Louisiana Education Reform Plan. Indeed, there are legitimate reasons not to directly participate and the R2T application does not require 100 percent LEA participation.

LEAs that do not directly participate in R2T have the opportunity to be engaged in the reform effort as an Involved LEA. Involved LEAs will have the opportunity to be the first adopters of the best practice reforms conducted at scale through the R2T process. Additionally, there may be other grant funding and technical assistance opportunities available to these LEAs to support the implementation of best practices proven in the R2T venture.

There is no stigma associated with not participating at this time and we understand each district will have to examine its situation in light of the commitment required and the resources of the district. If your district is unable to enter as a Participating LEA, we respect that decision and encourage you to find other ways to be involved in the statewide reform effort.

R2T presents an unprecedented opportunity for Louisiana to implement whole-system elements of education reform. Whether your district decides to be a Participating or Involved district, all Louisiana LEAs are encouraged to join the movement to deliver a world-class education to each and every child.

Christopher J. Meyer
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(b)(6)

Race to the Top
Participating LEA Table

Detailed Table for (A)(1)

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

	LEA Demographics						Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# of K-12 Students	# of Minority K-12 Students	% of Minority K-12 Students	# of K-12 Students in Poverty	% of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Ascension Parish	29	19,658	7,190	36.58%	8,786	44.69%	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Assumption Parish	10	4,051	1,857	45.84%	2,640	65.17%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Avoyelles Parish	11	6,240	2,988	47.88%	5,087	81.52%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
DeSoto Parish	14	4,925	2,579	52.37%	3,331	67.63%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Baton Rouge Parish	83	42,643	37,533	88.02%	33,975	79.67%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Carroll Parish	6	1,306	1,281	98.09%	1,244	95.25%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Feliciana Parish	8	2,196	1,629	74.18%	1,853	84.38%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Iberville Parish	8	4,167	3,095	74.27%	3,570	85.67%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jefferson Parish	90	45,076	30,840	68.42%	34,481	76.50%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lafayette Parish	42	30,164	14,811	49.10%	17,911	59.38%	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lafourche Parish	31	14,626	4,524	30.93%	8,792	60.11%	Y	Y	NA	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Madison Parish	7	1,963	1,844	93.94%	1,830	93.22%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Recovery School District (RSD)	35	11,933	11,816	99.02%	10,438	87.47%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Richland Parish	12	3,402	1,812	53.26%	2,726	80.13%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sabine Parish	12	4,335	2,083	48.05%	3,059	70.57%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Bernard Parish	8	5,298	1,873	35.35%	3,927	74.12%	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Helena Parish	3	1,237	1,151	93.05%	1,146	92.64%	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. James Parish	11	4,014	2,699	67.24%	2,726	67.91%	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Race to the Top
Participating LEA Table

St. John the Baptist Parish	13	6,311	5,277	83.62%	5,482	86.86%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Landry Parish	36	15,231	9,040	59.35%	11,684	76.71%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
St. Mary Parish	25	9,630	4,999	51.91%	6,705	69.63%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tangipahoa Parish	39	19,424	9,864	50.78%	14,116	72.67%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Terrebonne Parish	40	19,103	8,079	42.29%	12,393	64.87%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Vernon Parish	19	10,029	2,904	28.96%	5,943	59.26%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Baton Rouge Parish	10	3,853	2,127	55.20%	2,681	69.58%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Monroe City	21	8,684	7,615	87.69%	7,019	80.83%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bogalusa City	8	2,300	1,618	70.35%	2,170	94.35%	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
City of Baker	6	1,967	1,845	93.80%	1,585	80.58%	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
City/Parish School District Totals	**637**	**303,766**	**184,973**	**60.89%**	**217,300**	**71.54%**																			
New Vision Learning Academy	1	352	351	99.72%	298	84.66%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
International School of Louisiana	1	522	382	73.18%	264	50.57%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Delhi Charter School	1	619	131	21.16%	311	50.24%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Belle Chasse Academy, Inc.	1	847	508	59.98%	360	42.50%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Milestone SABIS Academy of New Orleans	1	396	391	98.74%	379	95.71%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
The MAX Charter School	1	111	15	13.51%	29	26.13%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
D'Arbonne Woods Charter School, Inc.	1	202	48	23.76%	108	53.47%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Madison Preparatory Academy	1	92	92	100.00%	75	81.52%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
P. A. Capdau School	1	426	425	99.77%	406	95.31%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Nelson Elementary School	1	413	412	99.76%	406	98.31%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Thurgood Marshall Early College High School	1	377	374	99.20%	328	87.00%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Linear Leadership Academy	1	271	266	98.15%	266	98.15%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Linwood Public Charter School	1	655	649	99.08%	645	98.47%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crestworth Learning Academy	1	430	429	99.77%	390	90.70%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arise Academy	1	198	197	99.49%	194	97.98%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Success Preparatory Academy	1	238	237	99.58%	230	96.64%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Benjamin E. Mays Preparatory School	1	140	139	99.29%	138	98.57%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pride College Preparatory Academy	1	132	131	99.24%	126	95.45%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Glen Oaks Middle School	1	308	306	99.35%	261	84.74%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Prescott Middle School	1	279	275	98.57%	267	95.70%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Race to the Top
Participating LEA Table

Pointe Coupee Central High School	1	385	384	99.74%	342	88.83%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dalton Elementary School	1	365	362	99.18%	353	96.71%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lanier Elementary School	1	293	292	99.66%	272	92.83%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Capitol Pre-College Academy for Boys	1	213	212	99.53%	158	74.18%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Capitol Pre-College Academy for Girls	1	184	183	99.46%	123	66.85%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Crocker Arts and Technology School	1	174	169	97.13%	160	91.95%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
The Intercultural Charter School	1	296	296	100.00%	279	94.26%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Akili Academy of New Orleans	1	168	167	99.40%	126	75.00%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Orleans Charter Science and Math Academy	1	151	149	98.68%	81	53.64%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sojourner Truth Academy	1	183	181	98.91%	154	84.15%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Miller-McCoy Academy	1	388	385	99.23%	300	77.32%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
NOLA College Prep Charter School	1	441	439	99.55%	423	95.92%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
A.D. Crossman-Esperanza Charter School	1	332	325	97.89%	315	94.88%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Langston Hughes Academy Charter School	1	488	488	100.00%	453	92.83%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Andrew H. Wilson Charter School	1	525	515	98.10%	499	95.05%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Abramson Science & Technology Charter School	1	491	488	99.39%	478	97.35%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kenilworth Science and Technology School	1	447	444	99.33%	402	89.93%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
James M. Singleton Charter School	1	617	617	100.00%	605	98.06%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dr. M.L.K. Charter School for Science & Tech.	1	700	697	99.57%	679	97.00%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
McDonogh #28 City Park Academy	1	372	370	99.46%	371	99.73%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lafayette Academy of New Orleans	1	778	766	98.46%	675	86.76%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
McDonogh #42 Elementary Charter School	1	527	523	99.24%	453	85.96%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Martin Behrman Elementary School	1	616	612	99.35%	553	89.77%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dwight D. Eisenhower Elementary School	1	594	588	98.99%	490	82.49%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
William J. Fischer Elementary School	1	451	448	99.33%	419	92.90%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
McDonogh #32 Elementary School	1	571	570	99.82%	498	87.22%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
O.P. Walker Senior High School	1	857	855	99.77%	743	86.70%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Harriet Tubman Elementary School	1	485	479	98.76%	434	89.48%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Algiers Technology Academy	1	347	338	97.41%	237	68.30%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Sophie B. Wright Inst.of Academic Excellence	1	348	344	98.85%	345	99.14%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Race to the Top
Participating LEA Table

KIPP Believe College Prep (Phillips)	1	333	332	99.70%	306	91.89%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
KIPP McDonogh 15 School for the Creative Arts	1	480	459	95.63%	418	87.08%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
KIPP Central City Academy	1	288	288	100.00%	258	89.58%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
KIPP Central City Primary	1	195	195	100.00%	177	90.77%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Samuel J. Green Charter School	1	460	454	98.70%	444	96.52%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Arthur Ashe Charter School	1	241	238	98.76%	218	90.46%	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Craig Elementary School	1	New School in 2010-2011					Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dibert Elementary School	1	New School in 2010-2011					Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Laurel Elementary School	1	New School in 2010-2011					Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Live Oak Elementary School	1	New School in 2010-2011					Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gentilly Terrace High School	1	New School in 2010-2011					Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Morris Jeff Community School	1	New School in 2010-2011					Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lagniappe Academies of New Orleans	1	New School in 2010-2011					Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
KIPP Renaissance High School	1	New School in 2010-2011					Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Edgar P. Harney Spirit of Excellence Academy	1	New School in 2010-2011					Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charter School Totals	**65**	**21,792**	**20,410**	**99.13%**	**16,898**	**77.54%**																			
Participating LEA Totals	**702**	**325,558**	**205,383**	**63.09%**	**234,198**	**71.94%**																			
Statewide Totals	**1475**	**693,226**	**356,898**	**51.48%**	**456,168**	**65.80%**																			
Percent of Statewide Population in R	**47.59%**	**46.96%**	**57.55%**		**51.34%**																				

LEA SCHOOL BOARD VOTE TALLIES

District	Vote
Ascension Parish	No official vote
Assumption Parish	7-1 approve
Avoyelles Parish	5-4 approve
City of Baker School	Unanimous (5)
City of Bogalusa School District	Unanimous (2 absent)
City of Monroe School District	6-1 approve
DeSoto Parish	Unanimous (11)
East Baton Rouge Parish	10-1 approve (1 absent)
East Carroll Parish	7-1 approve
East Feliciana Parish	9-1 approve (2 absent)
Iberville Parish	9-1 (5 absent)
Jefferson Parish	No official vote
Lafayette Parish	8-1 approve
Lafourche Parish	Unanimous (13)
Madison Parish	5-2 (1 absent)
Orleans Parish	Unanimous (7)
Recovery School District	No official vote
Richland Parish	7-1 approve (1 absent)
Sabine Parish	8-1 approve
St. Bernard Parish	Unanimous (10, 1 absent)
St. Helena Parish	Unanimous (5)
St. John the Baptist Parish	Unanimous
St. James Parish	Unanimous
St. Landry Parish	11-1 approve (1 absent)
St. Mary Parish	Unanimous (11)
Tangipahoa Parish	Unanimous (9)
Terrebonne Parish	9-1 approve
Vernon Parish	Unanimous (1 absent)
West Baton Rouge Parish	Unanimous (1 absent)

Overview of Methodology

To make overall state projections, we divided students into three groups (shown below). The table below explain the basic methodology used to make our growth assumption for each group against each metric. This rest of this Appendix outlines the exact numbers that resulted.

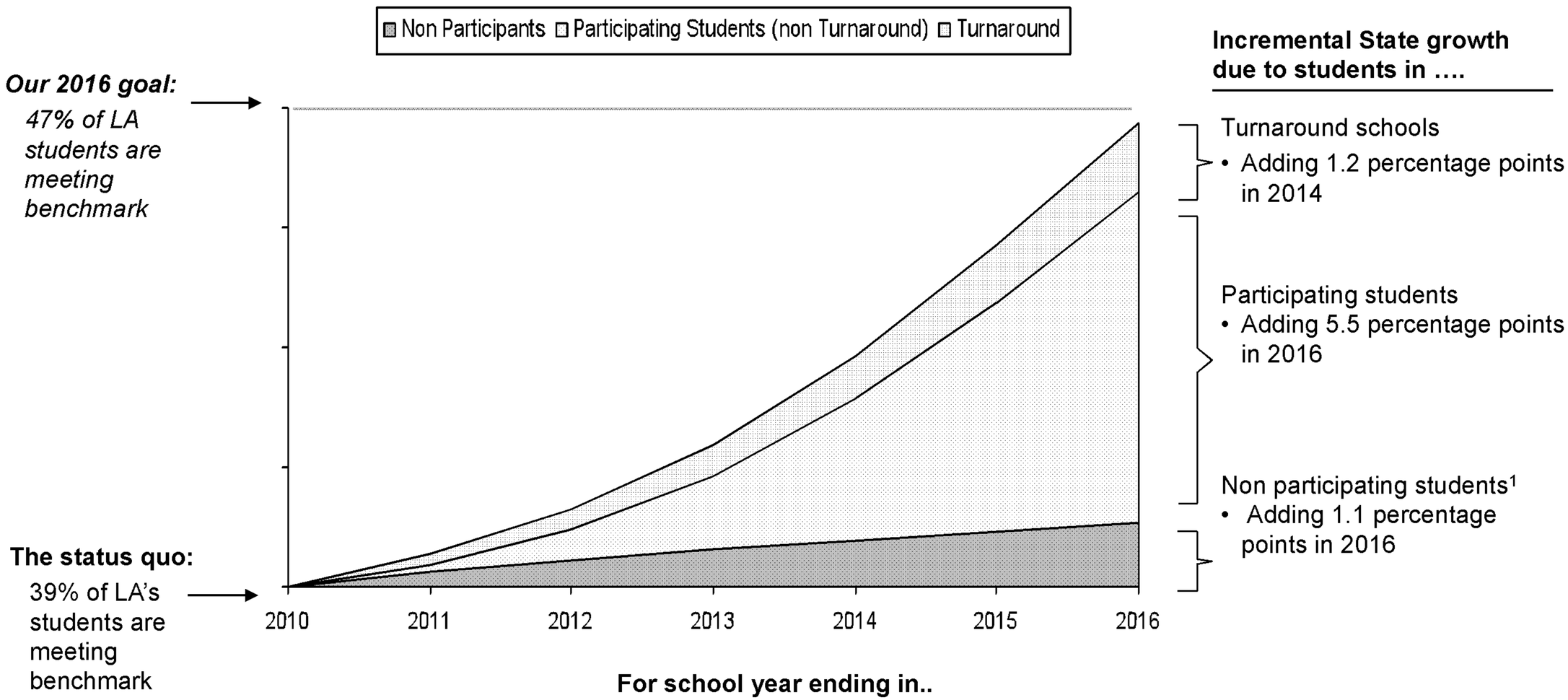
Participation Type	Description	Growth assumptions
Turnaround	Students in this cateogory are either in a RSD school OR High Performance School Initiative school	These students will exhibit the most aggressive growth. Our growth assumptions are modeled on the trends established by the last 5 years in the RSD. Students in turnaround schools will experience no growth in year 1 but should experience growth comprable to RSD results in year 3 of participating on each year afterwards.
Participating Students (non - turnaround)	Students in these schools are experiencing the full roll out of our Race to the Top Reform Plan. All students in all participating LEAs will be in this category by Year 4 (the 2013-2014 school year), but only 30, 50 and 75 percent in years 1-3, respectively.	In their 4th year of participation, these students should exhibit, at a minimum, growth matching that shown by LA LEAs in the 90th percentile for the given metric. For students in lower performing schools (i.e., the bottom half of non-turnaround schools), growth levels will be more intense - matching RSD year 3 levels. The growth rate assumed for each metric (shown on the follow pages) is based on a weighted average of the number of schools that will grow at RSD rates and those that will grow at the current 90th percentile.
Non-Participating Students OR Students Awaiting Rollout of Reforms in Participating LEAS	These students are either: 1. in an LEA that is not participating in R2T OR 2. In a participating LEA but awaiting sufficient rollout of reforms to their school	On average, these students should continue the growth trajectory that the state has exhibited prior to R2T.

Priority Goal #1

Arriving in Kindergarten Prepared: DIBELS

Today, 39% of LA's students meet benchmark.

By June 2016, 47% of LA's students will meet benchmark.



Without R2T, we can continue our historic growth of 0.4 percentage points a year resulting in 41% of our students on benchmark in 2016

1 Assuming continuation of state growth trend (minus impact of RSD): 1.0 percentage points, on average per year

RACE TO THE TOP
PRIORITY GOALS

Priority Goal #1: Arriving in Kindergarten Prepared – DIBELS in turnaround schools

What this table tells you

- In SY 2015-2016, the accelerated growth of students in turnaround schools will add 0.23 percentage points to the total percentage of Kindergartners performing on benchmark early in their first semester over 2014-2015
- The calculation used: Multiply the two numbers in each of the cells A – D. Add these products together. Divide by E to get F.
- Example: ((3,000*0)+(3000*2)+(3000*3)+(28,000*4))/ 693,000= 0.20 percentage points of growth in the overall state average in 2014
- The sum of all numbers in the bottom row will provide the total growth ascribed to turnaround schools in the chart of the previous page

	Factor	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
A	Students experiencing 1st year of turnaround (percentage point growth experienced by that group)[1]	3,000 (0)	3,000 (0)	3,000 (0)	3,000 (0)	NA	NA
B	Students experiencing 2nd year of turnaround (percentage point growth experienced by that group)	NA	3,000 (2.0)	3,000 (2.0)	3,000 (2.0)	3,000 (2.0)	NA
C	Students experiencing 3st year of turnaround (percentage point growth experienced by that group)	NA	NA	3,000 (3.0)	3,000 (3.0)	3,000 (3.0)	3,000 (3.0)
D	Students experiencing 4st year (or later) of turnaround 2013 OR students in RSD prior to R2T (percentage point growth experienced by that group)	28,000 (4.0)	28,000 (4.0)	28,000 (4.0)	31,000 (4.0)	34,000 (4.0)	37,000 (4.0)
E	Total number of students in Louisiana	693,000	693,000	693,000	693,000	693,000	693,000
F	Percentage point increase in overall state average **over the previous year** (students scoring Basic or above)	0.16%	0.17%	0.18%	0.20%	0.22%	0.23%

1 Assuming no growth in first year of turnaround based on LA experience in RSD

RACE TO THE TOP
PRIORITY GOALS

Priority Goal #1: Arriving in Kindergarten Prepared – DIBELS in participating schools (non-turnaround)

What this table tells you

- In SY 2015-2016, the accelerated growth of students in turnaround schools will add 1.67% percentage points to the total percentage of Kindergartners performing on benchmark early in their first semester over 2014-2015
- The calculation used: Multiply the two numbers in each of the cells A – D. Add these products together. Divide by E to get F.
- Example: ((75k*1) + (77k**2) + (62k*3) + (95k*4)) / 693,000 = 1.15 percentage points of growth in the overall state average in 2014
- The sum of all numbers in the bottom row will provide the total growth ascribed to participating students in the graph

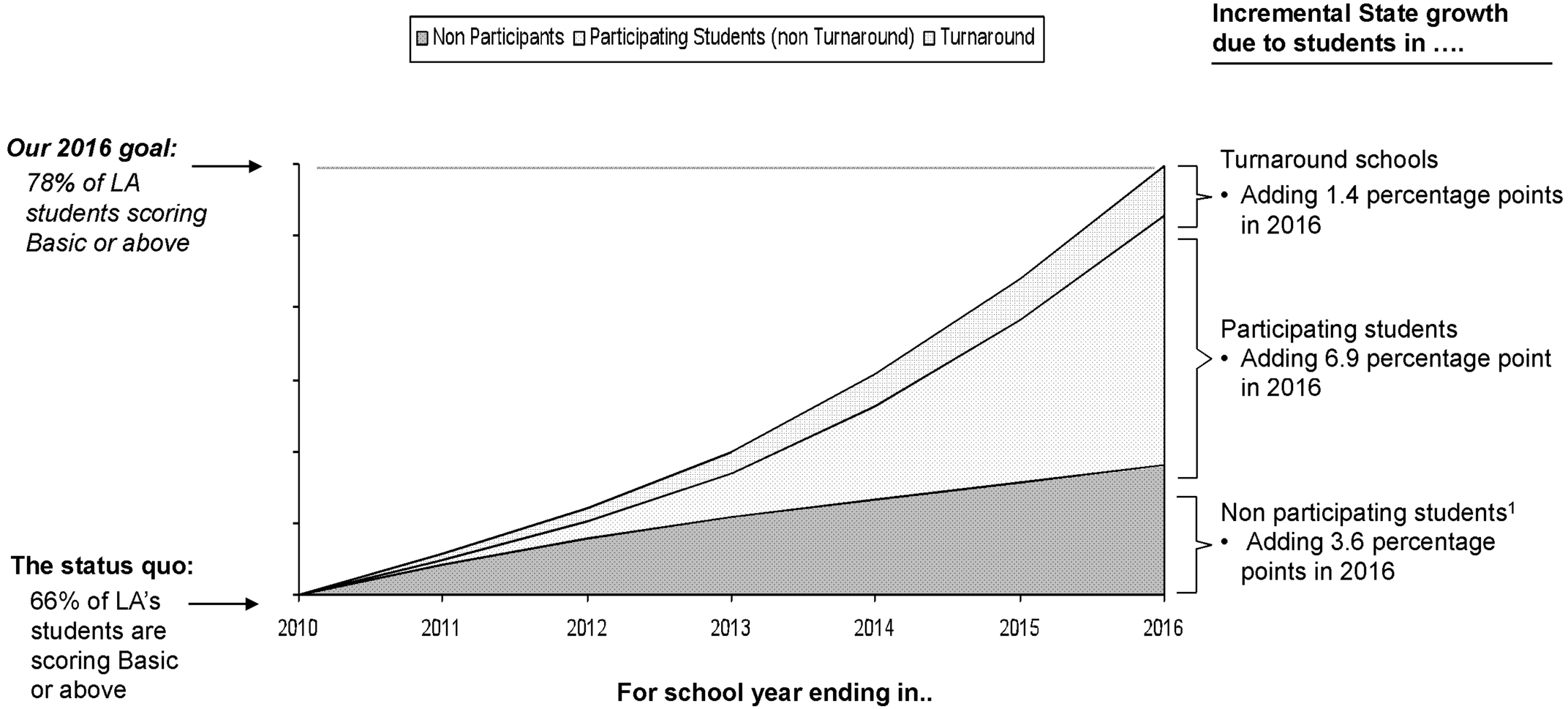
	Factor	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
A	Students experiencing 1st year of R2T implementation (percentage point growth experienced by that group)	95,000 (1.0)	62,000 (1.0)	77,000 (1.0)	75,000 (1.0)	NA[1]	NA
B	Students experiencing 2nd year of R2T implementation (percentage point growth experienced by that group)	NA	95,000 (2.0)	62,000 (2.0)	77,000 (2.0)	75,000 (2.0)	NA
C	Students experiencing 3rd year of R2T implementation (percentage point growth experienced by that group)	NA	NA	95,000 (3.0)	62,000 (3.0)	77,000 (3.0)	75,000 (3.0)
D	Students experiencing 4st year (or later) of R2T implementation (percentage point growth experienced by that group)	NA	NA	NA	95,000 (4.0)	158,000 (4.0)	234,000 (4.0))
E	Total number of students in Louisiana	693,000	693,000	693,000	693,000	693,000	693,000
F	Percentage point increase in overall state average **over the previous year** (students scoring Basic or above)	0.14%	0.36%	0.70%	1.15%	1.45%	1.67%

1 All students in all participating LEAs will experience full rollout by 2013/2014, therefore, no students will be in their first year in 2014/2015

Priority Goal #2

3rd Grade iLEAP: English Language Arts

Today, 66% of LA's students are on grade level.
By June 2016, 78% of LA's students will be on grade level.



Without R2T

We can continue our historic growth of 1 percentage point a year to reach 72% of students on grade level

1 Assuming continuation of state growth trend (minus impact of RSD): 1.0 percentage points, on average per year

Priority Goal #2: 3rd Grade ELA iLEAP in Turnaround Schools

What this table tells you

- In SY 2015-2016, the accelerated growth of students in turnaround schools will add 0.28 percentage points to the total percentage of students in Louisiana achieving Basic or above on the 3rd Grade ELA iLeap over 2014-2015
- The calculation used: Multiply the two numbers in each of the cells A – D. Add these products together. Divide by E to get F.
- Example: ((3,000*0)+(3000*2)+(3000*3)+(28,000*5)) /693,000 = 0.23 percentage points of growth in the overall state average in 2014
- The sum of all numbers in the bottom row will provide the total growth ascribed to turnaround schools in the chart of the previous page

	Factor	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
A	Students experiencing 1st year of turnaround (percentage point growth experienced by that group)[1]	3,000 (0)	3,000 (0)	3,000 (0)	3,000 (0)	NA	NA
B	Students experiencing 2nd year of turnaround (percentage point growth experienced by that group)	NA	3,000 (2.0)	3,000 (2.0)	3,000 (2.0)	3,000 (2.0)	NA
C	Students experiencing 3st year of turnaround (percentage point growth experienced by that group)	NA	NA	3,000 (3.0)	3,000 (3.0)	3,000 (3.0)	3,000 (3.0)
D	Students experiencing 4st year (or later) of turnaround 2013 OR students in RSD prior to R2T (percentage point growth experienced by that group)	28,000 (5.0)	28,000 (5.0)	28,000 (5.0)	31,000 (5.0)	34,000 (5.0)	37,000 (5.0)
E	Total number of students in Louisiana	693,000	693,000	693,000	693,000	693,000	693,000
F	Percentage point increase in overall state average **over the previous year** (students scoring Basic or above)	0.16%	0.21%	0.23%	0.25%	0.27%	0.28%

1 Assuming no growth in first year of turnaround based on LA experience in RSD

Priority Goal #2: 3rd Grade ELA iLEAP in Participating Schools (Non Turnaround)

What this table tells you

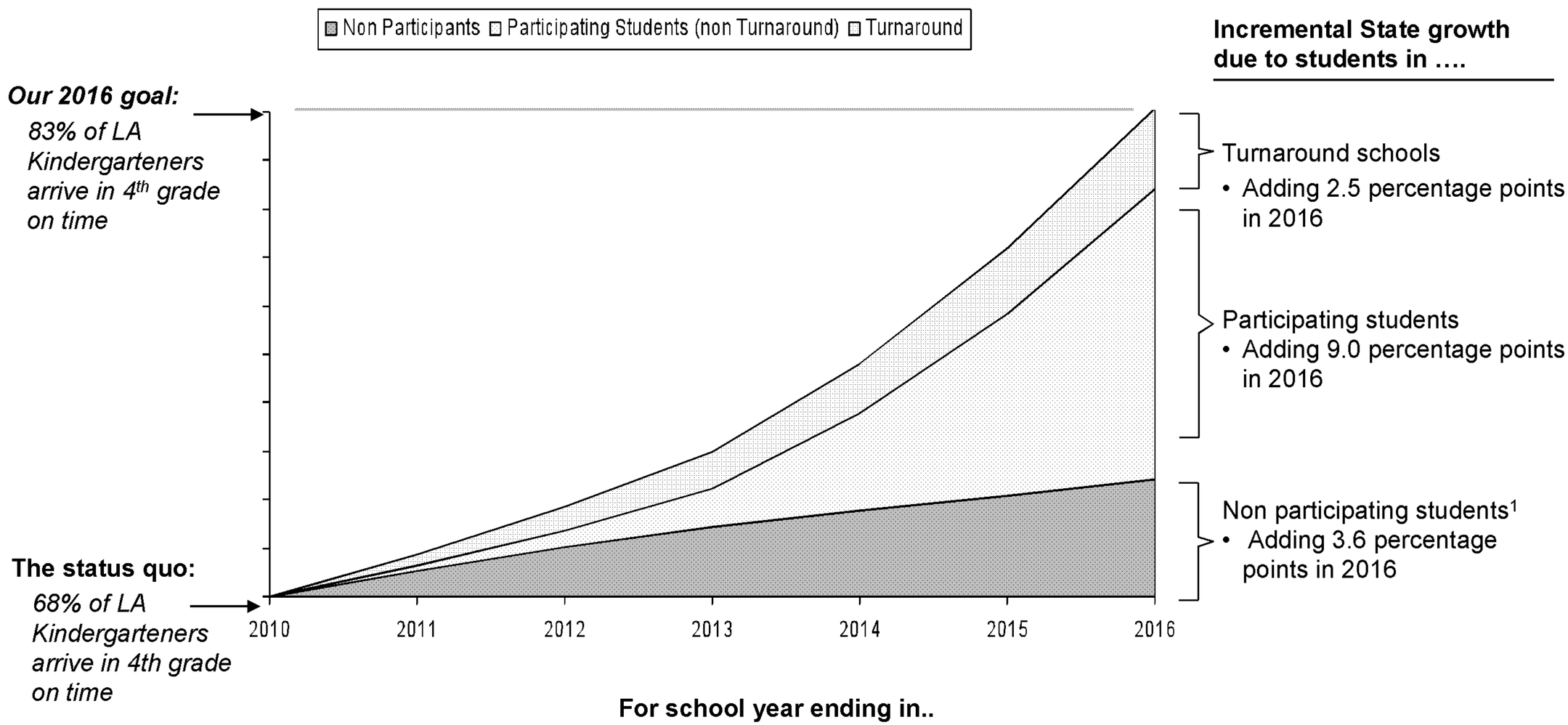
- In SY 2015-2016, the accelerated growth of students in turnaround schools will add 2.35 percentage points to the total percentage of students in Louisiana achieving Basic or above on the 3rd Grade ELA iLeap over 2014-2015
- The calculation used: Multiply the two numbers in each of the cells A – D. Add these products together. Divide by E to get F.
- Example: ((75k*1) + (77k**2) + (62k*3) + (95k*6)) / 693,000 = 1.42 percentage points of growth in the overall state average in 2014
- The sum of all numbers in the bottom row will provide the total growth ascribed to participating students in the graph

	Factor	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
A	Students experiencing 1st year of R2T implementation (percentage point growth experienced by that group)	95,000 (1.0)	62,000 (1.0)	77,000 (1.0)	75,000 (1.0)	NA[1]	NA
B	Students experiencing 2nd year of R2T implementation (percentage point growth experienced by that group)	NA	95,000 (2.0)	62,000 (2.0)	77,000 (2.0)	75,000 (2.0)	NA
C	Students experiencing 3rd year of R2T implementation (percentage point growth experienced by that group)	NA	NA	95,000 (3.0)	62,000 (3.0)	77,000 (3.0)	75,000 (3.0)
D	Students experiencing 4st year (or later) of R2T implementation (percentage point growth experienced by that group)	NA	NA	NA	95,000 (6.0)	158,000 (6.0)	234,000 (6.0)
E	Total number of students in Louisiana	693,000	693,000	693,000	693,000	693,000	693,000
F	Percentage point increase in overall state average **over the previous year** (students scoring Basic or above)	0.14%	0.36%	0.70%	1.42%	1.91%	2.35%

1 All students in all participating LEAs will experience full rollout by 2013/2014, therefore, no students will be in their first year in 2014/2015

Priority Goal #3
Arrival in 4th Grade on Time

Today, 68% of LA's Kindergartners arrive in 4th grade on time.
By June 2016, 83% of LA's Kindergartners will arrive in 4th grade on time.



Without R2T
We can continue our historic growth of 1 percentage point a year to reach 74% at proficient or basic by 2016

1 Assuming continuation of state growth trend (minus impact of RSD): 1.0 percentage points, on average per year

Priority Goal #3: K to 4th Grade on Time in Turnaround Schools

What this table tells you

- In SY 2015-2016, the accelerated growth of students in turnaround schools will add 0.49 percentage points to the total percentage of Kindergarteners that have arrived in 4th grade on time over 2014-2015
- The calculation used: Multiply the two numbers in each of the cells A – D. Add these products together. Divide by E to get F.
- Example: ((3,000*0)+(3000*2)+(3000*3)+(3,000*9)) / 693,000 = 0.39 percentage points of growth in the overall state average in 2014
- The sum of all numbers in the bottom row will provide the total growth ascribed to turnaround schools in the chart of the previous page

	Factor	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
A	Students experiencing 1st year of turnaround (percentage point growth experienced by that group)[1]	3,000 (0)	3,000 (0)	3,000 (0)	3,000 (0)	NA	NA
B	Students experiencing 2nd year of turnaround (percentage point growth experienced by that group)	NA	3,000 (2.0)	3,000 (2.0)	3,000 (2.0)	3,000 (2.0)	NA
C	Students experiencing 3st year of turnaround (percentage point growth experienced by that group)	NA	NA	3,000 (3.0)	3,000 (3.0)	3,000 (3.0)	3,000 (3.0)
D	Students experiencing 4st year (or later) of turnaround 2013 OR students in RSD prior to R2T (percentage point growth experienced by that group)	28,000 (9.0)	28,000 (9.0)	28,000 (9.0)	31,000 (9.0)	34,000 (9.0)	37,000 (9.0)
E	Total number of students in Louisiana	693,000	693,000	693,000	693,000	693,000	693,000
F	Percentage point increase in overall state average **over the previous year** (students scoring Basic or above)	0.36%	0.37%	0.39%	0.42%	0.46%	0.49%

1 Assuming no growth in first year of turnaround based on LA experience in RSD

Priority Goal #3: K to 4th Grade on Time in Participating Schools (Non Turnaround)

What this table tells you

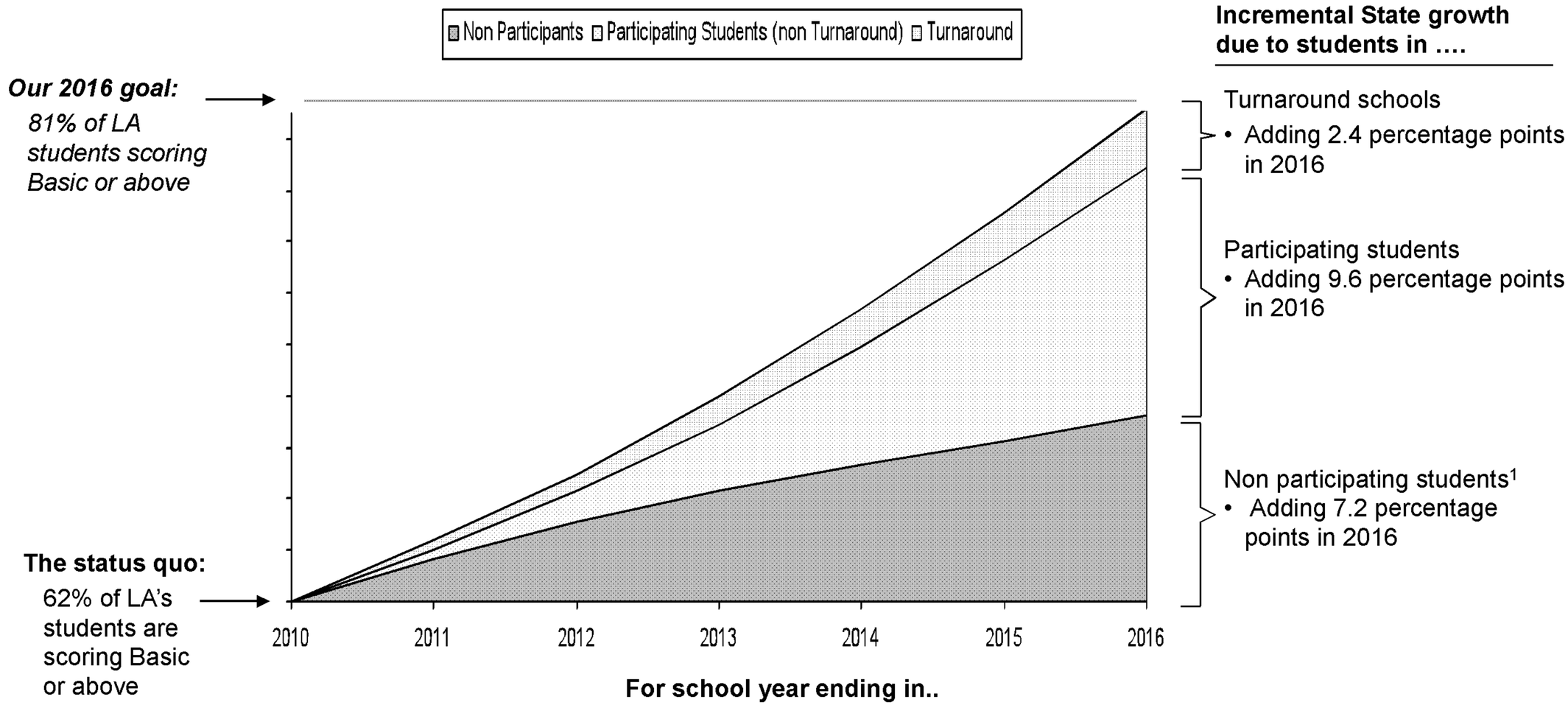
- In SY 2015-2016, the accelerated growth of students in non turnaround schools will add 3.36 percentage points to the total percentage of kindergarteners that have arrived in 4th grade over 2014-2015
- The calculation used: Multiply the two numbers in each of the cells A – D. Add these products together. Divide by E to get F.
- Example: ((75k*1) + (77k**2) + (62k*3) + (95k*9)) / 693,000 = 1.84 percentage points of growth in the overall state average in 2014
- The sum of all numbers in the bottom row will provide the total growth ascribed to participating students in the graph

	Factor	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
A	Students experiencing 1st year of R2T implementation (percentage point growth experienced by that group)	95,000 (1.0)	62,000 (1.0)	77,000 (1.0)	75,000 (1.0)	NA[1]	NA
B	Students experiencing 2nd year of R2T implementation (percentage point growth experienced by that group)	NA	95,000 (2.0)	62,000 (2.0)	77,000 (2.0)	75,000 (2.0)	NA
C	Students experiencing 3rd year of R2T implementation (percentage point growth experienced by that group)	NA	NA	95,000 (3.0)	62,000 (3.0)	77,000 (3.0)	75,000 (3.0)
D	Students experiencing 4st year (or later) of R2T implementation (percentage point growth experienced by that group)	NA	NA	NA	95,000 (9.0)	158,000 (9.0)	234,000 (9.0)
E	Total number of students in Louisiana	693,000	693,000	693,000	693,000	693,000	693,000
F	Percentage point increase in overall state average **over the previous year** (students scoring Basic or above)	0.14%	0.36%	0.70%	1.84%	2.59%	3.36%

1 All students in all participating LEAs will experience full rollout by 2013/2014, therefore, no students will be in their first year in 2014/2015

Priority Goal #4
8th Grade LEAP: English Language Arts

Today, 62% of LA's students are on grade level.
By June 2016, 81% of LA's students will be on grade level.



Without R2T
We can continue our historic growth of 2 percentage points a year to reach 74% at basic or above by 2016

1 Assuming continuation of state growth trend of 2.0 percentage points, on average per year

Priority Goal #4: 8th Grade ELA LEAP in Turnaround Schools

What this table tells you

- In SY 2015-2016, the accelerated growth of students in turnaround schools will add 0.46 percentage points to the total percentage of 8th graders scoring basic or above of the LEAP ELA exam over 2014-2015
- The calculation used: Multiply the two numbers in each of the cells A – D. Add these products together. Divide by E to get F.
- Example: ((3,000*0) + (3000*4) + (3000*8) + (31,000*9)) / 693,000 = 0.41% growth in the overall state average in 2014
- The sum of all numbers in the bottom row will provide the total growth ascribed to turnaround schools in the chart of the previous page

	Factor	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
A	Students experiencing 1st year of turnaround (percentage point growth experienced by that group)[1]	3,000 (0)	3,000 (0)	3,000 (0)	3,000 (0)	NA	NA
B	Students experiencing 2nd year of turnaround (percentage point growth experienced by that group)	NA	3,000 (4.0)	3,000 (4.0)	3,000 (4.0)	3,000 (4.0)	NA
C	Students experiencing 3st year of turnaround (percentage point growth experienced by that group)	NA	NA	3,000 (8.0)	3,000 (8.0)	3,000 (8.0)	3,000 (8.0)
D	Students experiencing 4st year (or later) of turnaround 2013 OR students in RSD prior to R2T (percentage point growth experienced by that group)	28,000 (8.0)	28,000 (8.0)	28,000 (8.0)	31,000 (8.0)	34,000 (8.0)	37,000 (8.0)
E	Total number of students in Louisiana	693,000	693,000	693,000	693,000	693,000	693,000
F	Percentage point increase in overall state average **over the previous year** (students scoring Basic or above)	0.32%	0.34%	0.38%	0.41%	0.44%	0.46%

1 Assuming no growth in first year of turnaround based on LA experience in RSD

Priority Goal #4: 8th Grade ELA LEAP in Participating Schools (Non Turnaround)

What this table tells you

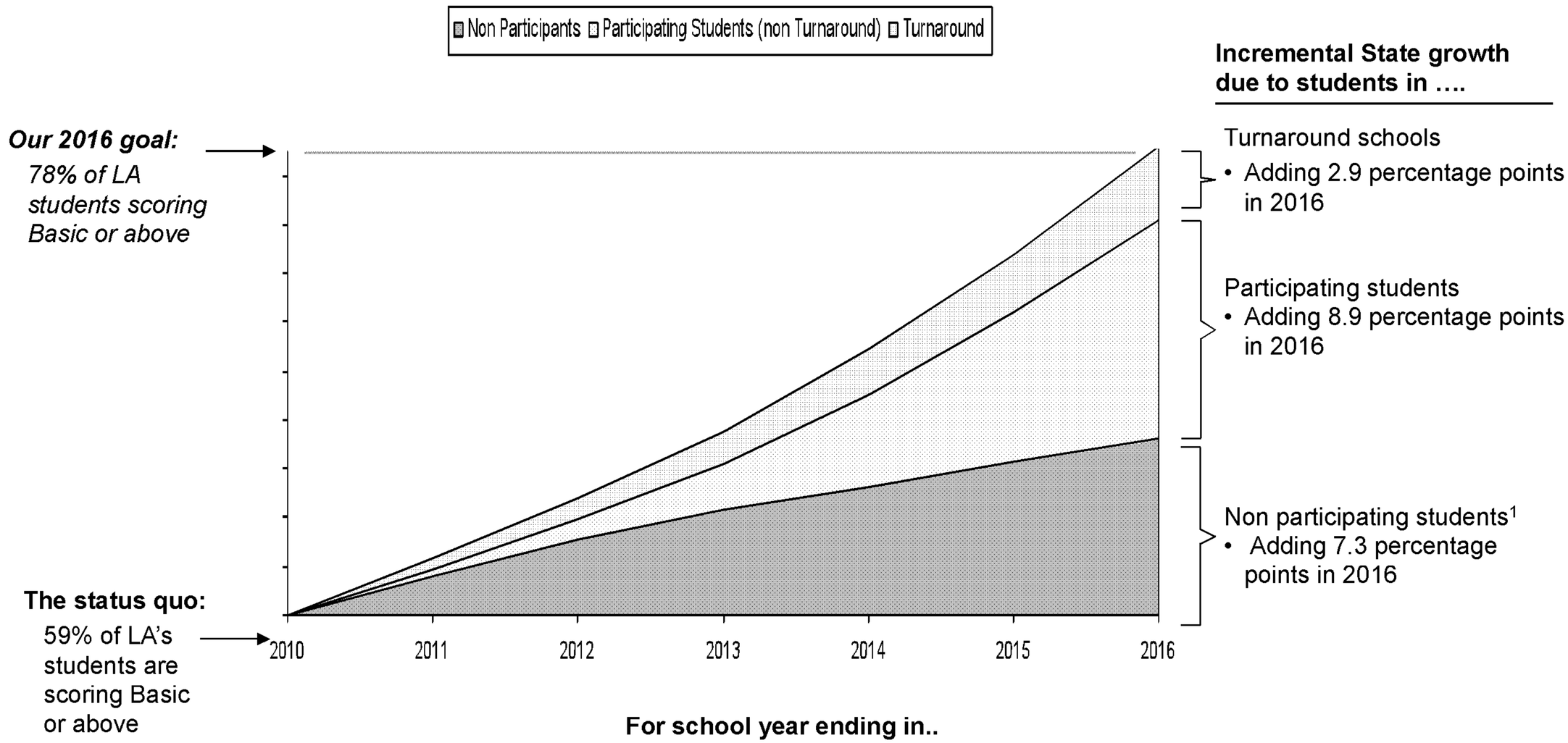
- In SY 2015-2016, the accelerated growth of students in non turnaround schools will add 0.x percentage points to the total percentage of 8th graders scoring basic or above of the LEAP ELA exam over 2014-2015
- The calculation used: Multiply the two numbers in each of the cells A – D. Add these products together. Divide by E to get F.
- Example: ((75k*3) + (77k*4) + (62k*5) + (95k*6)) / 693,000 = 2.04% growth in the overall state average in 2014
- The sum of all numbers in the bottom row will provide the total growth ascribed to participating students in the graph

	Factor	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
A	Students experiencing 1st year of R2T implementation (percentage point growth experienced by that group)	95,000 (3.0)	62,000 (3.0)	77,000 (3.0)	75,000 (3.0)	NA[1]	NA
B	Students experiencing 2nd year of R2T implementation (percentage point growth experienced by that group)	NA	95,000 (4.0)	62,000 (4.0)	77,000 (4.0)	75,000 (4.0)	NA
C	Students experiencing 3rd year of R2T implementation (percentage point growth experienced by that group)	NA	NA	95,000 (5.0)	62,000 (5.0)	77,000 (5.0)	75,000 (5.0)
D	Students experiencing 4st year (or later) of R2T implementation (percentage point growth experienced by that group)	NA	NA	NA	95,000 (6.0)	158,000 (6.0)	234,000 (6.0)
E	Total number of students in Louisiana	693,000	693,000	693,000	693,000	693,000	693,000
F	Percentage point increase in overall state average **over the previous year** (students scoring Basic or above)	0.41%	0.82%	1.38%	2.04%	2.35%	2.57%

1 All students in all participating LEAs will experience full rollout by 2013/2014, therefore, no students will be in their first year in 2014/2015

Priority Goal #5
8th Grade LEAP: Math

Today, 59% of LA's students are on grade level.
By June 2016, 78% of LA's students will be on grade level.



Without R2T
We can continue our historic growth of 2 percentage points a year to reach 71% at basic or above by 2016

1 Assuming continuation of state growth trend of 2.0 percentage points, on average per year

Priority Goal #5: 8th Grade Math LEAP in Turnaround Schools

What this table tells you

- In SY 2015-2016, the accelerated growth of students in turnaround schools will add 0.58 percentage points to the total percentage of 8th graders scoring basic or above of the LEAP Math exam over 2014-2015
- The calculation used: Multiply the two numbers in each of the cells A – D. Add these products together. Divide by E to get F.
- Example: ((3,000*0)+(3000*5)+(3000*10)+(31k*10)) / 693,000 = 0.51 percentage points of growth in the overall state average in 2014
- The sum of all numbers in the bottom row will provide the total growth ascribed to turnaround schools in the chart of the previous page

	Factor	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
A	Students experiencing 1st year of turnaround (percentage point growth experienced by that group)[1]	3,000 (0)	3,000 (0)	3,000 (0)	3,000 (0)	NA	NA
B	Students experiencing 2nd year of turnaround (percentage point growth experienced by that group)	NA	3,000 (5.0)	3,000 (5.0)	3,000 (5.0)	3,000 (5.0)	NA
C	Students experiencing 3st year of turnaround (percentage point growth experienced by that group)	NA	NA	3,000 (10.0)	3,000 (10.0)	3,000 (10.0)	3,000 (10.0)
D	Students experiencing 4st year (or later) of turnaround 2013 OR students in RSD prior to R2T (percentage point growth experienced by that group)	28,000 (10.0)	28,000 (10.0)	28,000 (10.0)	31,000 (10.0)	34,000 (10.0)	37,000 (10.0)
E	Total number of students in Louisiana	693,000	693,000	693,000	693,000	693,000	693,000
F	Percentage point increase in overall state average **over the previous year** (students scoring Basic or above)	0.40%	0.43%	0.47%	0.51%	0.56%	0.58%

1 Assuming no growth in first year of turnaround based on LA experience in RSD

RACE TO THE TOP
PRIORITY GOALS

Priority Goal #4: 8th Grade Math LEAP in Participating Schools (Non Turnaround)

What this table tells you

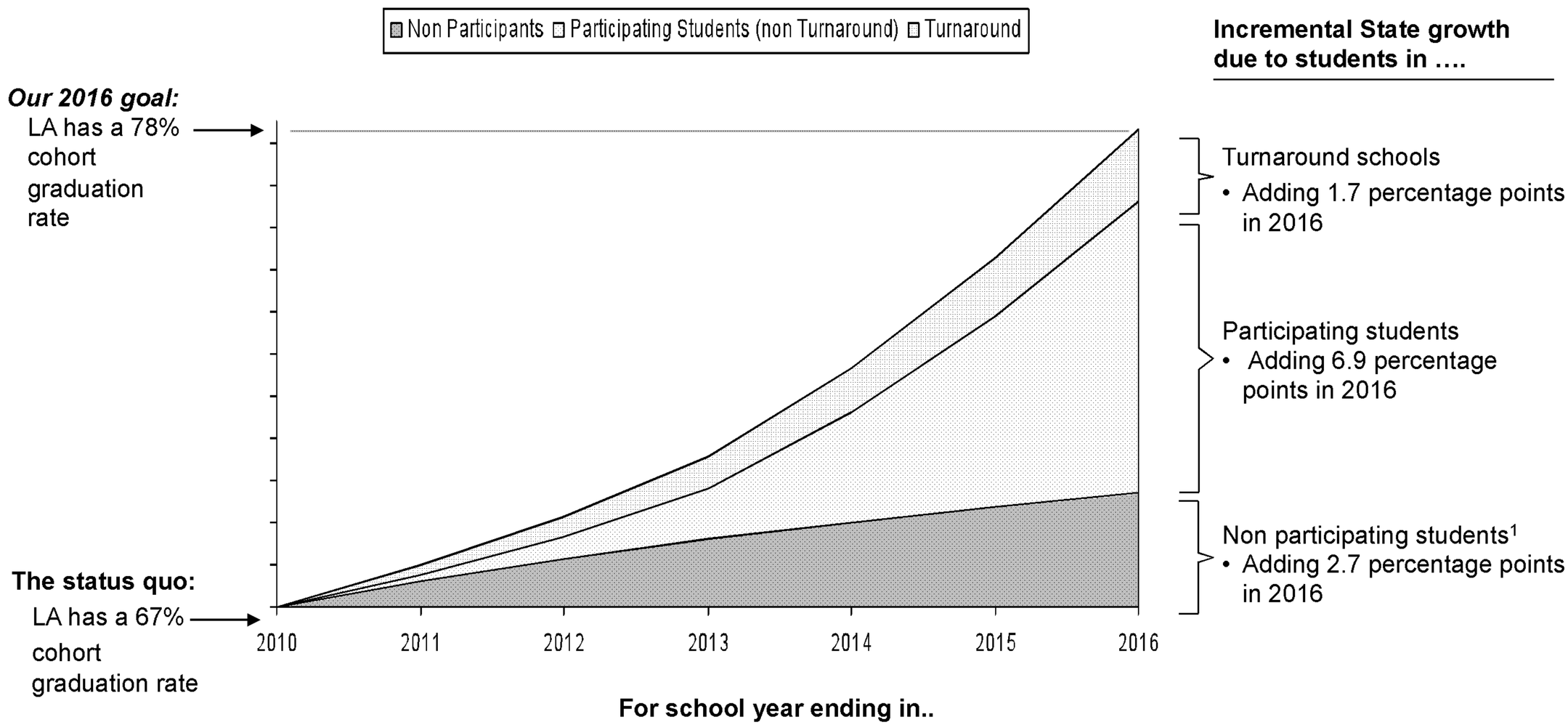
- In SY 2015-2016, the accelerated growth of students in non turnaround schools will add 2.80 percentage points to the total percentage of 8th graders scoring basic or above of the LEAP Math exam over 2014-2015
- The calculation used: Multiply the two numbers in each of the cells A – D. Add these products together. Divide by E to get F.
- Example: ((75k*2) + (77k*3) + (62k*4) + (95k*7)) / 693,000 = 1.87% growth in the overall state average in 2014
- The sum of all numbers in the bottom row will provide the total growth ascribed to participating students in the graph

	Factor	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
A	Students experiencing 1st year of R2T implementation (percentage point growth experienced by that group)	95,000 (2.0)	62,000 (2.0)	77,000 (2.0)	75,000 (2.0)	NA[1]	NA
B	Students experiencing 2nd year of R2T implementation (percentage point growth experienced by that group)	NA	95,000 (3.0)	62,000 (3.0)	77,000 (3.0)	75,000 (3.0)	NA
C	Students experiencing 3rd year of R2T implementation (percentage point growth experienced by that group)	NA	NA	95,000 (4.0)	62,000 (4.0)	77,000 (4.0)	75,000 (4.0)
D	Students experiencing 4st year (or later) of R2T implementation (percentage point growth experienced by that group)	NA	NA	NA	95,000 (7.0)	158,000 (7.0)	234000 (7.0)
E	Total number of students in Louisiana	693,000	693,000	693,000	693,000	693,000	693,000
F	Percentage point increase in overall state average **over the previous year** (students scoring Basic or above)	0.28%	0.59%	1.04%	1.87%	2.36%	2.80%

1 All students in all participating LEAs will experience full rollout by 2013/2014, therefore, no students will be in their first year in 2014/2015

Priority Goal #6
4 Year Cohort High School Graduation Rate

Today, LA has a 67% cohort graduation rate.
By June 2016, will have a 78% cohort graduation rate.



Without R2T
We can continue our historic growth of 0.75 percentage points a year to reach a 71% four year cohort graduation rate

1 Assuming continuation of state growth trend of 0.75 percentage points, on average per year

Priority Goal #6: 4 Year Cohort HS Grad Rate in Turnaround Schools

What this table tells you

- In SY 2015-2016, the accelerated growth of students in turnaround schools will add 0.33 percentage points to the percentage of students that finished high school in 4 years over 2014-2015
- The calculation used: Multiply the two numbers in each of the cells A – D. Add these products together. Divide by E to get F.
- Example: ((3,000*0) + (3000*2) + (3000*3) + (3,000*6)) / 693,000 = 0.29 percentage points in the overall state average in 2014
- The sum of all numbers in the bottom row will provide the total growth ascribed to turnaround schools in the chart of the previous page

	Factor	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
A	Students experiencing 1st year of turnaround (percentage point growth experienced by that group)[1]	3,000 (0)	3,000 (0)	3,000 (0)	3,000 (0)	NA	NA
B	Students experiencing 2nd year of turnaround (percentage point growth experienced by that group)	NA	3,000 (2.0)	3,000 (2.0)	3,000 (2.0)	3,000 (2.0)	NA
C	Students experiencing 3st year of turnaround (percentage point growth experienced by that group)	NA	NA	3,000 (3.0)	3,000 (3.0)	3,000 (3.0)	3,000 (3.0)
D	Students experiencing 4st year (or later) of turnaround 2013 OR students in RSD prior to R2T (percentage point growth experienced by that group)	28,000 (6.0)	28,000 (6.0)	28,000 (6.0)	31,000 (6.0)	34,000 (6.0)	37,000 (6.0)
E	Total number of students in Louisiana	693,000	693,000	693,000	693,000	693,000	693,000
F	Percentage point increase in overall state average **over the previous year** (students scoring Basic or above)	0.24%	0.25%	0.26%	0.29%	0.32%	0.33%

1 Assuming no growth in first year of turnaround based on LA experience in RSD

Priority Goal #6: 4 Year Cohort Grad Rate in Participating Schools (Non Turnaround)

What this table tells you

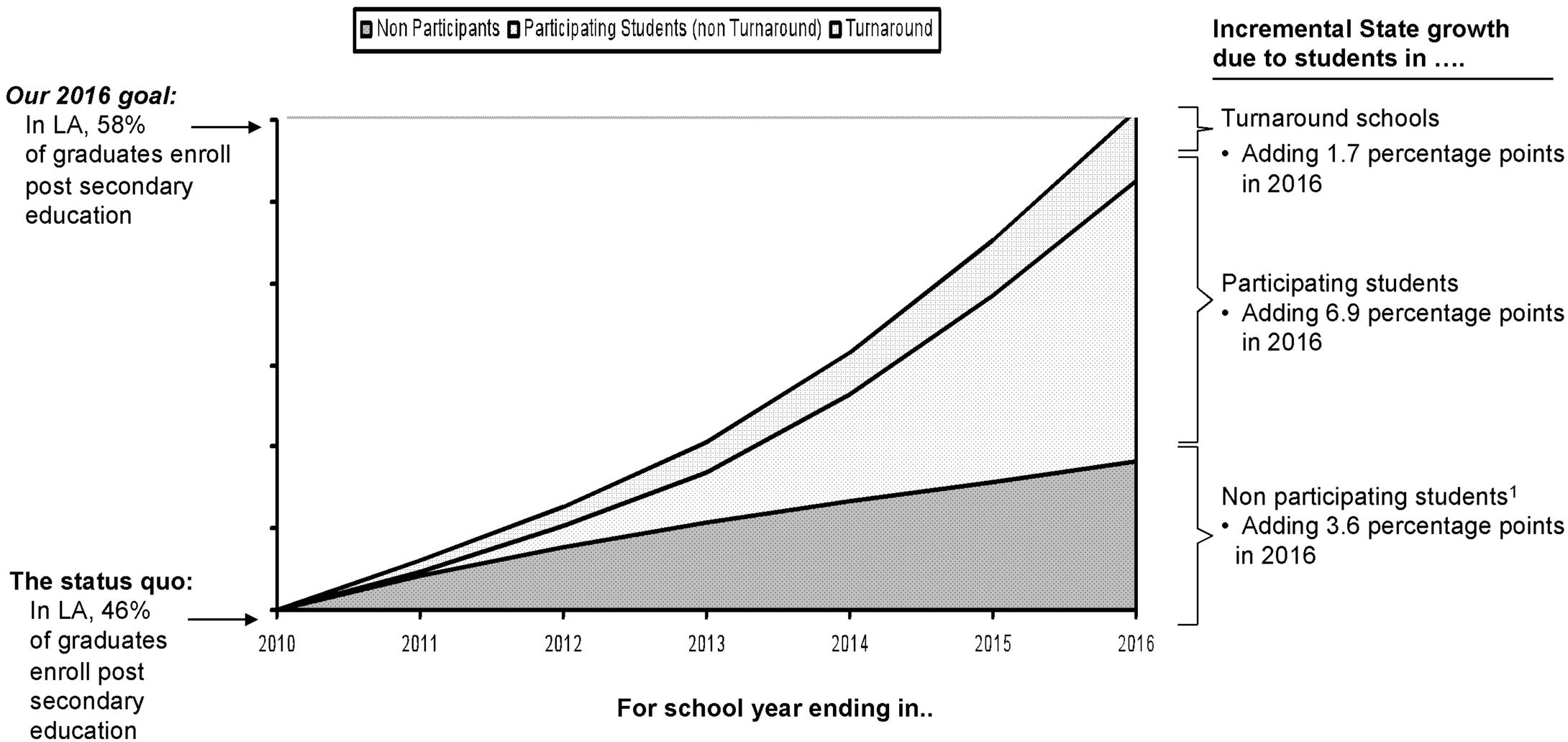
- In SY 2015-2016, the accelerated growth of students in non turnaround schools will add 2.35 percentage points to the total percentage of students that finished high school in 4 years over 2014-2015
- The calculation used: Multiply the two numbers in each of the cells A – D. Add these products together. Divide by E to get F.
- Example: ((75k*1) + (77k**2) + (62k*3) + (95k*6)) / 693,000 = 1.42 percentage points of growth in the overall state average in 2014
- The sum of all numbers in the bottom row will provide the total growth ascribed to participating students in the graph

	Factor	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
A	Students experiencing 1st year of R2T implementation (percentage point growth experienced by that group)	95,000 (1.0)	62,000 (1.0)	77,000 (1.0)	75,000 (1.0)	NA[1]	NA
B	Students experiencing 2nd year of R2T implementation (percentage point growth experienced by that group)	NA	95,000 (2.0)	62,000 (2.0)	77,000 (2.0)	75,000 (2.0)	NA
C	Students experiencing 3rd year of R2T implementation (percentage point growth experienced by that group)	NA	NA	95,000 (3.0)	62,000 (3.0)	77,000 (3.0)	75,000 (3.0)
D	Students experiencing 4st year (or later) of R2T implementation (percentage point growth experienced by that group)	NA	NA	NA	95,000 (6.0)	158,000 (6.0)	234,000 (6.0)
E	Total number of students in Louisiana	693,000	693,000	693,000	693,000	693,000	693,000
F	Percentage point increase in overall state average **over the previous year** (students scoring Basic or above)	0.14%	0.36%	0.70%	1.42%	1.91%	2.35%

1 All students in all participating LEAs will experience full rollout by 2013/2014, therefore, no students will be in their first year in 2014/2015

Priority Goal #7
Enrollment in Post Secondary Education

Today, LA sends 46% of graduates to post secondary education.
By June 2014, will send 58% of graduates to post secondary education.



Without R2T
We can continue our historic growth of 1 percentage point a year to reach 52% in 2016

1 Assuming continuation of state growth trend of 1 percentage point on average per year

Priority Goal #7: Enrollment in Post Sec Education (Students in Turnaround Schools)

What this table tells you

- In SY 2015-2016, the accelerated growth of students in turnaround schools will add 0.33 percentage points to the total percentage of high school seniors that enroll in post secondary education within two years of graduation over 2014-2015
- The calculation used: Multiply the two numbers in each of the cells A – D. Add these products together. Divide by E to get F.
- Example: ((3,000*0)+(3000*1.5)+(3000*3.0)+(31,000*6))/693,000 = 0.29 percentage pts of growth in the overall state average in 2014
- The sum of all numbers in the bottom row will provide the total growth ascribed to turnaround schools in the chart of the previous page

	Factor	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
A	Students experiencing 1st year of turnaround (percentage point growth experienced by that group)[1]	3,000 (0)	3,000 (0)	3,000 (0)	3,000 (0)	NA	NA
B	Students experiencing 2nd year of turnaround (percentage point growth experienced by that group)	NA	3,000 (1.5)	3,000 (1.5)	3,000 (1.5)	3,000 (1.5)	NA
C	Students experiencing 3st year of turnaround (percentage point growth experienced by that group)	NA	NA	3,000 (3.0)	3,000 (3.0)	3,000 (3.0)	3,000 (3.0)
D	Students experiencing 4st year (or later) of turnaround 2013 OR students in RSD prior to R2T (percentage point growth experienced by that group)	28,000 (6.0)	28,000 (6.0)	28,000 (6.0)	31,000 (6.0)	34,000 (6.0)	37,000 (6.0)
E	Total number of students in Louisiana	693,000	693,000	693,000	693,000	693,000	693,000
F	Percentage point increase in overall state average **over the previous year** (students scoring Basic or above)	0.24%	0.25%	%0.26%	0.29%	0.31%	0.33%

1 Assuming no growth in first year of turnaround based on LA experience in RSD

Priority Goal #7: Enrollment in Post Sec Education in Participating Schools (Non Turnaround)

What this table tells you

- In SY 2015-2016, the accelerated growth of students in non turnaround schools will add 2.35 percentage points to the total percentage of high school seniors that enroll in post secondary education within two years of graduation over 2014-2015
- The calculation used: Multiply the two numbers in each of the cells A – D. Add these products together. Divide by E to get F.
- Example: ((75k*1) + (77k**2) + (62k*3) + (95k*6))/ 693,000)= 1.42% growth in the overall state average in 2014
- The sum of all numbers in the bottom row will provide the total growth ascribed to participating students in the graph

	Factor	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
A	Students experiencing 1st year of R2T implementation (percentage point growth experienced by that group)	95,000 (1.0)	62,000 (1.0)	77,000 (1.0)	75,000 (1.0)	NA[1]	NA
B	Students experiencing 2nd year of R2T implementation (percentage point growth experienced by that group)	NA	95,000 (2.0)	62,000 (2.0)	77,000 (2.0)	75,000 (2.0)	NA
C	Students experiencing 3rd year of R2T implementation (percentage point growth experienced by that group)	NA	NA	95,000 (3.0)	62,000 (3.0)	77,000 (3.0)	75,000 (3.0)
D	Students experiencing 4st year (or later) of R2T implementation (percentage point growth experienced by that group)	NA	NA	NA	95,000 (6.0)	158,000 (6.0)	234,000 (6.0)
E	Total number of students in Louisiana	693,000	693,000	693,000	693,000	693,000	693,000
F	Percentage point increase in overall state average **over the previous year** (students scoring Basic or above)	0.14%	0.36%	0.70%	1.42%	1.91%	2.35%

1 All students in all participating LEAs will experience full rollout by 2013/2014, therefore, no students will be in their first year in 2014/2015

Priority Goal #8
Successful Completion of 1 Year of College

NOTE:

- We have not set a goal for this metric due to the limited data that we have to properly analyze past trends for all public school students in the state.

- Our limited data tells us that in 2007, 59% of our high school graduates enrolled in a 2 or 4 years public college in Louisiana within 2 years of graduation. Of these enrollees, 77% enrolled in 30 or more college credits in their first year. This suggests some suggest in their first semester, but inconclusive evidence on the full first year.

- By the end of the 2009-2010 school year, we will have isolate the best metric for with data can feasibly be gathered and/or worked with our Board of Regents to ensure that data for a suitable metric can be gathered going forward.

- In the meantime, we are certain that our efforts to drive our other Priority Goals will drive performance on this metric.

Priority Goal #9
Reducing the Achievement Gap

- Louisiana is committed to reducing our achievement gap **by at least 10 percent per year** along all lines of race and class along all of the metrics previously discussed, including the NAEP exam.

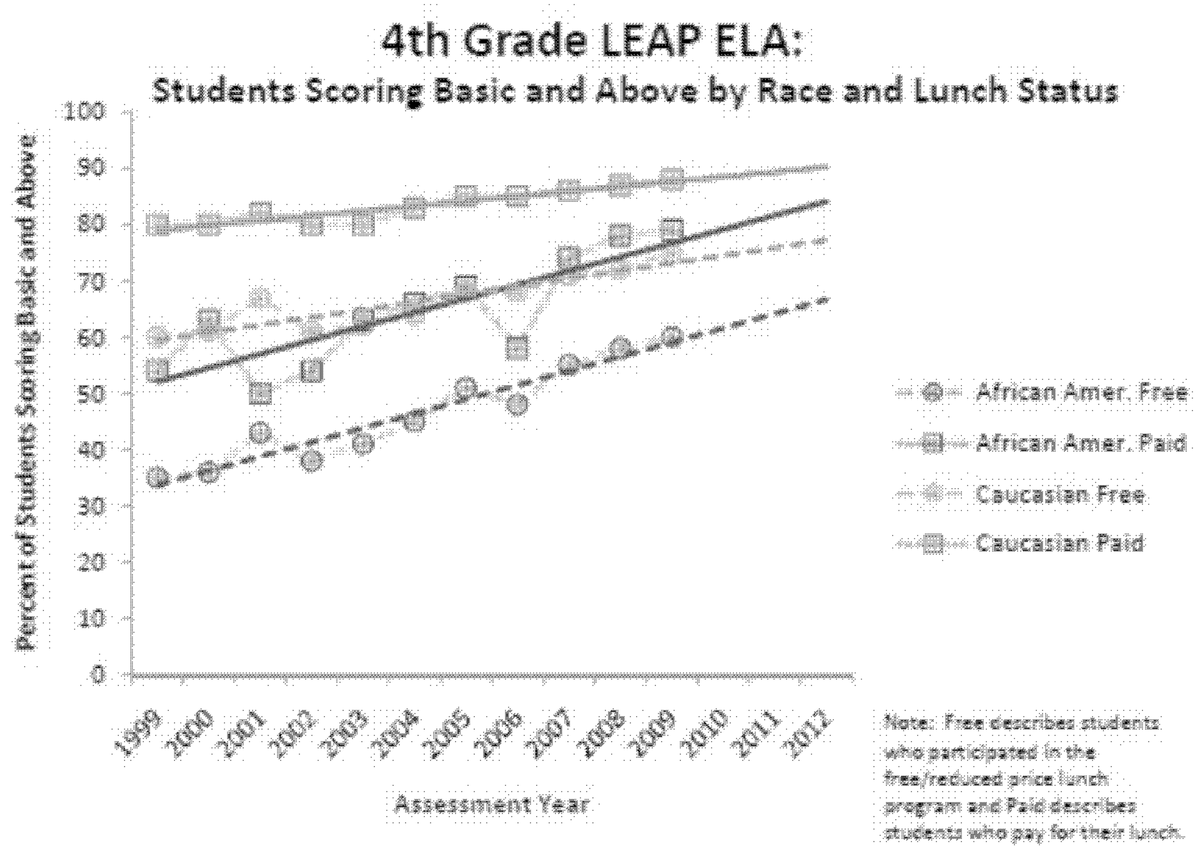
- In Louisiana, over sixty percent of our students are free/reduced lunch eligible and almost fifty percent are non-Caucasian. We can neither achieve our moral obligation to these children nor achieve our vision of building a world class education system without aggressively and deliberately closing these gaps.

- Louisiana is already closing the gap at rates that would be considered ambitious in other states. For example, if trends over the last ten years continue, for our 4th Graders studying English Language Arts, the gap between Caucasian and African American students not receiving free or reduced lunch will be closed by 2016. The gap between Caucasians and African Americans that do receive free or reduced lunch would be closed by 2020 (a chart outlining this data provided on the next page).

- Addressing the achievement gap is implicit in the goals we have set. For example, on goals pertaining to our 3rd grade iLEAP and 8th grade LEAP exams, our aim is not simply to raise raw scores – which can be achieved by driving scores of stronger students – but to increase the proportion on grade level. For this metric, very little improvement can be made if addressing the achievement gaps is not a central and explicit part of our implementation strategy. *Given this, and the demographic realities in Louisiana, it would be virtually impossible for us to show significant improvement at the state level without substantial progress closing the achievement gap*.

- However, to fully accelerate this progress, our rollout strategy will prioritize reaching the students with the greatest need.

Reducing the Achievement Gap (Supporting Data)



The trend lines above demonstrate all four groups are improving and that the gap between students on free/reduced lunch and those who pay for their lunch is closing. Perhaps the most striking element of the data is the degree to which the gap between African American and Caucasian students' levels of achievement is closing. These data suggest that race gaps will be eliminated before poverty gaps. If the current trends hold long term, the gap between African American and Caucasian students who pay for their lunch would be eliminated in 2016. The gap between African American and Caucasian students who receive free reduced price lunch would be eliminated in 2020.

RACE TO THE TOP
PRIORITY GOALS

Improving Performance on NAEP

- By 2014, we expect students in Louisiana to be demonstrating growth levels in reading and math that parallel our projections for our 3rd grade and 8th grade exams show in this document (Priority Goals 2, 4 and 5).

- For 4th grade Mathematics (for which we do not have a similar Priority Goal), we expect, at a minimum, an additional 8 percent of our students will perform at basic or above in 2016. This would be a 60% increase over growth of 5 percentage points over the previous 6 year period (2003-2009)

- Similarly, we are holding ourselves accountable to the same standard with respect to the achievement gaps for all categories – a 10% reduction per year.

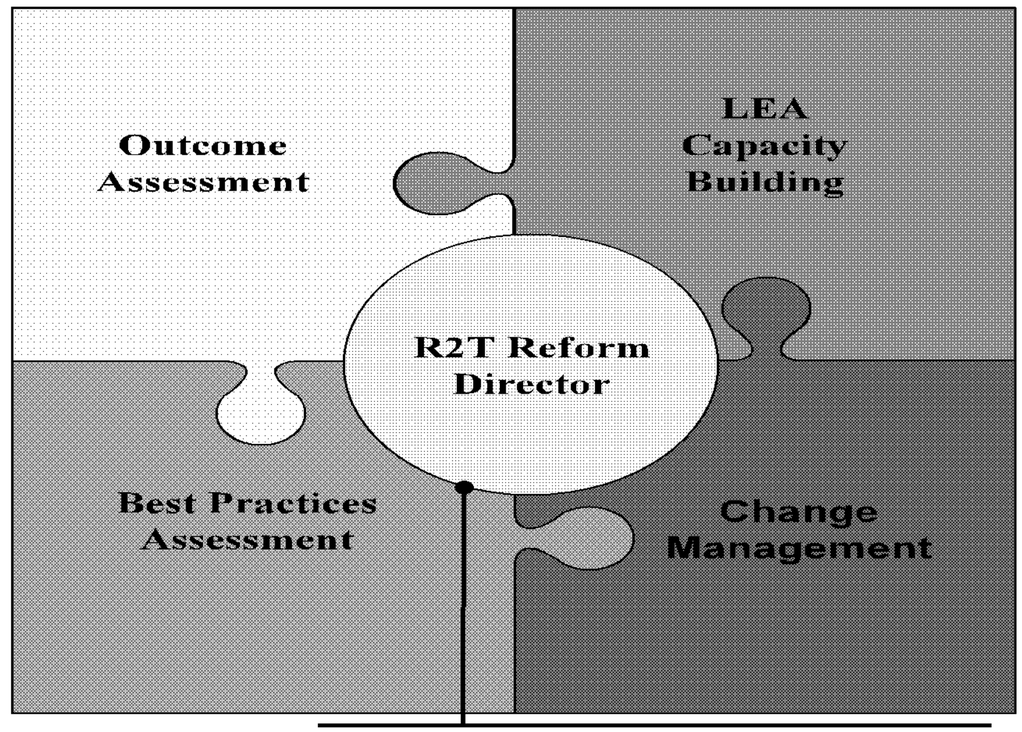
- In the past, Louisiana' s growth rate on it's LEAP and iLEAP exams has not been heavily correlated in all subjects due to the fact that the exams has not been "high stakes" nor have our standards been adequately aligned to those in NAEP.

- Race to the Top will address both of these issues due to our plans to adopt new standards (outlined in section B of this application) and our commitment to have participating districts set goals for achievement on this exam for their students that participate.

Race to the Top Reform Team

The following figure demonstrates in brief how the the Transition Team's four functions fit together, along with the Reform Director.

- Monitor and report use of funds
- Track progress against outcomes
- Trigger LEA support and intervention, as needed



- Support LEAs in planning
- Intervene when required
- Promote district-to-district capacity building networks
- Act as interface between LEAs and other Team functions

- Identify best practices
- Partner with universities and education non-profits to conduct root-cause analysis
- Understand any contextual elements that may impact transfer of best practices

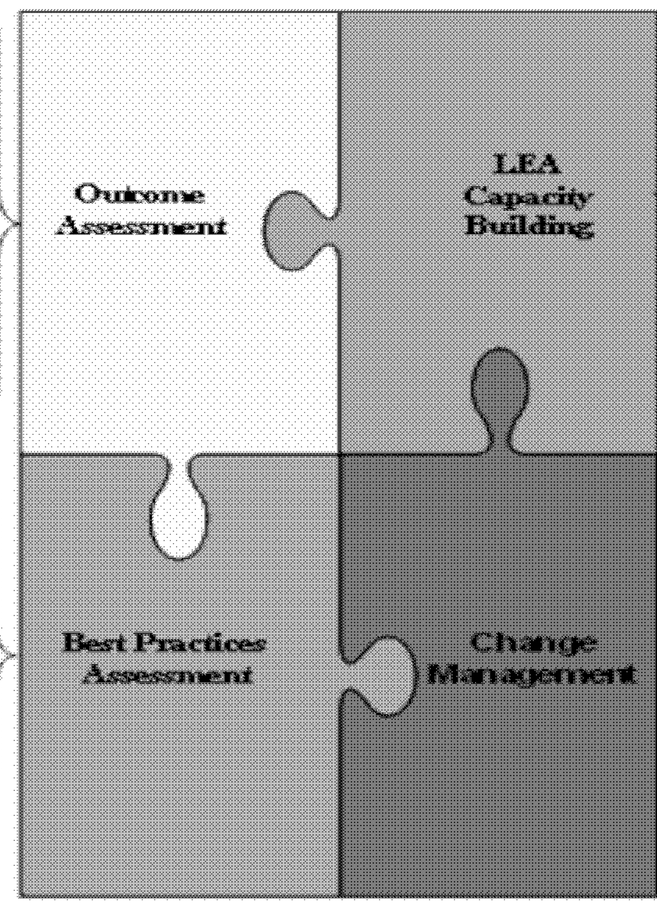
- Ensure change management of mindsets and behaviors, as well as formal structures in LDOE and LEAs
- Promote and pave way for scale up of best practices beyond participating LEAs to all of state
- Build statewide reform coalition

- Overall Coordination of Four Functions
- Coordination with Leaders in Charge of Specific R2T Reform Initiatives Distributed Throughout LDOE
- Coordination with Delivery Unit (especially around Outcome Assessment and Best Practice Assessment functions)

Race to the Top Reform Team

Detailed Four Functions of Reform Team

- Report on LDOE and LEA use of RZT funds
- Track LEA progress on reforms and alignment of other funds to support RZT
- Streamlined, non-intrusive use of data systems to assess progress towards 8 agency goals
- Trigger progressive assistance for struggling LEAs by capacity building function, as well as, investigation of success by best practices function
- Advocate and press for reducing LEA and school compliance burdens



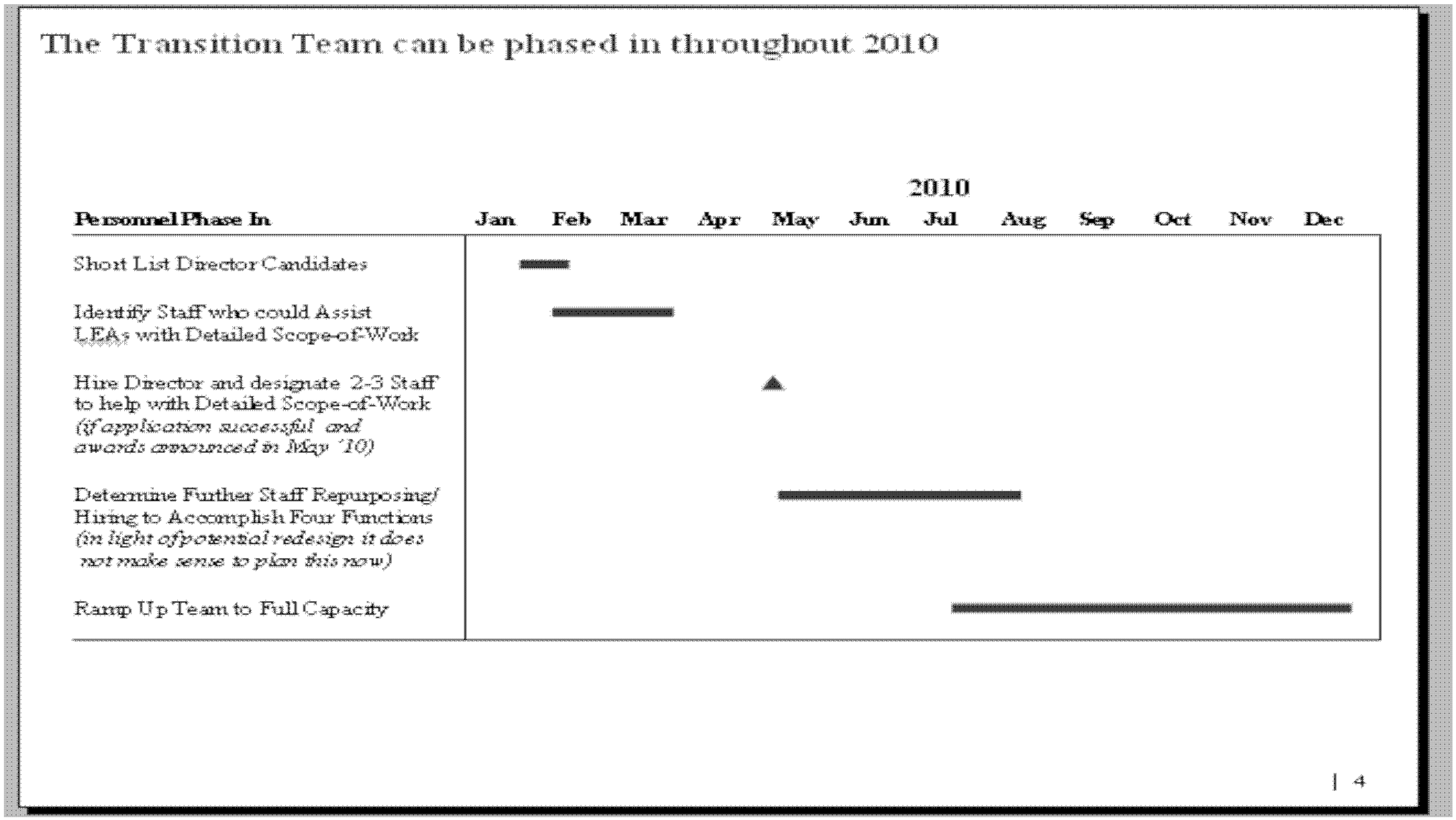
- Assist LEAs to plan detailed "scope-of-work" through LEA strategic assessment
- Ongoing periodic LEA support conversations and needs assessments
- When triggered by outcome assessments support LEAs to improve
- Employ Fullan's approaches to build district capacity
- Promote district-to-district capacity building networks
- Identify successful and failing reforms and report to best practices function
- Channel information from best practice assessment and change management functions to LEAs

- Comparatively investigate successful and trailing participating LEAs
- Investigate individual best practice reforms
- Investigate key success factors for implementation of particular reforms
- Investigates State Reforms and RSD
- Partner with universities and education non profits in undertaking this analysis
- Provide findings to Capacity Building and Change Management functions

- Ensure everyone in education system from top to bottom engaged in changes needed for successful reform
- Hold annual change management consultations
- Scan for political, organizational, and staffing obstacles to successful reform in LDOE and state
- Advocate for funding and legal changes to support identified best practices
- Promote scale up of best practices beyond participating LEAs to all of state, and build a state-wide reform coalition
- Support Capacity Building function

Race to the Top Reform Team

We will ensure that the core of the Transition Team is in place to assist LEAs develop their 90 day plans..



The Reform Team will promote a streamlined reporting process that minimizes compliance and transactional costs for schools and LEAs

- **Guiding Principles:** Develop a set of guiding principles to help shift the LDE from a compliance driven organization to a performance driven culture and to minimize compliance and transactional costs for schools.
- **Performance Advisory Group:** Create a standing Performance Advisory Group from school districts, CMO's, and charter schools to advise the LDE work on this work to cut compliance and transactional costs.
- **LDE Taskforce to Cut Compliance & Transactional Costs:** Partner a LDE taskforce with a top-tier management consulting firm and the Performance Advisory Group to develop an on-going process for culling compliance and transactional costs and for minimizing the accretion of these costs in the future.
- **Single (Master) Application, Report, and Audit:** One charge of the above taskforce is to create a master application, a master report, and a comprehensive audit for all state and federal funding for each year by combining the current application/ reporting/auditing requirements into single, comprehensive documents.
- **Standing Review Board for All Modifications:** Establish and maintain a standing review board (including advisory group stakeholders) that prevents modifications to these master documents unless the modifications are necessary and aligned with the guiding principles .
- **Identify Risks:** Identify any potential risks and manage appropriately.
- **Cost/Benefit Analysis:** Include a cost/benefit analysis to illustrate the transference of resources from compliance to performance.
- **Communication Plan:** Communicate the benefit of the proposed process to education organizations (parish school systems, charter operators, independent schools, etc.).
- **Pilot the Process with Participating LEAs:** Pilot the process, implement, and then present the process as a model to be adopted by other states and to be a catalyst for reform of state and federal legislation.

Best Practices Assessment Strategies

A couple of strategies for assessments and investigation of best practices can be used.

1) Comparison cases

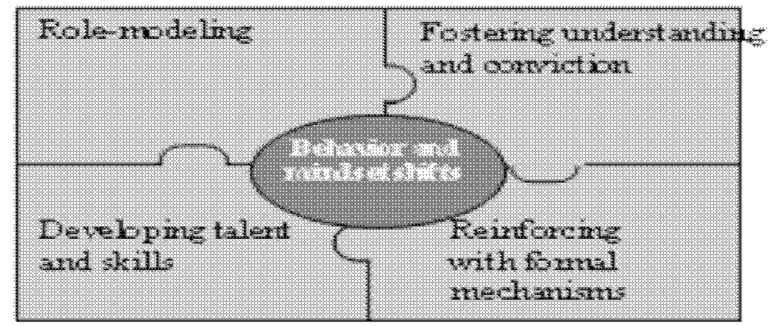
- Investigate example of successful LEA (interviews, focus groups, on site observations)
  - Compare to not successful participating LEAs
  - Compare to non-participating LEA with similar characteristics
- For reforms that were reported as highly effective in some schools or LEAs, but not others, go to investigate in the places they are highly effective
  - Then look for comparison LEA or group of LEA where this reform seems to be failing, and seek to understand why it is succeeding in one place and why not in another
    - Is the difference: a) the combination of reforms and initiatives at one site or anther, b) teacher practice and teacher understanding of the initiatives, c) school district provide resources and support to implement this

2) Non-comparative

- For reforms that have unusually high reports of success across the board, investigate them at a few schools using interviews, focus groups, on site observations to try to understand: 1) why they worked, 2) what is the best practices in implementing them, 3) how can the experience of successful schools be documented to help in dissemination and scale up to others
- For reforms that are not working anywhere, investigate them at a few schools using interviews, focus groups, on site observations to try to understand: 1) why they are not working, 2) whether they should be stopped, 3) what is the most effective way to end them
- For state reforms, when comparisons with other states are not available

Change Management Consultations

Four Lenses of Change Management



Annual change management consultations with leadership of the LDOE and participating LEAs, as well as a sample of participating LEA teachers and principals could ask:

- How may educational leadership and exemplary teachers may better serve as role models of state reforms?
- Where is there a lack of understanding and conviction around the reforms, and how can we increase understanding of reforms?
- What skills are lacking to implement reforms, and how can the professional development programs of the state and LEAs address that lack?
- How well are the mechanisms of monitoring, accountability, and incentives supporting reform goals, and how can they be improved?

* Feed the results of these consultations into Best Practices Assessment Function and Capacity Building Function

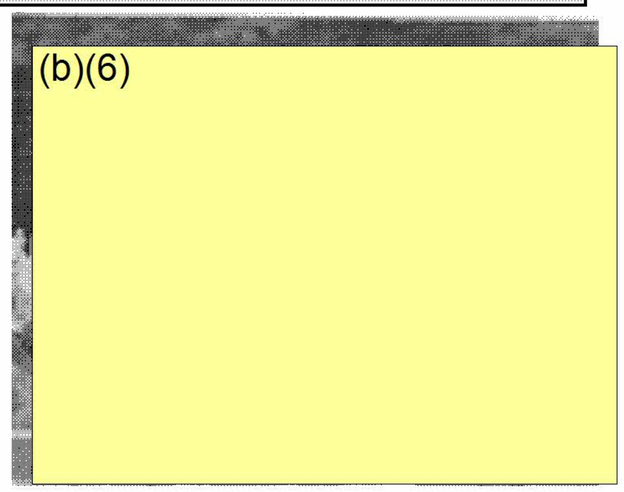
Approaches to scaling up best practices within participating LEAs and out to other LEAs in the state

- Assist LEA Consultation and Capacity Building Function in Creating Independent District-to-District and Peer-to-Peer Capacity Building Networks
- Best practice champions database
  - For each best practice keeps a list of champions. These are like testimonial clients for sales force of service companies. Can be called upon to promote them. Can even form committees.
- Annual celebration
  - Use the celebration of teachers of the year and principals of the year to celebrate things like Best Practices of the year, and to promote them. This can be a time for best practice champions/ champion committees to showcase their thinking.
- Best practices tours and exchange visits to show principals and superintendents what works and why across model schools
- Continue to use the power of accountability to encourage non-participating LEAs to reform
- Continue to align state and federal funds criteria and assessments to successful reforms will also help with dissemination
- Involve community through a "Community Perspectives Program"

What is "Delivery?"

"For the previous year or more (*as Chief Advisor to the Secretary of State for Education*), I had been telling Blair's key advisers that they didn't ask me the right questions. When they spoke to me about education policy, it was usually to press me for new and bolder ideas. No harm in that, of course, but I used to say to them, 'Why don't you also ask me whether we have implemented existing policy effectively and whether it is making a real difference on the ground?'"

- Sir Michael Barber, *Instruction to Deliver*



- "Delivery" is a specialized approach to designing, managing, and monitoring the implementation of activities that are intended to have a significant effect on system outcomes
- It consists of a specific set of tools and techniques that, if applied systematically, can be guaranteed to improve implementation and therefore outcomes
- It was invented and pioneered in 2001, with the creation of the Prime Minister's Delivery Unit (PMDU) in the UK

Barber talks about delivery in the context of fulfilling a government's desired reforms

Barber's "delivery matrix"

During Blair's second term, the PMDU focused on a selection of 10-20 national priorities across four departments

PMDU focus

Joint PMDU/ Treasury focus

Departments	PSA targets	PMDU focus
Health	6 priority targets 11 other targets	▪ Heart disease mortality ▪ Cancer mortality ▪ Waiting list ▪ Waiting times ▪ A&E ▪ Primary care access
Education and skills	4 priority targets 15 other targets	▪ 11-year-old literacy and numeracy ▪ 14-year-old Maths and English ▪ 5+ A*-C GCSEs ▪ Truancy
Home office	3 priority targets 4 other targets	▪ Overall crime and breakdowns by type ▪ Likelihood of being a victim ▪ Asylum applications
Transport	2 priority targets 5 other targets	▪ Rail patronage ▪ Rail punctuality

SOURCE: PMDU website; Spending Review 2004 PSAs; Home Office (PMDU Press Briefing July 2004)

They drove these priorities by using a consistent set of clear methodologies

Clear goals	A small, prioritized set of specific, measurable, ambitious, and time-bound targets
Delivery chain	A concrete understanding of the people, and the relationships between them, through which services reach various constituents, and a plan for improving services through those relationships
Trajectories	A projected progression towards the goal that creates a tight link between planned interventions and expected outcomes over time
Data for measuring progress	Real-time performance information and leading indicators that allow leaders to gauge progress and make mid-course corrections
Taking stock	Regular routines that give leaders the feedback they need to uncover situations that require targeted assistance
Best practice	A global search for lessons from analogous situations, states, and systems that have achieved success and/or solved specific relevant problems

Success of education reform in the UK: 3 years after Reforms began, the lowest performing school districts in reading were outperforming the 1997 average

Program

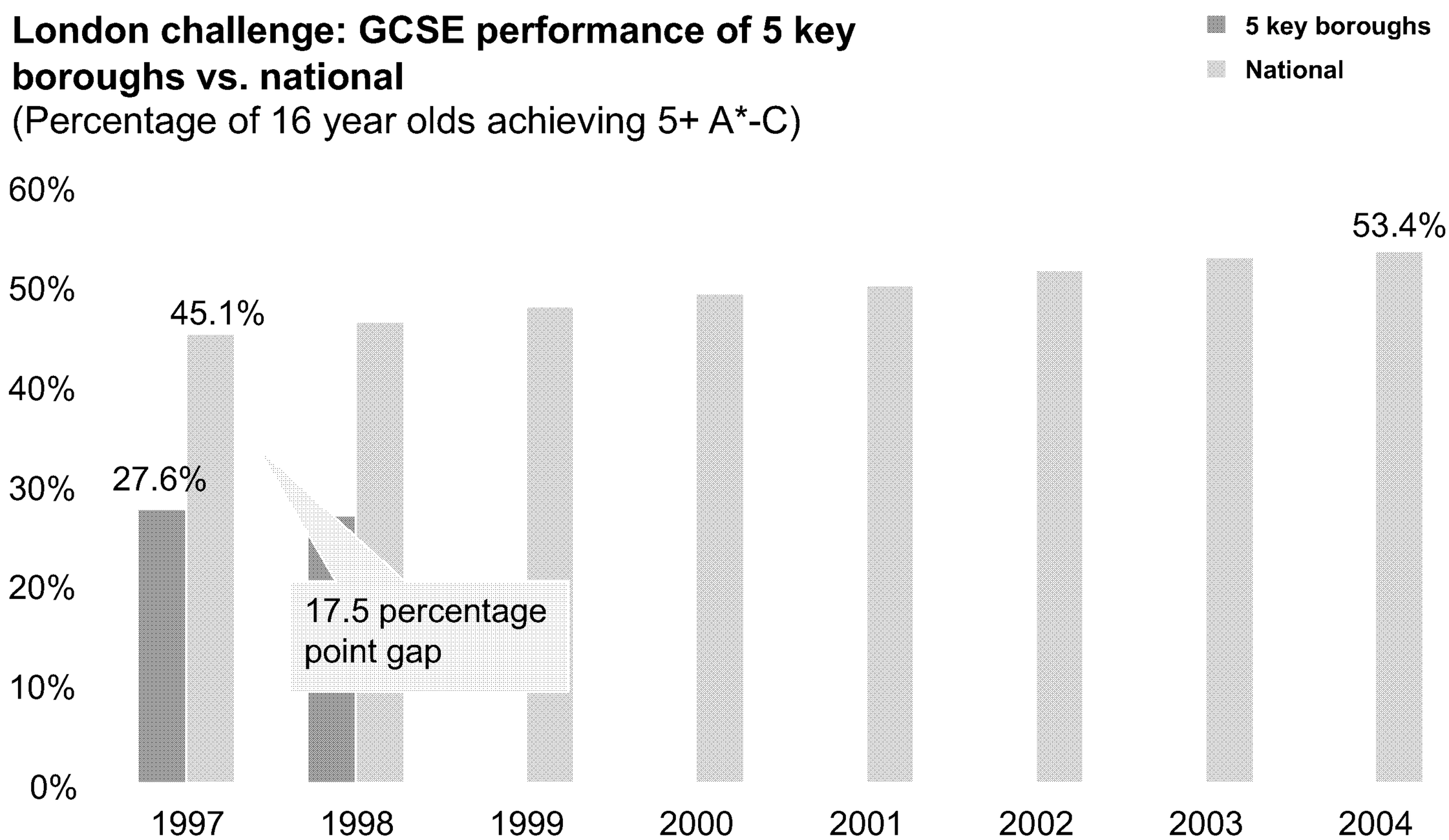
- Education was a priority with Blair's New Labour government. In 1996, Blair made his "Education, education, education" speech and stuck to his commitment for over a decade
- The Delivery Unit drove progress on education reform through three phases

1. Standards and accountability – large scale reform driven from the top down
2. Collaboration and capacity-building - creating opportunities for schools to collaborate, building capacity in the system
3. Market-based or quasi-market reform – aimed to develop self-sustaining, self-improving systems, changing not just the standards and the quality of teaching, but the structures and incentives

Factors contributing to success

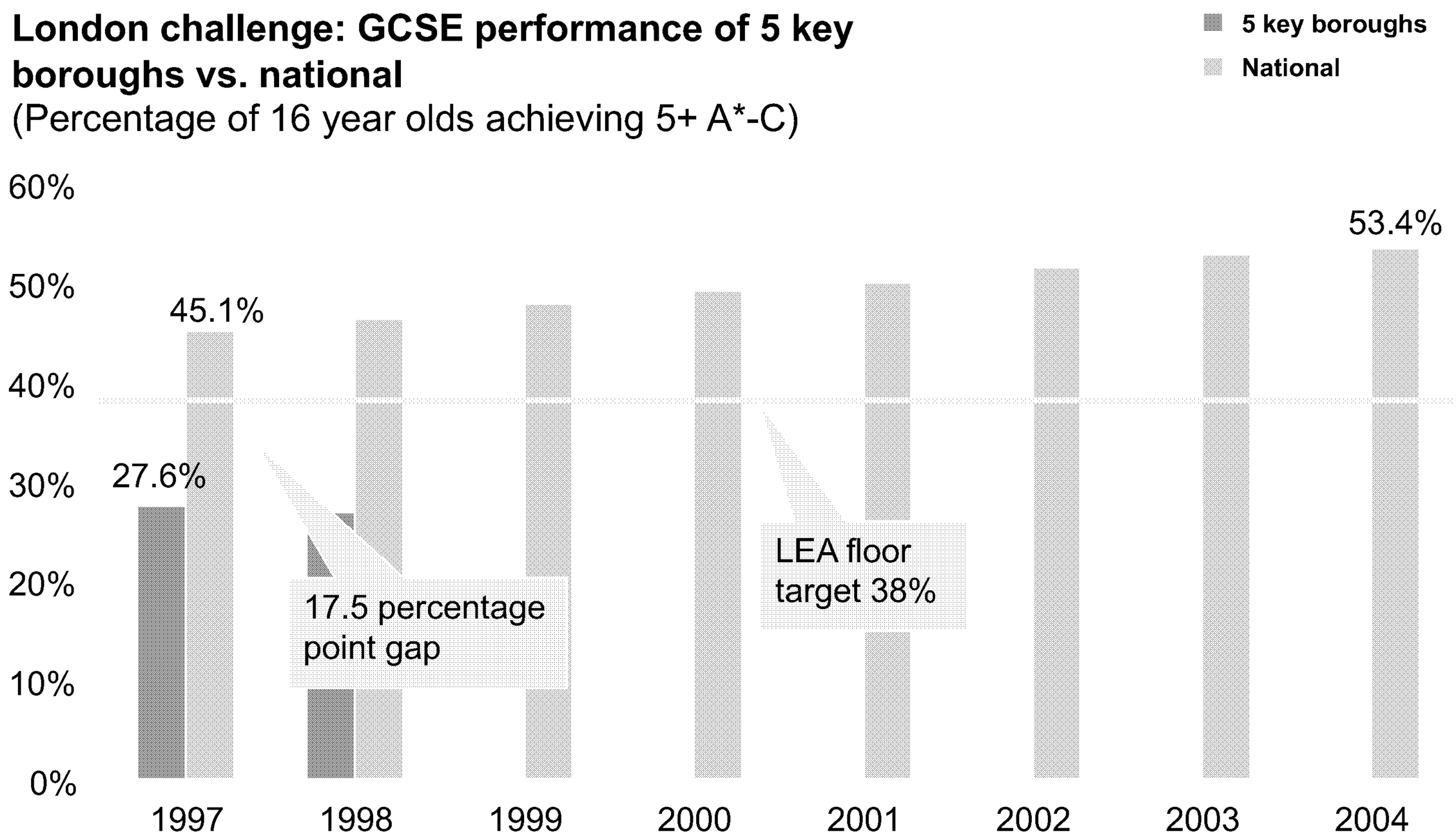
- Targets were shared publicly, creating pressure on the system to deliver and a timetable which drives urgency
- Performance results (league tables) were shared publicly
- Each school was able to compare its own performance to schools with similar intake
  - Possible to calculate progress that each school was responsible for
- Problems were rapidly correct. E.g., In 1999, there was an overwhelming teacher shortage. In 2000, program successfully implemented bursaries to attract students into teacher-training
- Demanded commitment from everyone involved. E.g., called education directors to ensure 100% attendance at National Conference

Success of education reform in the UK: Performance in Hackney, Islington, Haringey, Southwark and Lambeth lagged far behind the nation



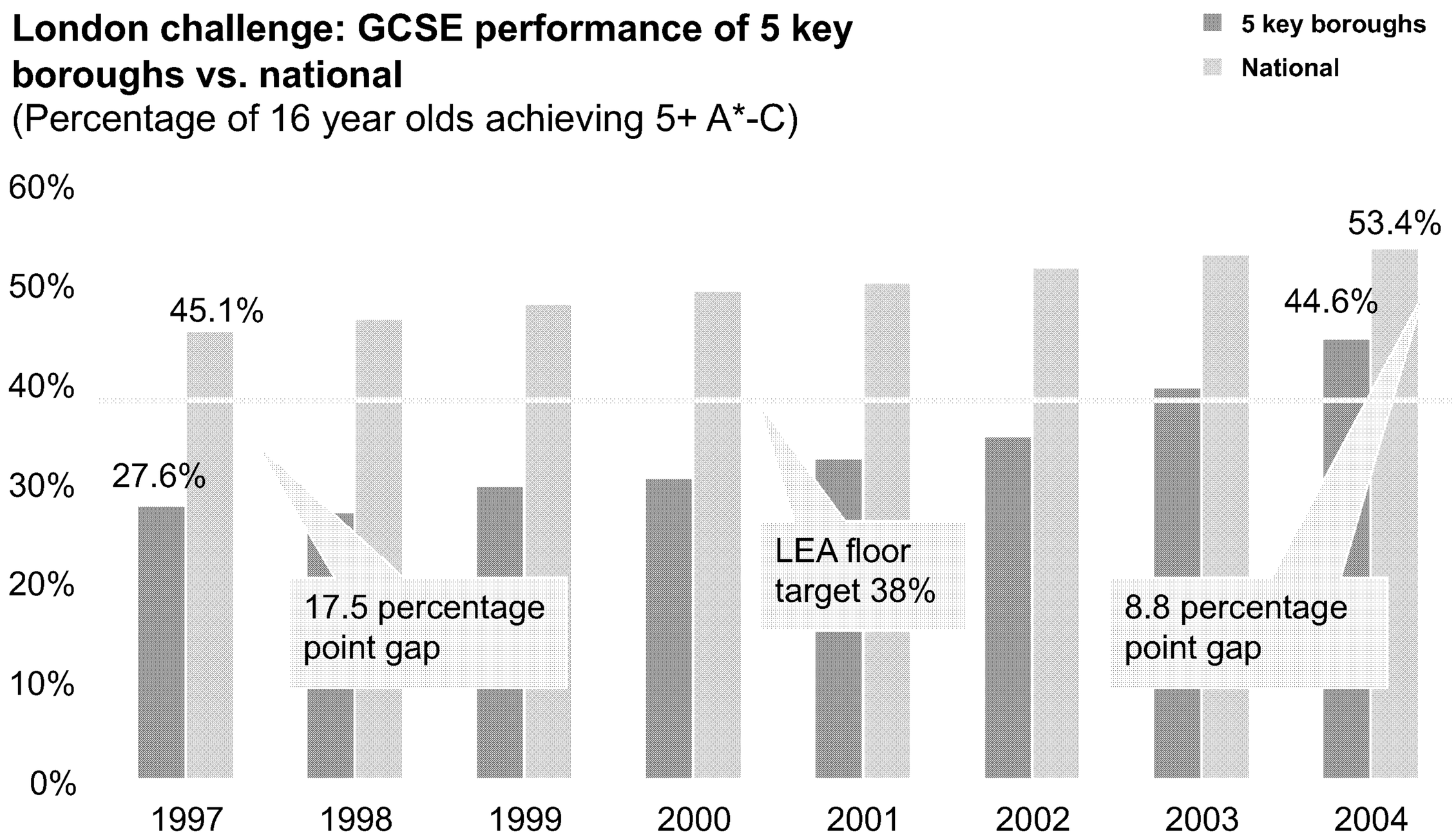
Source: Department of Education and Skills

Success of education reform in the UK: A very demanding floor target of 38% was set for each LEA …



Source: Department of Education and Skills

Success of education reform in the UK: … and was met in all five

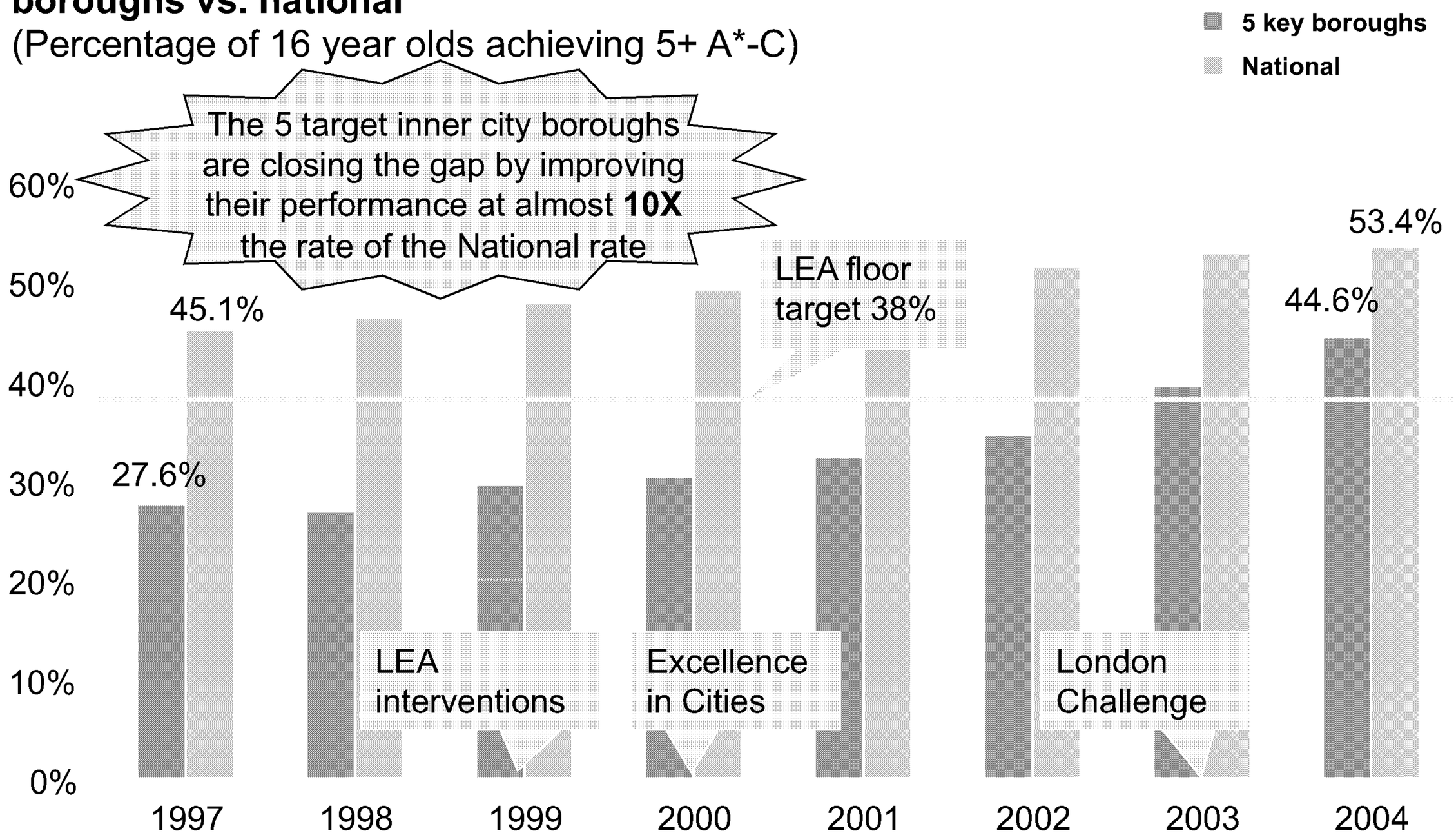


Source: Department of Education and Skills

Success of education reform in the UK: A succession of programmes was required to reduce the gap

London challenge: GCSE performance of 5 key boroughs vs. national

(Percentage of 16 year olds achieving 5+ A*-C)



Source: Department of Education and Skills

What is different about delivery?

The Public Sector is subject to complexities that challenge the traditional methods of strategic and process planning, and execution

- The political nature of the public sector can **pressure leadership to shift priorities**, which can disrupt projects and reduce impact
- Success can be challenging to assess as **targets and metrics are often not crisply defined**
- Government-based institutions tend to have **less nimble hiring and resource allocation systems**, which makes it harder to get the right people into the right roles at the right time
- **Consequences for failed delivery** are typically more ruthless (and easier to assess/measure) in the private sector
- Stakeholder motivations are usually more transparent in the private sector - most stakeholders are protecting the bottom line. By contrast, the public sector is fraught with **intricate and often opaque agendas**

Delivery addresses many of these challenges through a rigorous step-by-step approach that…

- …drives **clarity of goals** through a crisp definition of aspirations and targets
- …demands a **focus** on the few key priorities
- …derives **clear lines of accountability** and takes a deliberate approach to **enriching relationships** with lynchpin stakeholders
- …anchors all performance discussions in **results** and progress to targets (vs. achievement of process milestones)
- …creates an infrastructure and supporting culture that **routinely tracks and rewards outcomes**
- …encourages a **proactive** approach to addressing risks to delivery (vs. reactive fire-fighting as problems arise)

Delivery incorporates many tenets of good performance management, but takes a harder line with outcomes and risk management

Project Management Office

- Typically established for a specific project / change management effort and disbanded upon completion
- Source of guidance, coordination and progress measurement for the target effort
- Generally focused on processes, tasks and operational metrics (vs. outcome metrics)

Performance Management

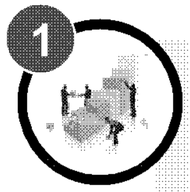
- Implemented to establish and track a clear set of agreed upon Key Performance Indicators, across the system
- Embeds performance based dialogues
- Encourages identification, dissemination, and application of best practices shown to improve KPIs

Delivery Approach

- Anchors system in a pursuit of the most critical outcomes
- Discourages reactive fire-fighting by shifting focus to proactively identifying and addressing the biggest risks to delivering outcomes
- Identifies the stakeholders most critical to success and strengthens linkages/relationships with those stakeholders
- Works to ensure that any activity/program being funded will contribute meaningfully to achievement of outcomes, and that collectively they will meet the targets

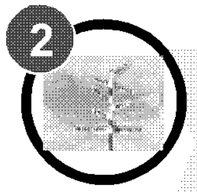
The adoption of "delivery" follows a rigorous 5-step program

Examples follow



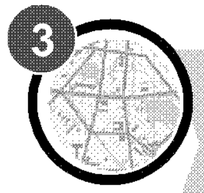
1 Develop a foundation for delivery

A. Define your aspiration
B. Build the delivery unit
C. Establish a "guiding coalition"



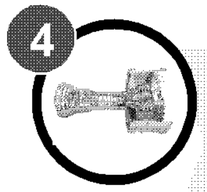
2 Understand the delivery challenge

A. Review your system's capacity to deliver
B. Evaluate past and present performance
C. Identify the underlying causes of performance and related activities



3 Plan for delivery

A. Determine your reform strategy
B. Set goals and establish trajectories
C. Produce delivery plans



4 Drive delivery

A. Establish routines to drive and monitor performance
B. Solve problems early and rigorously
C. Sustain and continually build momentum

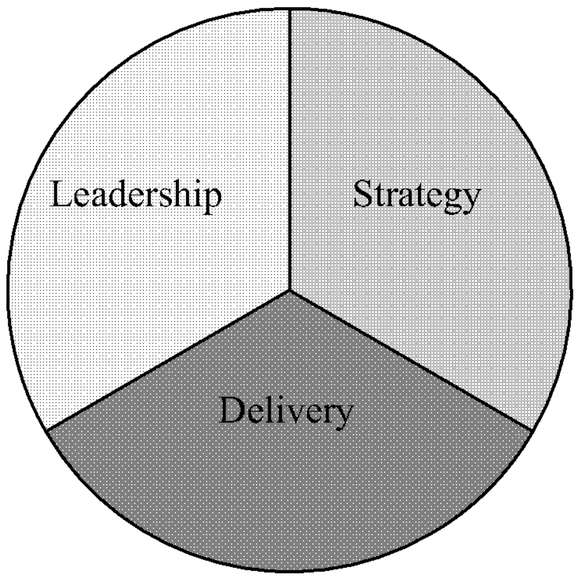
5 Create an irreversible delivery culture

A. Build system capacity all the time
B. Communicate the delivery message
C. Unleash the "alchemy of relationships"

SOURCE: USEDI Delivery Handbook

2A Example of capacity review - in 2005, the head of the UK civil service announced the launch of departmental "Capability Reviews" to assess the "health" of government departments

Model of capability



- Three to four sub-areas assessed across each dimension
- Model developed by the capability reviews team in conjunction with senior Whitehall leaders and external experts

Underlying questions

Strategy sub-area example: Focus on outcomes

- Do you have one, overarching set of clear and challenging outcomes, aims, and objectives which will improve the overall quality of life for customers and benefit the nation?
- How do you work with ministers to develop strategy?
- How do you negotiate trade offs between priority policies?
- How do you work with other departments and partners external to government when developing strategy?

- 49 underlying questions across ten capability sub-areas
- Questions framed help identify key strengths and challenges faced by individual departments

Assessment system

- Strong
- Well-placed
- Development area
- Urgent development area
- Serious concerns

- Assessment categories used to develop final scores across each capability sub-area
- Scoring system similar to the one used by the Prime Minister's Delivery Unit

Source: UK Cabinet Office

2A The Capacity Review Rubric defines characteristics of strong delivery and asks critical questions for each part of the delivery framework

Sample from Capacity Review Rubric

3. Drive delivery

Aspect of delivery	Example questions	Characteristics of strong delivery	Notes on current state of delivery
3A. Implement the delivery plan	Are the managers who directly have to implement interventions well equipped to bring about change? Is the center responsive to their needs? Does clear, consistent direction come from the center? Are accountability and incentive systems in place to manage performance? Is feedback provided throughout the system and does it help improve performance? How often is the delivery plan referenced? Is it revised over time? How is quality monitored?	• Adequate planning, training, and assistance is provided to those directly implementing the interventions (e.g., training for school leaders overseeing use of a new curriculum) • System holds staff accountable for achieving outcomes	
3B. Establish the necessary routines	How does the system head monitor progress towards goals? How often are meetings held with those responsible for implementation? Are these meetings focused on outcomes? Is close-to-real-time data used to inform system leaders? Is there sufficient data on campus/district and student group performance? Does analysis uncover key issues and anticipate problems?	• System head meets with managers at least several times a year to review analysis of data on outcomes • Leaders use data to hold staff accountable for progress • Leaders get brief, regular reports of data that highlight key issues and achievements	

SOURCE: USEDI Delivery Handbook

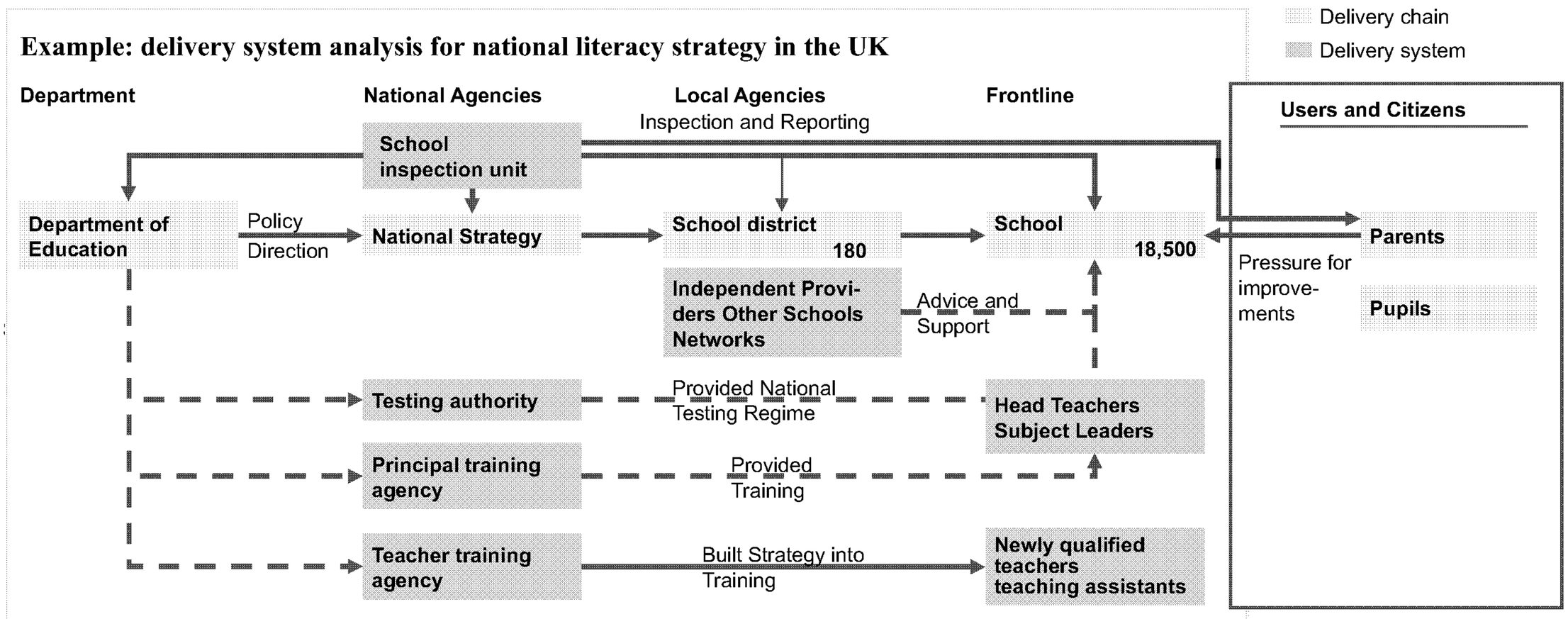
2A Delivery chains shed light on key relationships required for delivery of outcomes and the relative strength/weaknesses of those linkages

A **delivery system** is the set of actors, and the relationships between them, through which your aspiration can potentially be achieved. It includes all of the actors that meet two criteria:

- You have some form of meaningful influence over them
- They have the potential to contribute, in some way, to achieving your aspiration

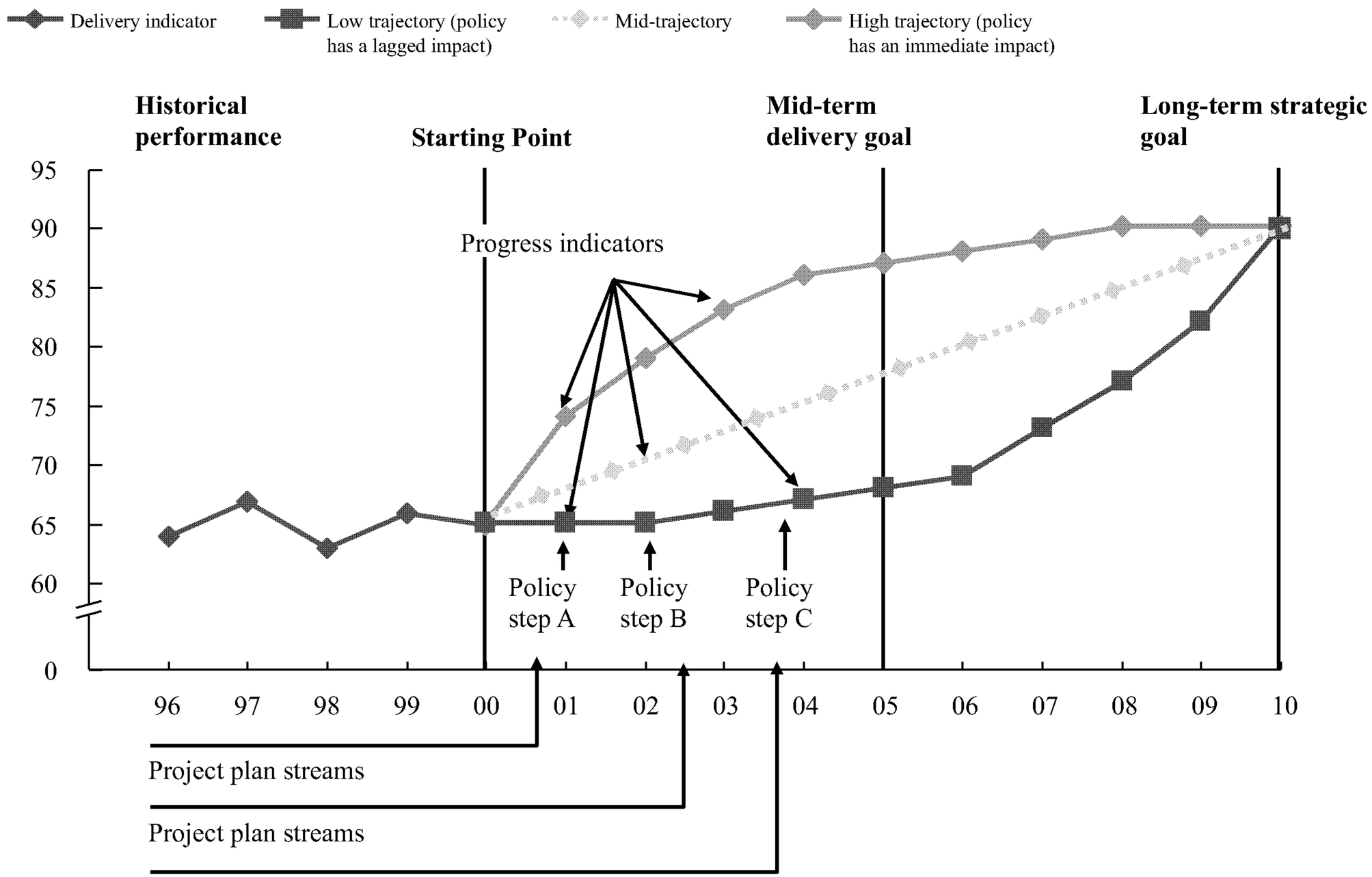
A **delivery chain** is the route or set of routes within the delivery system through which a particular activity takes place

Example: delivery system analysis for national literacy strategy in the UK



SOURCE: USEDI Delivery Handbook

3B Trajectories form the anchor of a results-focused delivery approach and must be constructed from evidence-based impact of activities and permit frequent review of progress to targets



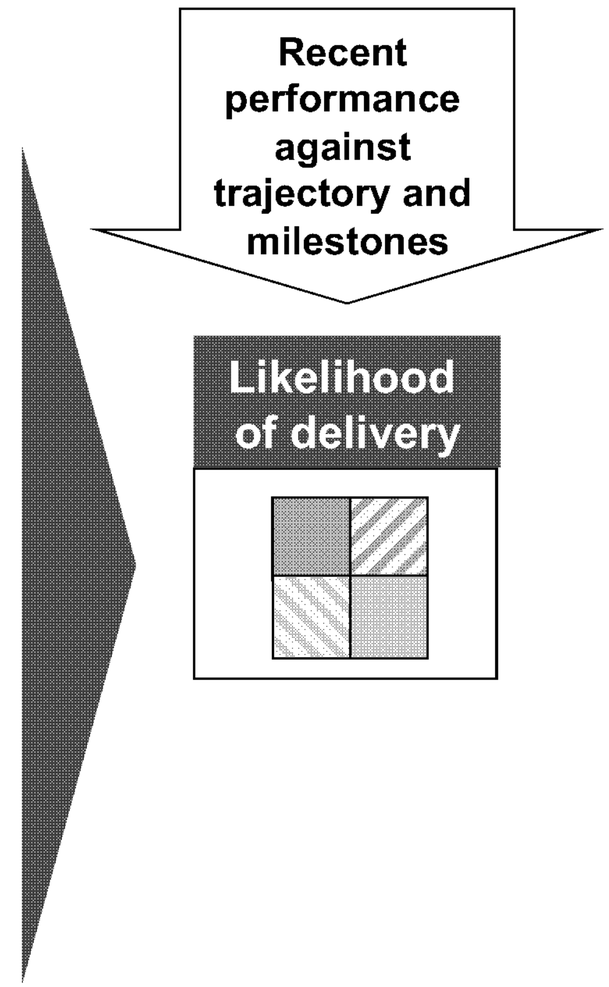
SOURCE: USEDI Delivery Handbook

4A An Assessment Framework is used to unearth barriers to progress and risks to delivery across key priorities

Department: _____ **Date of assessment:** _____

Program: _____ **Name(s) of assessors:** _____

Judgement	Rating	Rationale Summary
Degree of challenge	L/M/H/ VH	
Quality of planning, implementation and performance management Understanding the challenge Governance, Program & Project Management Managing Performance		
Capacity to drive progress Understanding & structure of the Delivery Chain Engaging the Delivery Chain Leadership and culture		
Stage of delivery	1/2/3/4	

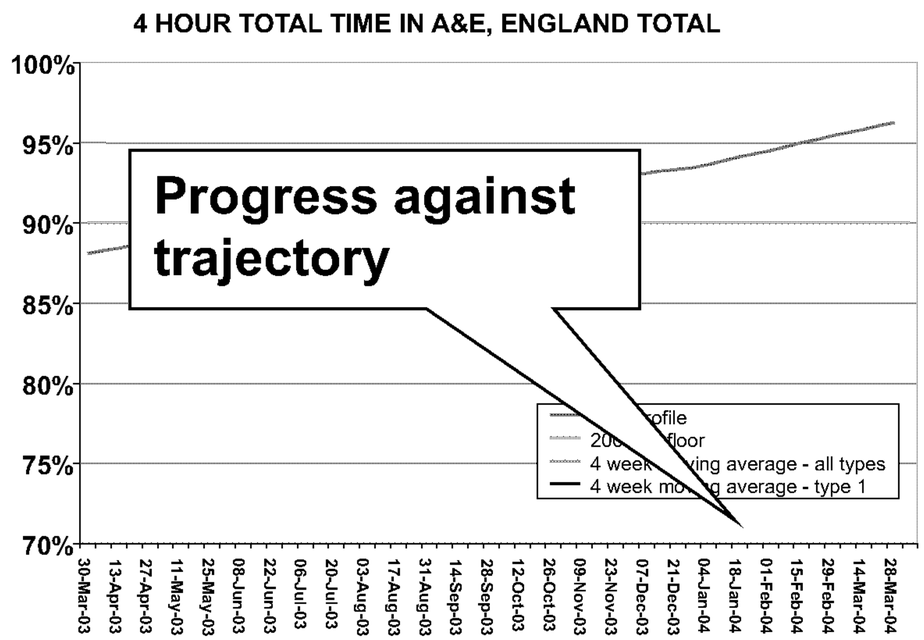


Red	Highly problematic - requires urgent and decisive action
Yellow/Red	Problematic - requires substantial attention, some aspects need urgent attention
Yellow/Green	Mixed - aspect(s) require substantial attention, some good
Green	Good - requires refinement and systematic implementation

SOURCE: USEDI Delivery Handbook

EXAMPLE

4A A Delivery Report explains the judgments from the Delivery Assessment and sets out agreed actions in the next 3-6 months



Performance has sustained at 90% since July but is now static and increasingly off-trajectory

- Performance of 'type X' departments yet to reach 90%.
- National aggregated ... ober 2003, 44% of type Xs are s... below 80%.
- Method for dealing w... consultation completed ... al decision now made.
- Evaluation of new init... e for improving processes in every Department curre... y underway.

An analysis of progress

What will success look like in 6 months?

- Average performance at 95% and rising
- No department below 85%, no more than 10% of departments below 90%
- Incentive system operational and earl... ts evaluated
- Clear arrangements established ... ace for maintaining per...
- Co... sible late bre...
- Re...

Clear measurable statement of "what success looks like"

Action required

- **Urgent**
  - Communicate the 9... nt line
  - Agree performa... 003/04 and 2004/05 respectively; agree any other incentives needed in the course of 2004; and communicate these to the front line
  - Plan and start roll out of effective management intervention system
  - Performance manage... e departments against their ... continue reporting at ... oor performers.
- ... these actions at an ... at a PM stocktake on 15 January. We will agree further actions, including a risk analysis, at that stage.

What PMDU will do to help

The steps necessary to achieve that success

SOURCE: USEDI Delivery Handbook

5A A delivery unit must embody and role model the "culture of delivery" to the rest of the system

The "5 key words" of delivery culture

1 Ambition

- Believe in step change
- Amplify the leader's aspirations
- "Be the unreasonable one" and insist on getting it done well
- Challenge performance and ask tough questions
- Take excuses off the table

2 Focus

- Pay relentless attention to a narrow set of priorities
- Consistently apply simple and clear methodologies
- Avoid distractions

3 Clarity

- Be honest, objective, and transparent
- Communicate clearly and sharply
- "Confront the brutal facts," and back up everything with data and evidence
- Spend time on the "front line" and understand what's happening now
- Constantly search for internal and external best practice

4 Urgency

- Appeal to the moral purpose and mission
- Use the leader's authority and time to exert pressure
- Use relationships and humility as a means of influence
- Fight the natural tendency in bureaucracies to slow things down or delay them
- Be unwilling to take "no" for an answer
- "If everything seems under control, you're not going fast enough"

5 Irreversibility

- Strive for systemic reform: structure, culture, results
- Constantly reflect and learn about delivery
- Role model and disseminate culture throughout the system
- Avoid celebrating success too early

SOURCE: Instruction to Deliver

Capacity Building Implementation Plan -Year One

Action	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FE	MA
Strategic Design												
1. Appoint Project Officer	X	X										
2. Select Districts and Schools		X	X									
3. Confirm implementation plan - year 1		X	X									
4. Strategy sessions- consultant team		X		X		X		X		X		X
Superintendents												
1. Design Superintendent Symposium	x											
2. Conduct Superintendent Symposium 1		X										
3.Conduct Liaison District meetings			X	X		X	X					
4. Design Superintendent Symposium 2				X								
5. Conduct Superintendent Symposium 2					X							
6. Design Superintendent Symposium 3							X					
7. Conduct Superintendent Symposium 3								X				

Capacity Building Implementation Plan -Year One

Action	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FE	MAR
District Capacity Teams												
Select members for the team from each participating district			X									
Design District Capacity Institute #1			X									
Conduct District Capacity Institute#1				X								
Design District Capacity Institute #2					X							
Conduct District Capacity Institute #2						X						
Design District Capacity Institute #3							X					
Conduct District Capacity Institute #3								X				
Design District Capacity Institute #4									X			
Conduct District Capacity Institute #4										X		
Design District Capacity Institute #5											X	
Conduct District Capacity Institute #5												X

Capacity Building Implementation Plan -Year One

Action	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FE	MA
Principals												
Design Principals' Institute #1			X									
Conduct Principals' Institute #1				X								
Design Principals' Institute #2					X							
Conduct Principals' Institute #2						X						
Design Principals' Institute #3							X					
Conduct Principals' Institute #3								X				
School Leadership Teams												
Select School Leadership teams												
Design SLT Institute #1							X					
Conduct SLT Institute #1								X				
Design SLT Institute #2									X			
Conduct SLT Institute #2										X		
Design SLT Institute #3											X	
Conduct SLT Institute #3												X

RECOMMENDATIONS FROM THE COMMISION ON STREAMLINING GOVERNMENT

VIII. DEPARTMENT OF EDUCATION - STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

Recommendation No. 78 Board of Elementary and Secondary Education study the use of digital textbooks in state schools and to report to the Legislature prior to March 2010.

ACTIONS REQUIRED: *Administrative action*

Recommendation No. 79 All Louisiana public school students who have been suspended from school for more than five days in a school year or who have more than ten unexcused absences from school in a school year may be required to enroll in the Louisiana National Guard Youth Challenge Program or alternatively, be placed in the Louisiana Department of Education's Jobs for America's Graduates Program, at the discretion of the principal. Pay for increased enrollment in the Youth Challenge Program and/or the JAG Program with Minimum Foundation Program funds. Change Louisiana law to prohibit students from dropping out of school until they have reached 18 years of age.

ACTIONS REQUIRED: *Administrative action; Agency rule*

Recommendation No. 83 Direct the Department of Education and the Board of Elementary and Secondary Education to pursue student based budgeting.

ACTIONS REQUIRED: *Administrative action*

Recommendation No. 171 Directs the Board of Elementary and Secondary Education to broadcast and archive its meetings online.

ACTIONS REQUIRED: *Administrative action*

Recommendation No. 200 Department of Education to reduce the paperwork required of each school district for annual Pupil Progression and Advancement Plans and School Improvement Plans to "net change" documents instead of redoing the entire report yearly.

ACTIONS REQUIRED: *Administrative action*

Recommendation No. 201 State Board of Elementary and Secondary Education to restructure the Minimum Foundation Program so that the MFP, as well as the federal dollars follow the child and that 80% of the MFP funds are spent on the classroom as directed by the principal of each school.

ACTIONS REQUIRED: *Administrative action; Legislation*

Recommendation No. 203 Restructure teacher pay to provide incentives for education graduates to seek secondary education positions.

ACTIONS REQUIRED: *Legislation* - R.S. 17:427.2(A) and (B)

Recommendation No. 204 Align Department of Education contracts to the highest priority education initiatives, and cancel the other contracts that are not in the top priorities. But in any event, the department is to cancel at least 10% of all contracts.

ACTIONS REQUIRED: *Administrative action*

Recommendation No. 207 The governor and the Legislature support and pass the Louisiana New Start Education Tax Credit Program which would (a) provide a $4,000 refundable state income tax credit per child to parents who have a child attending a Louisiana public school that is deemed to be "academically unacceptable" by the Louisiana Department of Education and who assume the cost of their child's education in a private or parochial school in Louisiana, and (b) provide a $4,000 state income tax credit to any Louisiana taxpayer that donates $4,000 to a nonprofit, scholarship-granting organization recognized by the Louisiana Department of Education which, in turn, uses the money to provide scholarships to families of children who are attending "academically unacceptable" schools in Louisiana and who elect instead to send their children to a private or parochial school in Louisiana.

ACTIONS REQUIRED: *Legislation*

Recommendation No. 210 Merge and assign the administration of the State Board of Elementary and Secondary Education's block grant program focused on pre-kindergarten programs for at-risk four-year-old children into the Department of Education's Cecil J. Picard LA 4 Early Childhood Program.

ACTIONS REQUIRED: *Administrative action; Legislation* - Appropriation; *Legislation* - R.S. 17:24.10; *Legislation* - Const. Art. 7 Sec. 10.1

Recommendation No. 211 Primary responsibility for adult education resides with the Louisiana Community and Technical College System and the responsibility and funding of the Department of Education's Division of Adult and Community Education should be transferred to the system.

ACTIONS REQUIRED: *Legislation* - Appropriation; *Legislation* - R.S. 17:14

Recommendation No. 212 Require the State Board of Elementary and Secondary Education to terminate the pre-GED (Graduate Equivalency Diploma) Skills Options Program and direct local education agencies to re-direct funds supporting the program to approved dropout prevention programs modeled after Jobs for America's Graduates.

ACTIONS REQUIRED: *Administrative action; Legislation*

Recommendation No. 218 Scale down the Louisiana Teacher Assistance and Assessment Program.

ACTIONS REQUIRED: *Legislation* - R.S. 17:3881 - 3895

Race to the Top
Stakeholder Letters of Support

LOUISIANA EDUCATION STAKEHOLDERS' LETTERS OF SUPPORT

Example Letters (Note: Louisiana Participating LEAs Received More than 500 Letters of Support)

CATEGORY	ORGANIZATION
Teachers' and Principals' Unions	Associated Professional Educators of Louisiana (APEL)*
	Louisiana Association of Principals*
	Louisiana Federation of Teachers*
BESE Member not Present for Vote	Tammie McDaniel*
Legislative Leadership	Senate President Pro Tempore Sharon Weston Broome
	Senator David Heitmeir (Judiciary, Vice Chairman)
	Speaker of the House Jim Tucker*
	State Representative Austin Badon (Education Committee Chairman)
	State Representative Charles Chaney (Education)
	State Representative Clifton Richardson (Education Committee)
	State Representative Elton Aubert (Education Committee)
	State Representative Frank Hoffman (Education Committee)
	State Representative Hollis Downs (Education Committee)
	State Representative John Bel Edwards (Education Committee)
	State Representative Karen Carter Peterson (Education Committee)
	State Representative Major Thibaut, Jr. (Education Committee)
	State Representative Patricia Smith (Education)
	State Representative Regina Ashford Barrow
	State Representative Rickey Hardy
	State Representative Rosalind Jones
	State Representative Stephen Carter
	State Representative Thomas Carmody
	State Representative Walt Leger
	State Senate President Joel Chaisson*
	State Senator Ann Duplessis (Chairman, Commerce)
	State Senator Conrad Appel (Education)
	State Senator Eric La Fleur (Education, Vice Chairman)
	State Senator Gerald Long (Insurance, Vice Chairman; Education)
	State Senator Mike Michot (Finance, Chairman)
Charter Schools	Advance Baton Rouge Charter School Association*
	Algiers Charter Association
	KIPP New Orleans Schools
	Louisiana Association of Charter Schools
	New Schools for New Orleans
Business	Baton Rouge Area Chamber*
	Blueprint Louisiana
	Council for a Better Louisiana (CABL)*
	DeSoto Parish Chamber of Commerce
	Feliciana Chamber of Commerce
	Greater Shreveport Chamber of Commerce
	Hispanic Chamber of Commerce*
	Jefferson Davis Parish Business Alliance
	Jefferson Parish Chamber of Commerce
	Marathon Petroleum Company*
	River Region Chamber of Commerce (St. James, St. John & St. Charles Parishes)
	Springhill-North Webster Chamber of Commerce
	St. John Parish Business Association
	St. Mary Parish Chamber of Commerce
	Vidalia Chamber of Commerce
	West Monroe West Ouachita Chamber of Commerce
Community	Algiers - Olive Branch Community Church
	Algiers - Tunisburg Square Neighborhood Civic Association
	Algiers Economic Development Foundation
	Forum 35
	Louisiana Family Recovery Corps
	Richland District Attorney's Office

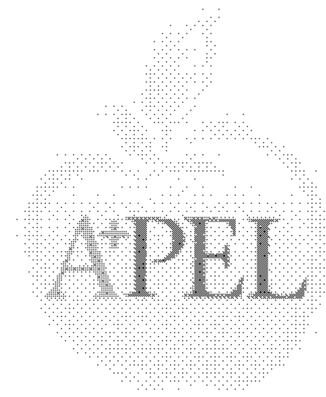
Race to the Top
Stakeholder Letters of Support

LOUISIANA EDUCATION STAKEHOLDERS' LETTERS OF SUPPORT

Example Letters (Note: Louisiana Participating LEAs Received More than 500 Letters of Support)

Civil Rights	NAACP*
	100 Black Men*
	Black Alliance for Educational Options
Nonprofit Organizations	Children's Defense Fund
	Louisiana Association of Nonprofit Organizations
	Louisiana Partnership for Children and Families*
	Public Affairs Research Council
Local Education Foundations	Communities in Schools of New Orleans
	Cowen Institute for Public Education Initiatives
	Education's Next Horizon*
	Greater New Orleans Education Foundation
	Lafayette Education Foundation
	Louisiana Together Educating All Children (LaTEACH)
	New Schools for New Orleans*
	Save Our Schools New Orleans
National Education Foundations	Broad Foundation*
	Charter Schools Growth Fund (CSGF)*
	Edison Learning, Inc.
	Educational Testing Service
	KIPP*
	National Institute for Excellence in Teaching
	New Leaders for New Schools*
	Save the Children
	Teach For America (TFA)*
	The New Teacher Project (TNTP)*
	The System for Teacher and Student Advancement (TAP)*
Institutions of Higher Education	Dr. Sally Clausen, Board of Regents*
	Grambling State University, College of Education
	Louisiana State University*
	LSU at Alexandria, Department of Education
	McNeese State University, Burton College of Education
	Northwestern State University, College of Education
	Southeastern Louisiana University College of Education and Human Development
	Tulane University Teacher Preparation and Certification Program
	University of Louisiana Lafayette, College of Education
	University of Louisiana Monroe, College of Education and Human Development
	University of New Orleans, College of Education and Human Development
STEM Partners	Advantage Personnel, Inc.
	Associated Builders and Contractors, Inc.
	Barataria Terrebonne National Estuary Program
	Building Louisiana Science and Technology (BLaST)
	Central for Applied Teaching and Learning to Yield Scientific Thinking
	Exxon Mobil Chemical Company*
	Foundation for Science and Mathematics Education
	Gerry Lane Group
	Gilchrist Construction Company
	Greater New Orleans STEM Initiative CORE Element
	LIGO Laboratory Science Education Center
	Louisiana Art & Science Museum
	Louisiana Public Broadcasting
	LSU Cain Center for Scientific, Technological, Engineering and Mathematical Literacy
	PALA Interstate, LLC Diversified Construction Services
	Rapides Foundation*
	Sci-Port Louisiana's Science Center
	Tulane University School of Science and Engineering

*Indicates Letter is Included as Representative Sample in Appendix



ASSOCIATED PROFESSIONAL
EDUCATORS of LOUISIANA

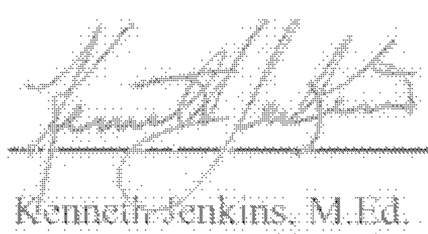
Statement of Support
Louisiana's Race to the Top Application and Plan

The leadership of the Associated Professional Educators of Louisiana (A+PEL) expresses its support for Louisiana's participation in the Race to the Top (R2T) application and the plan developed by the Louisiana Department of Education (LDOE) in collaboration with the state's education community, as well as other groups inside and outside Louisiana.

We not only encourage Louisiana's participation in Race to the Top, but we would also like to express our intent to be involved in development and implementation of specific reforms proposed in the initiative. We have a vested interest in providing certainty that every classroom in the state is led by an effective teacher. We pledge to do the following should the state successfully win a share of R2T funding.

- *Work collaboratively with the state to develop the Comprehensive Performance Management System, including measurements of teacher effectiveness and targeted professional development modules that align to teachers' professional needs.*
- *Collaborate with the LDOE to find creative ways to send highly effective teachers to the state's highest-need schools.*
- *Engage in the development of sustainable, performance-driven compensation systems.*
- *Work with the LDOE to design a performance-driven tenure notification system.*
- *Participate in committees to study and promote the best practices developed through R2T.*
- *Work with the LDOE in any other manner that ensures every classroom in Louisiana has an effective teacher and every school an effective leader.*

We support this federal program, and intend to continue to find ways to support Louisiana's education system to ensure that our state implements Race to the Top in the most effective way possible. We urge fellow educators, as well as parents, businesses and other members of the community to support Louisiana's participation in this program.



January 5, 2010

Kenneth Jenkins, M.Ed.
A+PEL State President

Date

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Web-page: laprincipals.org
E-Mail: andrea.martin@laprincipals.org

Statement of Support
Louisiana's Race to the Top Application and Plan

The Louisiana Association of Principals is pleased to express its support for Louisiana's participation in the Race to the Top (R2T) application and the plan that will be developed by the Louisiana Department of Education (LDOE) in collaboration with the state's education community, as well as other groups inside and outside Louisiana.

We not only encourage Louisiana's participation in Race to the Top, but we would also like to express our intent to be involved in implementation of specific reforms supported by the initiative. We have a vested interest in providing certainty that every principal is successful in his or her efforts at the school level. We pledge to do the following should the state successfully win a share of R2T funding.

- Work collaboratively with the state to develop the Comprehensive Performance Management System, including measurements of principal effectiveness.
- Work with local districts in transitioning school administrators to performance contracts that are directly aligned to student achievement and improvements in teacher effectiveness.
- Collaborate with the LDOE to find creative ways to send highly effective leaders to the state's highest-need schools.
- Partner with institutes of higher education and alternative certification programs to ensure that new principals are fully prepared to be successful in their placements.
- Help the LDOE train principals on the tenants of mutual-consent hiring, where the principal has increased autonomy to make school-based personnel decisions.
- Participate in committees to study and promote the best practices developed through R2T.
- Partner with the LDOE in providing professional development through the Louisiana Leadership Academy and Middle Leaders Program.
- Work with the LDOE in any other manner that ensures every classroom in Louisiana has an effective teacher and every school an effective leader.

LAP supports school improvement initiatives, and intends to continue to support Louisiana's education system to ensure that our state implements Race to the Top in the most effective way possible. We urge fellow educators, as well as parents, businesses and other members of the community to support Louisiana's participation in this program.

Signature: Andrea Martin, Executive Director Date 1-8-2010

Louisiana Federation of Teachers
American Federation of Teachers, AFL-CIO

Steve Monaghan, President • Joe Potts, Executive Vice President
9623 Brookline Avenue Rouge, LA 70809
T: 225/923-1037 • F: 225/923-1461 • 1-800-634-0589 • http://la.aft.org

Statement on Race to the Top

The Louisiana Federation of Teachers has spent many long hours in civil, frank, and spirited conversations with Superintendent Paul Pastorek and his Race to the Top team concerning the development of Louisiana's Race to the Top application.

We engaged in this dialogue because we understand not only the opportunity that the Race to the Top Program may offer as a potential "game-changer" for both Louisiana students and teachers, but also because many of the reforms that have been discussed within the context of this competitive grant proposal *are* and *will* continue to be discussed with or without this federal grant proposal.

The fact is: **LFT was invited and welcomed to the table, and we accepted that invitation.**

Initially, LFT approached these discussions only with a fervent belief that engagement is far better than disengagement, and that dialogue is better than silence. However, we stayed engaged in the discussions because of the Superintendent's willingness to consider all aspects of the proposal as *organic --- as an opportunity to try properly resourced reforms, modify these efforts, and even change direction if necessary*. Discussions throughout the process centered on the possibilities and not on any entrenched positions.

Since the official public launch of the Louisiana R^2T campaign on December 22, 2009, these good faith exchanges between the Federation and the Superintendent increased dramatically. The Federation submitted numerous recommendations and suggestions for modification to the state's proposal throughout the process. These recommendations were offered in good faith and in the best interest of students, teachers, and the future of our public schools. While some of our recommendations were not accepted, the body of work that represents the proposal does contain a significant number of these recommendations.

We're respectful of the great need that exists in many schools and school districts. We are also aware of the opportunities that possibly hundreds of millions of dollars supplied by a successful grant application will offer to thousands of Louisiana children currently bound by the shackles of intergenerational poverty. We also recognize that as in all such matters there are no guarantees. Whether R^2T actually does produce hope and new opportunities for success for students and teachers lies not only in the success of the grant application. Success also depends on the inclusion of teachers in the development, monitoring, and honest assessment of these reforms.

As a good steward of our profession and as a strong advocate for public education, we recognize our obligation to maintain our full engagement. We embrace that responsibility.

In closing, while we certainly do not universally agree with or accept all of the ideas and policies contained within the proposal, we do agree that too many children and teachers deserve much better than what they're now receiving.

Steve Monaghan, President
Louisiana Federation of Teachers

STATE BOARD of ELEMENTARY and SECONDARY EDUCATION
P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

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Executive Director

Paul Pastorek
State Superintendent

Statement of Support
Louisiana's Race to the Top Application and Plan

I, Tammie McDaniel, am a member of Louisiana's Board of Elementary and Secondary Education. I am a Louisiana resident from Oak Ridge, LA. I have been an educator all of my adult life serving in numerous capacities, including as a classroom teacher and a principal.

Due to a schedule conflict, I was unable to attend the Louisiana Board of Elementary and Secondary Education Special Called Meeting on January 12, 2010. Had I been able to attend, I would have cast a vote in favor of Louisiana submitting its application to the USDOE for the Race to the Top competition.

Additionally, I wish to express my support for Louisiana's Race to the Top application and plan developed by the Louisiana Department of Education in collaboration with the state's education community, and other groups inside and outside Louisiana. *Louisiana Education Reform Plan*, referenced in the application, is our plan for working to achieve more significant gains than we have already accomplished in LA to date. I believe it is a very thoughtful and credible way for our community to proceed. I believe that our plan seeks to adopt rigorous standards, ensure the equitable distribution of effective teachers, and turn around lowest-performing schools.

I look forward to working with Participating LEAs and the State in my official capacities to ensure the *Louisiana Education Reform Plan* is implemented with fidelity and that those best practices for which evidence of success exists are continued and scaled throughout the state.

Tammie H. McDaniel — January 14, 2010

Signature — Date

STATE OF LOUISIANA
HOUSE OF REPRESENTATIVES

JIM TUCKER
SPEAKER

POST OFFICE BOX 94062
BATON ROUGE, LOUISIANA 70804
PHONE 225-342-7263
FAX 225-342-8336

January 12, 2010

Mr. Arne Duncan
U.S. Secretary of Education
LBJ Education Building
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I write this letter in support of the application by the State of Louisiana to participate in the Race to the Top ("R2T") Program administered by the U.S. Department of Education. Working with the state's education community, I understand that the Louisiana Department of Education has developed a plan for implementation that will include specific reforms to the current system.

In an effort to provide all students with an excellent education, I encourage Louisiana's participation and offer my support of measures that are necessary to implement the R2T program. I also offer my assistance to local education authorities in finding the means to sustain any successful reforms that result from the implementation of this program.

I support this federal initiative and will gladly work with the Louisiana Department of Education officials and the local education community to ensure the success of the Race to the Top Program.

Sincerely,

Jim Tucker
Speaker

JWT:maf

01/08/2010 14:44 9857643686 LAW FIRM PAGE 01/01

SENATE
STATE OF LOUISIANA

JOEL T. CHAISSON II
PRESIDENT OF THE SENATE

P.O. Box 1255
DESTREHAN, LA 70047
OFC: (985) 764-9911
FAX: (985) 764-9686

January 8, 2010

via fax no. 1 225-342-0193

Paul G. Pastorek
State Superintendent of Education
State of Louisiana, Department of Education
P. O. Box 94064
Baton Rouge, La. 70804-9064

Dear Superintendent Pastorek:

I am pleased to express support for Louisiana's participation in the Race to the Top application and the plan developed by the Louisiana Department of Education in collaboration with the state's education community, as well as other groups inside and outside Louisiana.

I not only encourage Louisiana's participation in Race to the Top, but I would also like to express my intent to be involved in implementation of specific reforms supported by the initiative. We all have a vested interest in providing certainty that every school in the state provides its students with an excellent education and I feel that the program represents an excellent opportunity to make great strides towards that goal.

I support this federal program and intend to continue to find ways to support Louisiana's education system to ensure that it implements Race to the Top in the most effective way possible. I urge fellow elected officials, educators, as well as parents, businesses, and other members of the community to support Louisiana's participation in this program.

Please do not hesitate to let me know how I can help with this important program.

Sincerely,

Joel T. Chaisson II

JTCII/bmp

[Statement of Support
Louisiana's Race to the Top Application and Plan

The Advanced Baton Rouge Charter School Association is pleased to express its support for Louisiana's participation in the Race to the Top (R2T) application and the plan developed by the Louisiana Department of Education (LDOE) in collaboration with the state's education community, as well as other groups inside and outside Louisiana.

We not only encourage Louisiana's participation in Race to the Top, but we would also like to express our intent to be involved in implementation of specific reforms supported by the initiative. We have a vested interest in providing certainty that every school in the state provides its students with an excellent education. We pledge to do the following should the state successfully win a share of R2T funding.

- *Provide guidance and support to the state's charter schools in order to ensure their success in providing an excellent education to their students.*
- *Support the state in developing policies that support the existence and growth of high-performing charter schools and charter management organizations.*
- *Help guide the incubation and scaling up of high-performing charter schools and charter school networks throughout the state.*
- *Participate in committees to study and promote the best practices developed through R2T.*

We support this federal program, and intend to continue to find ways to support Louisiana's education system to ensure that the state implements Race to the Top in the most effective way possible. We urge fellow educators, as well as parents, businesses and other members of the community to support Louisiana's participation in this program.

Signature Date 1/6/09

5500 Florida Blvd., Suite 106
Baton Rouge, LA 70806
225.136.3072 (Office)
(225) 341-6790 (Fax)

www.advancebr.org

Every Child, Every Chance, Every Day

564 Laurel Street
Baton Rouge, LA 70801
P 225.381.7125
F 225.336.4306
BRAC.ORG

January 8, 2010

Paul G. Pastorek
State Superintendent of Education
Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064

Dear Paul,

The Baton Rouge Area Chamber is pleased to express its support for Louisiana's participation in the Race to the Top application and plan developed by the Louisiana Department of Education in collaboration with the state's education community, and other groups inside and outside Louisiana. Race to the Top aims to help states adopt rigorous standards, ensure the equitable distribution of effective teachers, and turn around lowest-performing schools.

Over the last several years, we have witnessed the steady improvement of student achievement in Louisiana. When School Performance Scores (SPS) were released this fall, the state average was a 91.0 SPS. This score is an average of all schools' and districts' test, attendance, graduation and dropout data. This year's score is the highest ever in the ten-year history of Louisiana's accountability system. While we want to recognize the success of the education community across Louisiana, we also recognize this score represents the reality that nearly a third of the students across the state are still performing below grade level. Thus, Louisiana must take advantage of every opportunity to ensure that every child in Louisiana thrives in their educational pursuits and beyond.

Participation in Race to the Top will provide additional resources for Louisiana to continue pursuing innovative strategies to improve public education and will provide more opportunities for students in low-achieving schools. If Louisiana does not participate, schools across our state will lose the opportunity to take advantage of millions of dollars in federal funding. On behalf of the children in Louisiana, we cannot afford to miss this chance.

But Race to the Top is not just about securing more money for our schools. It is also about implementing a strong reform agenda based on proven strategies designed to improve student achievement. Louisiana's plan supports initiatives that will prepare our students to effectively compete in the 21st century global economy and will help to provide the state with a skilled workforce. If Louisiana is genuinely committed to investing in our future, we need to start by investing in our schools and in activities we know have an impact on student achievement.

P.O. Box 4308
Baton Rouge, Louisiana 70821
(225) 344-CABL (344-2225) Fax (225) 338-9470
Web Site: www.cabl.org
E-mail: info@cabl.org

January 11, 2010

U.S. Department of Education
ATTN: *Louisiana's Race to the Top Application*

To whom it may concern:

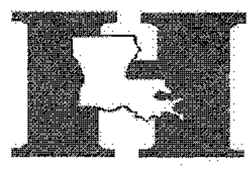
CABL is a long established nonpartisan public interest group that is committed to sound policy and fiscal measures that will support a stronger economy and better quality of life for all citizens. We are an independent organization of civic, business and foundation leaders that for over two decades has provided strong leadership in education reform, accountability, investments, research and reporting.

We offer our support for the stated goals of The *Race to the Top Initiative* and for the participation of the Louisiana Department of Education. These goals include: additional rigorous standards, increased effective teaching and school leadership, and improving the lowest-performing schools through proven models of success.

Over the last twelve years, we have tracked slow, steady improvement in student achievement statewide. Through collaborative work of education officials and policymakers, governors, CABL, foundations, NGOs, and civic and business organizations, Louisiana has vastly increased funding, raised salaries, provided strategic programs and expertise, created high-quality pre-K programs for at-risk kids, adopted technology, and instituted new teacher quality policies. We have received top national rankings for our School/District Accountability System. We have also embarked on a very bold initiative to takeover chronically failed schools: the state Recovery School District, which implements intense turn-around efforts through high-quality charters.

Despite all these efforts and more, we still have a number of schools that are not improving, schools where most students are low-income, such as in inner-city or poor rural areas. Many local districts lack the knowhow to make necessary changes, therefore, nearly a third of our kids still perform below grade level. Louisiana ***must*** take advantage of every opportunity to increase effective teachers, put into place strong school leadership and require proven practices and programs. We see *The Race to the Top Initiative* as a very good opportunity to do this and to accelerate our efforts to improve the lives of many children, the economy and our quality of life.

Stephanie Desselle
Senior Vice President



HISPANIC CHAMBER OF COMMERCE OF LOUISIANA

Statement of Support
Louisiana's Race to the Top Application and Plan

The Hispanic Chamber of Commerce of Louisiana is pleased to express its support for Louisiana's participation in the Race to the Top application and plan developed by the Louisiana Department of Education in collaboration with the state's education community, and other groups inside and outside Louisiana. Race to the Top aims to help states adopt rigorous standards, ensure the equitable distribution of effective teachers, and turn around lowest-performing schools.

Participation in Race to the Top will provide additional resources for Louisiana to address the needs of all students – especially those who are economically disadvantaged or live in poverty. It will allow Louisiana to continue pursuing innovative strategies to improve public education and will provide more opportunities for students in low-achieving schools. If Louisiana does not participate, schools across our state will lose the opportunity to take advantage of millions of dollars in federal funding. On behalf of the children in Louisiana, we cannot afford to miss this chance.

But Race to the Top is not just about securing more money for our schools. It is also about implementing a strong reform agenda based on proven strategies designed to improve student achievement. Louisiana's plan supports initiatives that will prepare our students to effectively compete in the 21st century global economy and will help to provide the state with a skilled workforce. If Louisiana is genuinely committed to investing in our future, we need to start by investing in our schools and in activities we know have an impact on student achievement.

We pledge to do the following should the state successfully win a share of Race to the Top funding:

- Provide guidance and support to the state's schools in order to ensure their success in providing an excellent education to their students
- Support the state in developing policies that support the existence and growth of high-performing schools
- Participate in committees to study and promote the best practices developed through Race to the Top

We support this program, and intend to continue to find ways to support Louisiana's education system to ensure that it implements Race to the Top in the most effective way possible. We urge educators, parents, businesses and other members of the community to support Louisiana's participation in this program.

Arlene A. Kattan — January 10, 2010
Signature Executive Director — Date

1515 Poydras Street, Suite 1010 New Orleans, LA 70112 ♦ P.O. Box 58031 New Orleans, LA 70158
Tel: 504-885-4262 Fax: 504-887-5422 Email: info@hccl.biz Web Site: www.hccl.biz

Louisiana Refining Division

Marathon Petroleum Company LLC

Post Office Box AC
Garyville, LA 70051-0849
Telephone 985/535-2241

January 14, 2010

Marathon Petroleum Company LLC is pleased to express its support for Louisiana's participation in the Race to the Top (R2T) application and the plan developed by the Louisiana Department of Education (LDOE) in collaboration with the state's education community, as well as other groups inside and outside Louisiana.

We not only encourage the participation of St John the Baptist Parish Public Schools in Race to the Top, but we would also like to express our intent to be involved in implementation of specific reforms supported by the initiative. We have a vested interest in providing certainty that every school in the state provides its students with an excellent education.

We pledge to do the following should the state successfully win a share of R2T funding:

- Provide guidance and support to schools in our district in order to ensure their success in providing an excellent education to their students
- Support our district in developing policies that support the existence and growth of high-performing schools
- Participate in committees to study and promote the best practices developed through R2T
- Provide assistance with turnaround efforts to improve low-performing schools
- Invest resources in schools and in activities we know have an impact on student achievement, such as Response to Intervention (RTI) that helps at-risk students
- Collaborate with our district to find creative ways to serve the students of the highest-need schools
- Partner with our district to explore activities that motivate PK-12 learners to pursue post-secondary Science, Technology, Engineering and Mathematics (STEM) studies and degrees

We support this federal program and intend to continue to find ways to support Louisiana's education system to ensure that the state implements Race to the Top in the most effective way possible. We urge other businesses, educators and members of the community to support Louisiana's participation in this program.

Sincerely,

(b)(6)

Robert G. Kasubinski
Manager, Human Resources

RGK/md

NAACP Louisiana Conference
3313 Government Street
Baton Rouge, Louisiana 70806
(225) 334-7490

January 12, 2010

Statement of Support
Louisiana's Race to the Top Application and Plan

The NAACP Louisiana State Conference of Adult Branches, Youth Councils & College Chapters is pleased to express its support for Louisiana's participation in the Race to the Top application and plan developed by the Louisiana Department of Education in collaboration with the state's education community, and other groups inside and outside Louisiana. Race to the Top aims to help states adopt rigorous standards, ensure the equitable distribution of effective teachers, and turn around lowest-performing schools.

Participation in Race to the Top will provide additional resources for Louisiana to address the needs of all students – especially those who are economically disadvantaged or live in poverty. It will allow Louisiana to continue pursuing innovative strategies to improve public education and will provide more opportunities for students in low-achieving schools. If Louisiana does not participate, schools across our state will lose the opportunity to take advantage of millions of dollars in federal funding. On behalf of the children in Louisiana, we cannot afford to miss this chance.

We pledge to do the following should the state successfully win a share of Race to the Top funding:

- *Provide assistance with turnaround efforts to improve low-performing schools*
- *Invest resources in schools and in activities we know have an impact on student achievement, such as Response to Intervention (RTI)*
- *Collaborate with the LDOE to find creative ways to serve the students of the state's highest-need schools*
- *Rally our membership to direct resources to students in underserved and underprivileged populations*
- *Participate in committees to study and promote the best practices developed through Race to the Top*

Statement of Support
Louisiana's Race to the Top Application and Plan
January 12, 2010
Page 2

We support this program, and intend to continue to find ways to support Louisiana's education system to ensure that it implements Race to the Top in the most effective way possible. We urge educators, parents, businesses and other members of the community to support Louisiana's participation in this program.

Cordially,

(b)(6)

Ernest L. Johnson, Sr.

State President

Race to the Top
Stakeholder Letters of Support

Statement of Support
Louisiana's Race to the Top Application and Plan

The 100 Black Men of Metro Baton Rouge, Ltd. is pleased to express its support for Louisiana's participation in the Race to the Top application and plan developed by the Louisiana Department of Education in collaboration with the state's education community, and other groups inside and outside Louisiana. Race to the Top aims to help states adopt rigorous standards, ensure the equitable distribution of effective teachers, and turn around lowest-performing schools.

Participation in Race to the Top will provide additional resources for Louisiana to address the needs of all students – especially those who are economically disadvantaged or live in poverty. It will allow Louisiana to continue pursuing innovative strategies to improve public education and will provide more opportunities for students in low-achieving schools. If Louisiana does not participate, schools across our state will lose the opportunity to take advantage of millions of dollars in federal funding. On behalf of the children in Louisiana, we cannot afford to miss this chance.

We pledge to do the following should the state successfully win a share of Race to the Top funding:

- *Provide assistance with turnaround efforts to improve low-performing schools*
- *Invest resources in schools and in activities we know have an impact on student achievement, such as Response to Intervention (RTI)*
- *Collaborate with the LDOE to find creative ways to serve the students of the state's highest-need schools*
- *Rally our membership to direct resources to students in underserved and underprivileged populations*
- *Participate in committees to study and promote the best practices developed through Race to the Top*

We support this program, and intend to continue to find ways to support Louisiana's education system to ensure that it implements Race to the Top in the most effective way possible. We urge educators, parents, businesses and other members of the community to support Louisiana's participation in this program.

(b)(6)

Sig

Date 1/13/2010

Louisiana Partnership for children & families

One vision, one voice for the children and families of Louisiana

Board of Directors 2009-2010

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National Association of Social Workers

January 11, 2010

Paul G. Pastorek
State Superintendent of Education
Louisiana Department of Education
1201 North Third Street
Baton Rouge, LA 70804

Dear Superintendent Pastorek:

The Louisiana Partnership for Children and Families (the Partnership) is pleased to express its support for Louisiana's participation in the Race to the Top application.

The Partnership is a not-for-profit organization dedicated to improving the well-being of children and their families through public policy advocacy, communications and the promotion of evidence-based programs. The Partnership aims to improve service delivery for Louisiana's children.

With additional resources to continue pursuing innovative strategies to improve public education in the state, the Partnership supports participation in Race to the Top to provide more opportunities for students in low-achieving schools and support the implementation of a strong reform agenda. The Partnership also supports participation in Race to the Top to establish "diverse delivery" early education in Louisiana, which includes publicly funded pre-kindergarten in community settings such as child care centers and Head Start programs.

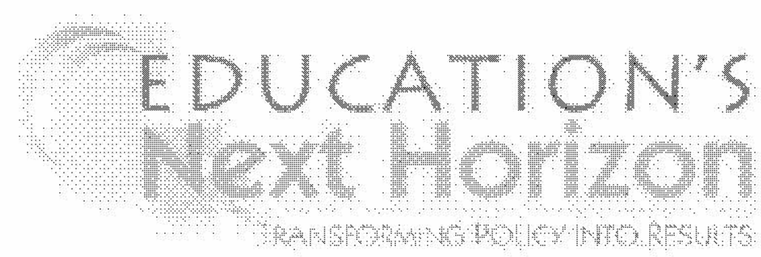
The Partnership intends to work with Louisiana's education system to ensure that Race to the Top is implemented effectively. In particular, we welcome the opportunity to work on providing access to early learning through the expansion of pre-kindergarten, and by ensuring quality and accountability across early childhood settings.

We hope that across Louisiana, individuals and groups, inside and outside both education and government, will wholeheartedly embrace this opportunity to adopt the proven strategies outlined in Race to the Top and will see the clear advantages of participation. The Louisiana Partnership for Children and Families supports Race to the Top, and urges educators, parents, businesses and other members of the community to support participation in this program.

Sincerely,

(b)(6)

Lynda Gavioli, Board Chair



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Alice Thomas, M.Ed.

January 8, 2010

Paul G. Pastorek
State Superintendent of Education
1201 North Third Street
Baton Rouge, LA 70802-5243

Dear Superintendent Pastorek:

Education's Next Horizon is pleased to endorse Louisiana's Race to the Top application and the reform plan developed by the Louisiana Department of Education.

Louisiana has made significant strides over the last several years as a leader in the development of an effective state accountability model, longitudinal data system, and value-added teacher effectiveness model. The state has also garnered national attention for its aggressive and effective approach to transforming low-performing schools. Race to the Top will enable Louisiana to continue along this path and implement reforms that will result in fundamental changes in education.

We have come to realize that sustainable improvement in our education system depends largely on interaction at the teacher-student level. Leadership at the school, district, and state level must be focused to support this work. We believe that state education leaders are strongly committed to adopting and implementing meaningful and lasting reform measures. Louisiana is clearly poised for dramatic improvement and should be seriously considered to receive a portion of the Race to the Top grant.

Education's Next Horizon is a group of business and community leaders from across Louisiana. We believe that education is the key to our future economy and quality of life. Our mission is to frame the debate for comprehensive system-wide reform and to connect Louisiana's leadership—education, government, business and community—as a force supporting school improvement. Should the state win a share of Race to the Top funding, we will work to provide guidance and support to local school districts to ensure their success in delivering quality education. We will continue to support the state in developing and implementing policies that will raise student achievement and eliminate the achievement gap.

We plan to remain engaged in educational reform measures underway in Louisiana and to assist the state in effectively implementing its Race to the Top plan.

Sincerely,

(b)(6)

John Warner Smith
Chief Executive Officer

412 N. Fourth Street, Suite 240 • Baton Rouge, LA 70802 • 225.383.3844 • fax 225.383.3814 • www.ednexthorizon.org

Statement of Support
Louisiana's Race to the Top Application and Plan

The New Schools for New Orleans (name of organization) is pleased to express its support for Louisiana's participation in the Race to the Top (R2T) application and the plan developed by the Louisiana Department of Education (LDOE) in collaboration with the state's education community, as well as other groups inside and outside Louisiana.

We not only encourage Louisiana's participation in Race to the Top, but we would also like to express our intent to be involved in implementation of specific reforms supported by the initiative. We have a vested interest in providing certainty that every school in the state provides its students with an excellent education. We pledge to do the following should the state successfully win a share of R2T funding.

- *Provide guidance and support to the state's charter schools in order to ensure their success in providing an excellent education to their students.*
- *Support the state in developing policies that support the existence and growth of high-performing charter schools and charter management organizations.*
- *Help guide the incubation and scaling up of high-performing charter schools and charter school networks throughout the state.*
- *Participate in committees to study and promote the best practices developed through R2T.*

We support this federal program, and intend to continue to find ways to support Louisiana's education system to ensure that the state implements Race to the Top in the most effective way possible. We urge fellow educators, as well as parents, businesses and other members of the community to support Louisiana's participation in this program.

(b)(6)

01-06-2010
Date

Eli Broad
Founder

January 12, 2010

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

Re: Endorsement of Louisiana's Race to the Top Application and Plan

Dear Committee Members:

The Broad Foundation is pleased to endorse the reform plan developed by the Louisiana Department of Education and Louisiana's associated Race to the Top (RTTT) application. Our foundation is a national venture philanthropy focused on dramatically improving urban K-12 public education.

Louisiana's reform efforts at the state level over the last few years have been remarkable: they have a rigorous statewide accountability model, the unprecedented ability to track teacher effectiveness at the teacher training and individual teacher levels, and a uniquely aggressive approach to transform its lowest performing schools. The early results of these reform systems are impressive, particularly for the lowest performing schools within the Recovery School District. An RTTT award will enable Louisiana to continue as a pioneer affecting state-level educational reforms that benefit all children.

We have been pleased to serve as an ongoing partner with Louisiana's Department of Education—both as an investor and as a thought partner in some of their priority endeavors. The state-level leadership and commitment to comprehensive, innovative reform strategies is unparalleled. Louisiana is well-positioned for dramatic change, and would surely use any potential RTTT funds judiciously and effectively. We are eager to continue our involvement in the education reform activities underway in Louisiana, particularly regarding the implementation of the strategy outlined in its RTTT application.

Based on Louisiana's leadership team, the reforms underway, the initial student outcomes, and the quality of Louisiana's RTTT strategy, we believe that Louisiana's efforts will dramatically improve educational outcomes for our students and fundamentally transform the educational delivery systems in Louisiana. This work has the potential to be instructive for other states across the country, and we encourage you to consider their application.

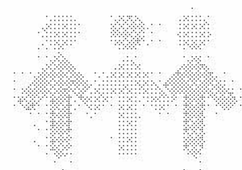
Sincerely,

(b)(6)

Eli Broad

The Eli and Edythe Broad Foundation
10900 Wilshire Boulevard, Twelfth Floor | Los Angeles, California 90024

T 310.954.5001
F 310.954.5014
ebroad@broadfoundation.org
www.broadfoundation.org



Charter School Growth Fund

January 11, 2010

Louisiana Governor Bobby Jindal
PO Box 94004
Baton Rouge, LA 70804-9004

Dear Governor Jindal:

The Charter School Growth Fund (CSGF) is pleased to express its support for Louisiana's participation in the Race to the Top application and the reform plan the Department of Education has developed to dramatically change education in the state so it works for every child in Louisiana. We are impressed by the bold vision and track record of the initial reforms that Louisiana has taken in the past few years, and believe that the State is an excellent candidate for the Race to the Top.

Since its founding in 2005, CSGF has invested over $75 million in the development and expansion of outstanding charter school networks in underserved communities across the nation, including within Louisiana. We have been deeply impressed with Louisiana's commitment to serious reform even in the face of great obstacles, and our work with your leaders convinces us that Louisiana is well-positioned to continue charting a bold course in the future.

Indeed, Louisiana has already set itself apart as a visionary leader in education reform at the state level through the development of a Recovery School District to intervene statewide in the most chronically underperforming schools, the use of powerful value-added data to measure school and teacher effectiveness and the relative performance of various teacher recruitment and training programs. Your commitment to bold change and excellence includes a commitment to provide many of the conditions that we believe are crucial for providing high-quality educational options, including direct governance authority and the ability to authorize new high-quality charter schools, providing public facilities for all public school students including charter school students, and being willing to contract out the management of schools under completely different conditions to independent qualified third parties who are held accountable for student results.

With its Race to the Top plan, we believe Louisiana can fundamentally transform the expectations of what is possible for the state and its most underserved students, as well as build a base of capacity for wider, permanent changes across the state. We hope that others will join us in embracing the opportunity to support the bold reforms to dramatically improve educational outcomes in Louisiana.

Sincerely

(b)(6)

(b)(6)

Kevin Hall
CEO

350 Interlocken Boulevard · Suite 390 · Broomfield · Colorado · 80021 · phone 303.217.8090 · fax 303.531.7344 · www.chartergrowthfund.org

January 14, 2010

Louisiana Governor Bobby Jindal
PO Box 94004
Baton Rouge, LA 70804-9004

Dear Governor Jindal:

The Knowledge is Power Program (KIPP) is pleased to express its support for Louisiana's participation in the Race to the Top application as well as the reform plan that the Louisiana Department of Education has developed in collaboration with the state's education community and groups in and outside of Louisiana.

In recent years, KIPP has worked closely with educators and communities in New Orleans to open five of the highest performing open-enrollment public schools in the city and serve as the anchor tenant of New Orleans' charter-based reform movement. KNOS seeks to expand its mission in New Orleans to a network of twelve schools and 5310 students. This five-fold increase will result in KNOS educating over 13% of all public school students in New Orleans. Once its growth plans are realized, the KNOS network alone will increase by 65% the number of academically-prepared college entrants emerging from New Orleans public schools, based upon pre-Katrina statistics.

Though the KNOS network is only in its third year, there is every indication that KIPP is one of the leaders in the New Orleans education reform landscape. KNOS is the highest-performing charter network of open-enrollment schools in the city, outperforming the district in every grade in every subject as well as the state in many cases.

In this period of incredible opportunity to reform public education, KNOS seeks to work with the state of Louisiana and other education leaders in demonstrating what is truly possible in public education. KNOS is currently accomplishing this mission on a smaller scale; continued growth and expansion will enable KNOS to impact an unprecedented proportion of public school students within a single system.

KNOS is deeply appreciative of the focus on student achievement demonstrated by the Governor and other education leaders in the state. And we firmly believe that without the state's current leadership and vision, our students would not be on the transformative path that they find themselves on today.

Post Office Box 2390 | New Orleans, Louisiana 70176 | 504.373.6269 | www.kippneworleans.org

January 16, 2010

Louisiana Governor Bobby Jindal
PO Box 94004
Baton Rouge, LA 70804-9004

Dear Governor Jindal:

New Leaders for New Schools is pleased to express its support for Louisiana's participation in the Race to the Top application and the reform plan the Louisiana Department of Education has developed in collaboration with the state's education community and groups in and outside of Louisiana.

New Leaders is dedicated to creating new pathways for passionate and resourceful educators to become principals in low-income communities. The Greater New Orleans program has grown to train and support 24 New Leaders and currently serves nearly 5,000 students. New Orleans New Leaders are providing needed leadership in 14 different schools, including traditional district schools in both Orleans Parish and Jefferson Parish, and open-enrollment charter schools in Orleans Parish. Since the launch of our program in New Orleans in 2007, our New Leaders have made positive gains, some more than 20+ gains, in combined Math and ELA student achievement results in both district and charter schools. In the 2008 – 2009 school year, the top two highest gaining schools in New Orleans, as measured by the Assessment Index, were New Leaders lead schools.

During our work in your state, we have been deeply impressed with Louisiana's recognition of the critical role of human capital in turning around Louisiana's neediest schools, and commitment to dramatic reform.

Indeed, the state has already set itself apart as a leader in education reform through the development of a value-added model to measure the effectiveness of educators and their preparation programs, a commitment to tie teachers' and principals' evaluation results to pay, promotion, and retention decisions, and the creation of a Recovery School District to support chronically failing schools.

Our experience with your leaders convinces us that Louisiana is well-positioned to continue charting a bold course in the future. We wholeheartedly support the strategies to meet these goals that Louisiana has outlined in its application. We hope that others will embrace this opportunity to participate in bold reforms to dramatically improve the education system in Louisiana.

National & New York
Program Office
30 West 20th Street
2nd Floor
New York, NY 10010
Tel: 646-792-1070
Fax: 646-792-1071
www.nlns.org

Sincerely,

(b)(6)

Jean Desravines
Chief Officer for Cities and Policy

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

January 11, 2010

Race to the Top Selectors
United States Department of Education
Washington D.C.

Re: Letter of Support for Louisiana's Race to the Top Application

To Whom It May Concern:

We, the senior leaders of Teach For America in Louisiana, write in strong support of Louisiana's Race to the Top Application.

When Teach For America first began our work in 1990 by placing 500 teachers in our nation's lowest income and highest needs schools, two of our six initial regions were in Louisiana—South Louisiana and Greater New Orleans. This uniquely heavy presence in Louisiana, even at our inception, was the result both the incredible need of students in our state but also of the incredible opportunity for positive change here. Following Hurricane Katrina in 2005 and with the help of national foundations and tremendous local supporters, we doubled-down in New Orleans and increased our corps size to 500 in that region and 650 statewide. We also now have more than 500 alumni in Louisiana, a significant percentage of whom are still working directly in education. This is by far the largest per capita presence of Teach For America corps members and alumni in any state and one of the largest in terms of total scale. Our teachers are now educating one in four students in Orleans, Jefferson, St. Bernard, St. Helena and St. John parishes, one in three students in a number of the state's Recovery School District charter schools as well as in East Feliciana, and as many as one in two students in key schools within East Baton Rouge parish. Our alumni remain teaching in many of the highest needs and historically lowest performing urban and rural schools, lead some of the top performing low-income schools throughout Louisiana, including the rapidly-expanding KIPP charter school network in Louisiana, and have been responsible for the creation of innovative non-profit organizations like New Schools for New Orleans. Others have been or are currently involved in policy formulation, serving as advisors to Louisiana Governors, Lt. Governors, State Superintendents of Education and the Superintendents of the Recovery School District among other roles.

During the two decades that Teach For America has been working in Louisiana, we have also seen the state make dramatic improvements in its educational policies and believe the role our organization, our corps members, and our alumni have played has helped contribute to many of them. We've seen Louisiana become a leader in alternative certification of teachers and principals, a pioneer with our state's much touted value-added model of measuring teacher effectiveness, and a model of policy innovation with its bold moves to raise standards for all students, to measure and track school and district performance, and to give accountability teeth by taking over schools and districts through the Recovery School District when they have failed meet these standards. Children who attend Louisiana's schools today are far better off today than they were when Teach For America first began placing corps members in the state twenty years ago and for this Louisiana has reason to be proud.

We believe the most compelling thing about the State of Louisiana's Race to the Top application, however, is that it is not at all satisfied by the impressive results we have achieved, but rather seeks to continue pushing with urgency to make truly historic changes in outcomes for students. With its vision of providing a world class education to all students and its commitment to implementing the policies to support it, Louisiana is currently serving as a model of reform for the country and as such Teach For America is a proud supporter of and partner with the State of Louisiana and Louisiana's Race to the Top application. The application outlines plans for expanding the equitable distribution of teachers to high needs areas, for supporting and training teachers and

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One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

principals at higher levels of effectiveness, for pioneering statewide data systems that can allow real time corrections in teaching practice and support, for incorporating the use of student achievement data into performance evaluations of and professional development for teachers. It also pushes forward the vital work of continuing to turn around failing schools and of growing groups of highly effective and autonomously managed charter and districts schools, all of which are ultimately intended to provide all children in Louisiana with a truly excellent education. After Hurricane Katrina many national observers viewed the work of school reform in New Orleans as the nation's greatest education lab as state leaders put into practice many of the concepts that they had been developing for years and have achieved notable success. Louisiana's Race to the Top seeks to take the bold ideas currently present in New Orleans, to improve upon them, and to expand them throughout the State of Louisiana so kids who so desperately need and deserve a better education will get one.

Louisiana has historically been synonymous with failure in education, traditionally ranking 49th or 50th on measures of educational performance for students. But over the past two decades, Louisiana has transformed its policies and earned top rankings for those changes, creating a unique opportunity to change our state's unacceptable performance in terms of overall student outcomes. These new policies are proving effective and providing the nation with a strong test case for what is possible in education. The Race to the Top provides Louisiana an opportunity to push these reforms even further so that we can move the students of our state from the bottom to the top in terms of performance. In doing so, Louisiana can show the country that if one of the lowest-resourced and poorest performing states can provide all children a world class education, there is fundamentally no reason why this cannot be done nationwide. This is a truly historic opportunity and one that no other state is better positioned to fulfill. As such, we urge your strong support of Louisiana's application – both for the immediate impact it can have for the students and communities we serve on a daily basis but also for the path that it blazes for our country.

Sincerely,

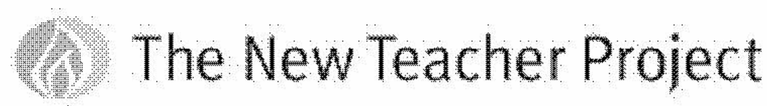
(b)(6)

Michael Tipton
Executive Director
Teach For America - South Louisiana

Andy Kopplin
Senior Advisor to the Founder and CEO

Kira Orange-Jones
Executive Director
Teach For America - Greater New Orleans

PO Box 65148 • Baton Rouge, LA 70896 • P 225.381.8163 F 225.381.8234 • www.teachforamerica.org



January 16, 2010

To Whom It May Concern,

The New Teacher Project (TNTP) is a strong supporter of ongoing education reforms in the State of Louisiana and has had a substantial relationship with the state for more than a decade. If Louisiana is awarded a Race to the Top grant, TNTP plans to invest substantial capacity in assisting the State Education Agency and participating Local Education Agencies in their execution of well-conceived human capital initiatives, including those detailed below.

Quality teacher pipeline. TNTP will expand its existing alternate route programs to recruit, select, train, place and certify teachers for high need areas of Louisiana, including schools managed by the Recovery School District in multiple regions in the state, and other LEAs as needed. TNTP may also provide guidance and support for developing new teacher pipelines for underserved rural communities in Louisiana.

Rigorous Certification. TNTP's acclaimed Practitioner Teacher Program (PTP) will continue to certify new Teaching Fellows through intensive coursework that is tied to student outcomes. The PTP will provide new teachers with an innovative alternative to traditional university-based certification options, which are often disconnected from the needs of career changers and from the realities of high-need schools. The PTP revolves around TNTP's *Teaching for Results* (*TfR*) content seminars, which are designed specifically for new teachers making the transition from other backgrounds and working to raise achievement levels in high-need schools.

Comprehensive Performance Management System. Louisiana is committed to fully implementing the educator evaluation reforms outlined in Race to the Top, and indeed had been planning to implement similar reforms prior to the announcement of the grant. The New Teacher Project selected the Recovery School Districts in Louisiana as its pilot partner for a multi-year performance management partnership after considering leading districts nationally. The project will result in clear evaluation protocols and implementation standards; carefully aligned development processes that are accountable for improving educator effectiveness; and robust information about outstanding teachers and leaders that can be the foundation of an equitable distribution strategy.

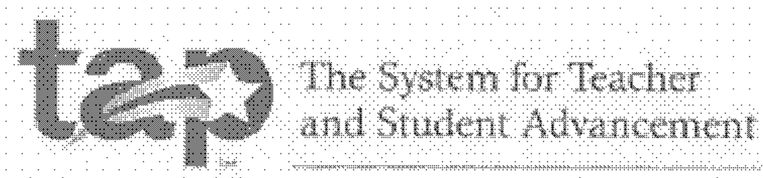
Intensive Staffing Support. Because high need schools often have the least access to effective teachers, TNTP hopes to support Louisiana by training leaders of select schools in advanced hiring techniques that will improve the quality of their teaching workforces. TNTP has identified capacity to work with approximately 12 LEAs in the state, and could impact more than 300 total schools.

All of the above initiatives share the common goal of improving teacher effectiveness for Louisiana's highest-need students. TNTP looks forward to working with the state to implement these projects and provide all students with an excellent education.

Regards,

(b)(6)

Timothy Daly
President, The New Teacher Project



January 6, 2010

Letter of Support
Louisiana's Race to the Top Application and Plan

The National Institute for Excellence in Teaching is pleased to support Louisiana's Race to the Top application and the reform plan developed by the Louisiana Department of Education.

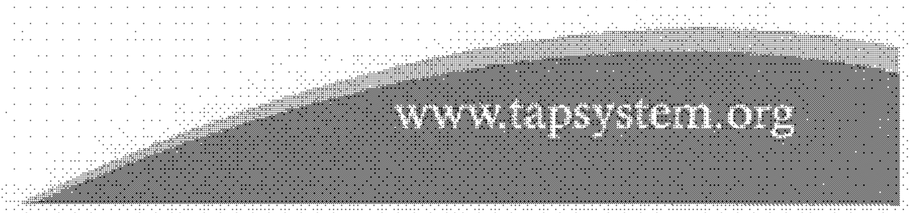
Louisiana has been implementing the TAP: The System for Teacher and Student Advancement for several years, primarily in high need schools. We have seen significant student achievement growth in these TAP schools and districts, something we attribute in large part to the leadership and support provided by the State. Louisiana has been a leader in developing innovative ways to better support schools in implementing TAP's system of comprehensive and challenging reforms, which include:

1. job-embedded, school based professional development tied to student needs, the evaluation system and the compensation system
2. career opportunities for school-based master and mentor teachers to provide the necessary professional development on a daily basis to support improved teacher skills, and additional compensation for taking on these roles
3. research-based, standards-based system of evaluation that is conducted multiple times during the year by multiple, trained and certified evaluators, and that enables performance compensation to be based on multiple factors
4. performance based compensation system that enables teachers that excel in increasing student learning growth to earn additional compensation, as well as for teachers who demonstrate increased skills in the classroom to earn additional compensation

Louisiana's commitment to implementing TAP's comprehensive and integrated reform of key aspects of teacher and principal support has led to strong and sustainable student achievement growth over several years. As we know, this kind of higher than average growth is essential for high need schools to reach proficiency goals. In fact, for the past two years, Louisiana schools have won the TAP Founders Award – an honor given to just one school out of hundreds nationwide each year. In addition, a group of charter schools in New Orleans, the Algiers Charter Schools Association, was selected by NIET as a partner in our federal Teacher Incentive Fund grant, due to their extraordinary commitment to the TAP reform system.

We know that in order to turn around the lowest achieving schools, use data more effectively, and increase the rigor of standards and assessments we will need to depend on a strong and effective cadre of teachers and leaders. Through NIET's implementation of TAP in numerous districts and states across the country, we have come to recognize certain states for their commitment and ability to implement comprehensive and lasting reform strategies and best practices in raising school leader

National Institute for Excellence in Teaching
1250 Fourth Street • Santa Monica • CA 90401-1366
office (310) 570-4860 • fax (310) 570-4863



Statement of Support
Louisiana's Race to the Top Application and Plan

The Board of Regents is pleased to express its support for Louisiana's participation in the Race to the Top (R2T) application and the plan developed by the Louisiana Department of Education (LDOE) in collaboration with the state's education community, as well as other groups inside and outside Louisiana.

We not only encourage Louisiana's participation in Race to the Top, but we would also like to express our intent to be involved in implementation of specific reforms supported by the initiative. We have a vested interest in providing certainty that every completer of Louisiana's teacher and leader preparation programs is successful in his or her efforts at the school level. By checking the items below, we are expressing interest in providing direct or indirect support for the following activities/roles:

- ✓ *Incorporate changes to Louisiana's Comprehensive Curriculum (that reflect the move to national common core standards) into our teacher preparation curriculum.*
- ✓ *Continually reflect and adjust courses in order to increase the effectiveness of our teachers as measured by Louisiana's Value Added Assessment of Teacher Preparation.*
- ✓ *Collaborate with the LDOE to find creative ways to send top graduates of our teacher and leader preparation programs to the state's highest-need schools.*
- ✓ *Participate in committees to study and promote the best practices developed through R2T.*
- ✓ *Partner with the LDOE in providing professional development through the Louisiana Leadership Academy and Middle Leaders Program.*
- ✓ *Work with the LDOE in any other manner that ensures every classroom in Louisiana has an effective teacher and every school has an effective leader.*

We support this federal program, and intend to continue to find ways to support Louisiana's education system to ensure that our state implements Race to the Top in the most effective way possible. We urge fellow educators, as well as parents, businesses and other members of the community to encourage Louisiana's participation in this program.

(b)(6)

Jan. 8, 2010
Date

Statement of Support
Louisiana's Race to the Top Application and Plan

Louisiana State University is pleased to express its support for Louisiana's participation in the Race to the Top (R2T) application and the plan developed by the Louisiana Department of Education (LDOE) in collaboration with the state's education community, as well as other groups inside and outside Louisiana.

We not only encourage Louisiana's participation in Race to the Top, but we would also like to express our intent to be involved in implementation of specific reforms supported by the initiative. We have a vested interest in providing certainty that every completer of Louisiana's teacher and leader preparation programs is successful in his or her efforts at the school level. By checking the items below, we are expressing interest in providing direct or indirect support for the following activities/roles:

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✓ *Continually reflect and adjust courses in order to increase the effectiveness of our teachers as measured by Louisiana's Value Added Assessment of Teacher Preparation.*
✓ *Collaborate with the LDOE to find creative ways to send top graduates of our teacher and leader preparation programs to the state's highest-need schools.*
✓ *Participate in committees to study and promote the best practices developed through R2T.*
✓ *Partner with the LDOE in providing professional development through the Louisiana Leadership Academy and Middle Leaders Program.*
✓ *Work with the LDOE in any other manner that ensures every classroom in Louisiana has an effective teacher and every school has an effective leader.*

We support this federal program, and intend to continue to find ways to support Louisiana's education system to ensure that our state implements Race to the Top in the most effective way possible. We urge fellow educators, as well as parents, businesses and other members of the community to encourage Louisiana's participation in this program.

Astrid E. Merget, Executive Vice Chancellor & Provost — 1/12/10 Date

Office of Academic Affairs • 146 Thomas Boyd Hall • Baton Rouge, LA • 70803 • 225-578-8863 • Fax 225-578-5980

ExxonMobil Chemical Company
4999 Scenic Highway
Baton Rouge, Louisiana 70805-3359
P.O. Box 241
Baton Rouge, Louisiana 70821-0241

ExxonMobil
Chemical

Statement of Support
Louisiana's Race to the Top Application and Plan

ExxonMobil Baton Rouge supports Louisiana's Race to the Top (R2T) application and the plan developed by the Louisiana Department of Education (LDOE) in collaboration with the state's education community, as well as other groups inside and outside Louisiana.

We not only encourage Louisiana's participation in Race to the Top, but we would also like to express our intent to be involved in implementation of specific reforms supported by the initiative. We have a vested interest in providing certainty that every school in the state provides its students with an excellent education. We intend to do the following should the state successfully win a share of R2T funding.

- *Support LDOE efforts to develop rigorous curricula for math and science courses that include applications to STEM (Science, Technology, Engineering and Math) fields and 21st Century skills. Specific efforts by ExxonMobil Baton Rouge include:*

    1. Support our initiative of the new TEAMS (Teachers and Engineers for the Advancement of Math and Science) partnership with Louisiana Resource Center for Educators (LRCE) which utilizes the resources of both organizations to positively impact math and science learning for students across Louisiana. The objective of TEAMS is to link early-career ExxonMobil engineers with math and science teachers from across the state. The engineers will serve as resources to both teachers and students in these subject areas, providing their unique perspective on the application of math and science in everyday life. These teacher-engineer teams will show students firsthand that math and science can be fun, empowering them to do their best.

- *Collaborate with the LDOE to offer summer "Research Experiences for Teachers and Students". Specific efforts by ExxonMobil Baton Rouge include:*

    1. Continue support for the ExxonMobil Bernard Harris Summer Science Camp (BHSSC) at Southern University in Baton Rouge during 2010. BHSSC is an academic collaboration between The Harris Foundation and ExxonMobil which takes an active role in shaping education in students entering grade 6, 7, or 8 for the subsequent school year.

- *Provide professional development experiences aligned to the LDOE Comprehensive Curriculum (that will reflect the move to national common core standards) to increase the effectiveness of STEM teachers. Specific efforts by ExxonMobil Baton Rouge include:*

    1. For the past three years ExxonMobil has brought the Mickelson ExxonMobil Teachers Academy for 3-5 grade math and science teachers to Baton Rouge and New Orleans. A fourth year of the Academy is scheduled for Louisiana in the summer of 2010.

- *Work with the LDOE to expand STEM learning programs and opportunities for teachers and students. Specific efforts by ExxonMobil Baton Rouge include:*

    1. Our on-going Ambassador Program to send volunteers work with principals and teachers to create a unique program that meets the needs of the school and students. ExxonMobil Science Ambassadors have volunteered more than 16,000 hours since 1991 and in 2007 over ExxonMobil contributed $635,000 to schools and other non-profit organizations in the Baton Rouge Area through our Volunteer Involvement Program grants.
    2. Continue our 10-year effort for ExxonMobil Science Days at Louisiana Art and Science Museum (LASM) where students experience the world of science through chemistry demonstrations and hands-on activities. This event has over 800 students in attendance annually.

- *Participate as a partner in a regional alliance of the state STEM Initiative Specific efforts by ExxonMobil Baton Rouge include:*

    1. Continue to provide industry representation and leadership support to STEM efforts in Louisiana. Currently ExxonMobil provides employees to serve on State Team to attend National Science Resources Center (NSRC) meetings and serve as industry leadership representative on STEM Alliance efforts in Louisiana with DOE and LSU staff.

- *Explore with the LDOE and other STEM Initiative partners experiences that motivate PK-12 learners to pursue post-secondary STEM studies and degrees Specific efforts by ExxonMobil Baton Rouge include:*

    1. Support of SECME (Southeastern Consortium for Minorities in Engineering) through the ExxonMobil Foundation to help increase engineering and STEM postsecondary enrollment levels of local students.

- *Join with the LDOE and its STEM partners to expand efforts to encourage young girls and minority students to explore STEM careers. Specific efforts by ExxonMobil Baton Rouge include:*

    1. "Introduce a Girl to Engineering Day" where employees lead a day of hands-on learning and career mentoring at our Baton Rouge complex for girls from our local schools.
    2. Support for National Chemical Education Foundation "You Be The Chemist" competition for local and state-wide events. In 2009, Louisiana's state representative won the national competition!
    3. Continue our ExxonMobil Science Star partnership with local CBS affiliate WAFB CH. 9 during 2010 to showcase students in the Baton Rouge area who have excelled in math and science. Students write an essay and, if selected, get to help forecast the weather on air.

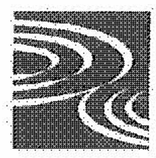
ExxonMobil Baton Rouge intends continued strong support of Louisiana's education system. We urge fellow educators, parents, businesses and other members of the community to support Louisiana's participation in this and other programs which enhance education for our children.

Daniel L Schuessler
Site Manager
Baton Rouge Chemical Plant

Angela H Zeringue
Engineering Services Manager
Management Sponsor – Education Outreach

George Pietrogallo
Public Affairs Manager
Baton Rouge Complex

Derek Reese
Senior Section Supervisor
Chair, Ambassador Program – Baton Rouge



THE RAPIDES FOUNDATION

Joseph R. Rosier, Jr., CFA
President/Chief Executive Officer

Statement of Support
Louisiana's Race to the Top Application and Plan

The Rapides Foundation is pleased to express it's support for the Louisiana Department of Education's (LDOE) Race to the Top (R2T) application and related *Louisiana Education Reform Plan* developed in collaboration with the state's education community, as well as other groups inside and outside Louisiana.

Louisiana and Central Louisiana must continue and even accelerate their efforts and success in improving student Achievement. The Plan includes key pillars of educational reform and improvement. Implementation of the Plan, however, will be challenging at all levels. Our support is not only for these ambitious and appropriate approaches but for the indicated collaboration among LDOE, LEA's and other stakeholders necessary for the plan's success.

We have invested in whole district reform in Central Louisiana for the past six years and plan to do so going forward with an emphasis on STEM. The Foundation intends to be a part of LDOE, Participating LEA, Involved LEA and related alliance/network efforts to implement specific reforms supported by or consistent with the *Louisiana Education Reform Plan.* This includes partnering with Louisiana State University, LDOE and school districts for implementation of the Central Louisiana Academic Residency for Teachers project funded by an $8 million Teacher Quality Partnership Grant to LSU.

We encourage full consideration of R2T by school districts and their participation at the level of involvement that best drives their reform agenda and student success objectives.

Also, we urge educators, parents, businesses and other members of the community to support Louisiana's participation in this program.

Again, The Rapides Foundation seeks Louisiana's award of an R2T grant which will enable us to go farther, faster in providing a world class education for our children.

Signature (b)(6)

Joe Rosier, President/CEO

Date 11/8/10

1101 Fourth Street, Suite 300, Alexandria, Louisiana 71301 - Phone (318) 443-3394 - (800) 994-3394 - Fax (318) 443-8312
www. rapidesfoundation.org

Rs 17:1990 Recovery School District; creation; governance; operation

A.(1) The Recovery School District, referred to as the "school district" or the "district", is hereby established to provide an appropriate education for children attending any public elementary or secondary school operated under the jurisdiction and direction of any city, parish, or other local public school board or any other public entity, referred to in this Section as "the prior system", which has been transferred to its jurisdiction pursuant to R.S. 17:10.5 or 10.7.

(2) The school district shall be administered by the state Department of Education, subject to the approval of the State Board of Elementary and Secondary Education, referred to in this Section as "the state board".

B.(1)(a) The school district shall be considered an intermediate educational unit, subject to the limitations of such units which shall include no authority to levy a tax, but which shall include authority to seek, expend, manage, and retain federal funding and grant funding and to otherwise seek, obtain, expend, manage, and retain funding with all the same authority of any city, parish, or other local public school board or other public entity operating a public school, including the right to maintain and manage fund balances.

(b) The expenditure of funds shall be subject to the requirements of the approved Minimum Foundation Program formula that apply to a city, parish, or other local public school system and shall be subject to audit in the same manner.

(c) The school district shall have the same authority and autonomy afforded to city, parish, and other local public school systems under state law regarding the procurement of services, including but not limited to personal, professional, consulting, and social services; the procurement of immovable property; and the leasing of movable property.

(d) The school district shall not be required to utilize or obtain the approval of any state agency, including but not limited to the division of administration or any office within the division of administration or any procurement support team or similar group, when procuring data processing and telecommunications goods or services or in the procurement of materials, supplies, or major repairs or in the disposition of property. However, the school district shall comply with all other applicable provisions of Title 39 of the Louisiana Revised Statutes of 1950 regarding such procurement and disposition of property.

(e) The school district shall not be required to utilize any selection board, including but not limited to the Louisiana Architects Selection Board, the Louisiana Engineers Selection Board, or the Louisiana Landscape Architects Selection Board when contracting for any public work or professional service, or when contracting for any other service. However, the school district shall comply with all other applicable provisions of Title 38 of the Louisiana Revised Statutes of 1950.

(2)(a) The school district may provide for the supervision, management, and operation of a school placed under its jurisdiction and receive, control, and expend the local, state, and federal funding attributable to that school, with all the same power and authority as the prior system from which it was transferred subject to the requirements of this Section, R.S. 17:10.5, or 10.7, or with any other power and authority otherwise granted to the district by law. As it relates to schools transferred pursuant to R.S. 17:10.7, the authority of the school district is also subject to the approval by the state board of the plan submitted pursuant to R.S. 17:10.7(B)(2)(b). The district may contract with for-profit providers for the general operation of and any needed services for a school under its jurisdiction.

(b) In providing for the operation of schools within its jurisdiction, at any time the district seeks participation by a college or university or a consortium of colleges and universities to provide for the operation of any school or group of schools, colleges, and universities that historically were established to provide education for African American students in the state shall be included in any opportunity to participate.

(3) The school district may require any city, parish, or other local public school board to provide school support or student support services for a school transferred from its jurisdiction including but not limited to student transportation, school food service, or student assessment for special education eligibility that are compliant with all laws and regulations governing such services. In such case, the school district shall reimburse the actual cost to the system providing such services. If a dispute arises between the school district and the system providing such services regarding the cost of such services to be reimbursed, the commissioner of administration or his designee shall determine the cost to be reimbursed.

(4)(a) The school district shall have the right to use any school building and all facilities and property otherwise part of the school and recognized as part of the facilities or assets of the school prior to its placement in the school district and shall have access to such additional facilities as are typically available to the school, its students, and faculty and staff prior to its placement in the school district. Such use shall be unrestricted, except that the school district shall be responsible for and obligated to provide for routine maintenance and repair such that the facilities and property are maintained in as good an order as when the right of use was acquired by the district. There shall be no requirement for the district to provide for the type of extensive repair to buildings or facilities that would be considered to be a capital expense. Such extensive repairs shall be provided by the governing authority of the city, parish, or other local public school system or other public entity which is responsible for the facility.

(b)(i) In the case of the transfer of schools pursuant to R.S. 17:10.7, the school district may, at the discretion of the administering agency and notwithstanding the provisions of Subparagraph (a) of this Paragraph, acquire with the transfer of the schools all the rights and responsibilities of ownership regarding all land, buildings, facilities, and other property that is part of the school being transferred, except that the school district may not transfer the ownership of the land or usable buildings constructed on the land to another, other than in the manner and under the circumstances provided for in Item (iv) of this Subparagraph, save returning the land and such buildings to the stewardship of the prior system. The district may lease land or property, dispose of property other than the land as is necessary to properly manage the operation of the schools, rebuild school buildings, or renovate school buildings.

(ii) No building shall be destroyed pursuant to the authority of the school district unless the destruction of the building has been approved by the office of facility planning in the division of administration.

(iii) In the case that the rights and responsibilities provided for in this Subparagraph are acquired by the school district, the school district, through its administering agency, shall be the exclusive authority to receive, manage, and expend any and all state, local, or federal funding dedicated to or available for the purpose of repairing, renovating, or rebuilding, or building a school building or facility and any and all insurance proceeds attributable to damage done to any property, except that portion of such insurance proceeds used to pay debt owed by the prior system. A portion of all revenues available to the prior system which are dedicated to the repair, maintenance, or capital projects regarding a transferred school whether such revenue is available from tax proceeds, was borrowed, bonded, or was otherwise acquired shall be transferred by the system to the recovery district in an amount equal to the proportion that the number of schools transferred from such school system bears to the total number of schools operated by the school system during the school year immediately proceeding the school year in which the transfer occurred.

(iv) The school district may sell, exchange, or lease any property or building which the school district determines will not be used for providing educational services on or before August 29, 2006 to the governing authority of any independent secondary school which has operated a school approved by the State Board of Elementary and Secondary Education, pursuant to R.S. 17:11, for not less than twenty-five years prior to August 29, 2005, in an area subject to an emergency declaration of the governor as a result of devastation resulting from a hurricane and which is in need of property or facilities in which to locate a school because its prior school building was rendered uninhabitable by the hurricane and cannot be restored to a habitable condition prior to the beginning of the next semester following the hurricane. However, the school district shall not exercise such authority to sell, exchange, or lease any property or building unless it first offers such property or building without cost to the local public school board to which the property belonged prior to its being under the control of the school district and such local public school board refuses at a public meeting to accept the return of the property or building. Property sold, leased, or exchanged under the authority of this Item shall be sold at a price or leased or exchanged based on a value that is determined by averaging the market value appraisals of three appraisers, one selected by the administering agency of the Recovery School District, one selected by the governing authority of the independent secondary school, and a third appraiser selected by the two appraisers selected by the school district and the independent secondary school. The costs of determining the value shall be borne by the independent secondary school. Property sold or exchanged under the authority of this Item shall remain the property of the governing authority to which it was sold or exchanged by the school district regardless of the return of any school under the jurisdiction of the school district to the city, parish, or other local public school system from which it was originally transferred. However, any property sold or exchanged by the school district as authorized in this Item shall, if ever offered for sale or exchange by the governing authority of the independent school, first be offered to the city, parish, or other local public school board to which the property belonged prior to its being under the control of the Recovery School District. The authority granted in this Item may be exercised without compliance with any bidding requirements otherwise required by law. Any proceeds resulting from a lease or sale as provided in this Item shall be directed to the city, parish, or other local public school board to which the property belonged, regardless of it being under the control of the Recovery School District.

C.(1)(a) The state shall annually appropriate sufficient monies to fund any school in the school district created in this Part in an amount equal to but not less than the school's student membership count times one hundred percent of the state share per student as provided in the Minimum Foundation Program approved formula for the city, parish, or other local public school system in which each school placed under the jurisdiction of the district is located as contained in the Minimum Foundation Program budget letter approved by the State Board of Elementary and Secondary Education. The appropriation shall be made to the administering agency for the district and may be expended by the agency for the provision of services to students in the district.

(b) No public monies shall be used to discriminate against protected classes or have the effect of discriminating in providing and ensuring equal education opportunities in Louisiana.

(2)(a)(i) In addition to the appropriation required in Paragraph (1) of this Subsection, any city, parish, or other local public school board which had jurisdiction of a school prior to its transfer to this district annually shall allocate and transfer to the school district an amount of money equal to the number of students enrolled in such a school times the local per pupil amount received by the school system from all of the following sources as provided in the Minimum Foundation Program approved formula, excluding any portion which has been specifically dedicated by the legislature or by voter approval to capital outlay or debt service or which was actually expended by the school board for facilities acquisition and construction as reported to the state Department of Education:

(aa) Sales and use taxes, less any tax collection fee paid by the school system.

(bb) Ad valorem taxes, less any tax collection fee paid by the school system.

(cc) Earnings from sixteenth section lands owned by the school system.

(ii)(aa) Such allocation and transfer shall be accomplished by a reduction in the amount of state funds otherwise to be allocated to the city, parish, or other local public school system as contained in the Minimum Foundation Program budget letter approved by the State Board of Elementary and Secondary Education equal to the amount provided in this Paragraph which reduction shall be allocated to the school district.

(bb) In the case that there are insufficient funds available to provide the total due the school district under this Paragraph if all state funds are reduced and allocated to the school district, the prior system shall transfer a sufficient amount of money remaining from the sources provided in Item (i) of this Subparagraph to the school district. In the case that the prior system's local revenues are insufficient to allow for the allocation to the school district and to allow the prior system to maintain a minimum balance of ten percent of state Minimum Foundation Program funding and ten percent of the local revenues listed in Item (i) of this Subparagraph, local revenues otherwise required to be allocated to the school district shall be reduced to an amount necessary to allow the prior system to maintain such balances. Such maintained minimum balances shall be applied firstly to the prior system's retiree health insurance costs and secondly to the prior system's board administrative costs.

(b) In addition to the appropriation required in Paragraph (1) of this Subsection, any public entity, other than a city, parish, or other local public school board which had jurisdiction of a school prior to its transfer to this district shall transfer to the school district an amount of money equal to the average per pupil amount appropriated or allocated for all students times the number of students enrolled in the school transferred from its jurisdiction to the school district from self-generated funds or any other appropriated state funds that exceeds the per pupil amount appropriated pursuant to Paragraph (1) of this Subsection.

(c) All amounts to be appropriated or allocated and transferred pursuant to this Paragraph and Paragraph (B)(3) of this Section shall be estimated or calculated by the state Department of Education based on the most recent local revenue data and projected student counts available. Allocations to be transferred shall be adjusted during the year as necessary to reflect actual student counts and actual prior year local revenue collections.

(3)(a) Except for administrative costs, monies appropriated to the Recovery School District that are attributable to the transfer of a school from a prior school system and monies allocated or transferred from the prior system to the recovery district shall be expended solely on the operation of schools transferred from the prior system to the jurisdiction of the district.

(b) Notwithstanding the requirements of Subparagraph (a) of this Paragraph, in the case that schools are transferred pursuant to R.S. 17:10.7 to the school district, monies appropriated to the school district that are attributable to the transfer of the schools from a prior system and monies allocated or transferred from the prior system to the school district shall be expended on the provision of services to the students who were in attendance at such schools or who would have been eligible to attend such schools transferred from the prior system to the jurisdiction of the district without regard to expending amounts on or in any particular school provided that such services are provided in compliance with the requirements of R.S. 17:10.7(B)(2)(b).

D.(1) The Recovery School District may employ such staff members as it deems necessary. At the time of the transfer of a school to the school district, any certified teacher with regular and direct responsibility for providing classroom instruction to students who is employed in the transferred school by the prior system shall be given priority consideration for employment in the same or a comparable position by the school district.

(2) Any person employed by the prior system in a transferred school may choose to remain in the employ of the prior system and, in that case, the prior system shall retain and reassign such person consistent with its contractual obligations or policies regarding the retention and reassignment of employees.

E.(1)(a) Except as otherwise provided by law for the operation of the school as a Type 5 charter school, benefits and privileges of any person employed in a school by the school district who was employed by the prior system at the time a school is transferred to the district's jurisdiction shall be the same as those required by law for employees in the city, parish, or other local public school systems of this state.

(b) Notwithstanding any provision of Subparagraph (a) of this Paragraph to the contrary, any person employed by the district in a school who was employed by the prior system at the time a school is transferred to the district's jurisdiction, for the purposes of permanent status and the retention upon return to employment in the prior system of any employment benefit right which requires continuous service or which becomes vested based on years of service, or both, shall be granted an approved leave of absence from the prior system for the period of time the school is under the jurisdiction of the district in order to be employed by the district. The period of time any employee is on such leave shall be considered service time by the prior system at any time the employee returns to the prior system's employment. Such approved leave shall not require the prior system to provide for benefits during the time the employee on leave is employed by the district.

(2) Except as otherwise provided by law for the operation of a Type 5 charter school, the benefits and privileges of any person employed in a school by the district or employed by any operator of a district school pursuant to any agreement with the district who was not employed by the prior system at the time the school was transferred to the jurisdiction of the district shall be those determined by the district or the operator at the time of such employment in compliance with any requirement of any applicable contract or requirement of law.

F.(1) Except as otherwise provided in this Subsection, only students who would have been eligible to enroll in or attend the pre-existing school under the jurisdiction of the city, parish, or other local public school board or other public school entity prior to its transfer to the Recovery School District may attend. However, all such students shall be eligible to attend notwithstanding any other provision of law to the contrary.

(2) In addition to students who are eligible to enroll pursuant to the provisions of Paragraph (1) of this Subsection, any student who is eligible to participate in a school choice program established by the prior system shall be permitted to enroll in any school operated under the jurisdiction of the Recovery School District which has capacity for another student in the appropriate grade. Maximum capacity by grade shall be determined by the State Board of Elementary and Secondary Education.

(3) In addition, in the case that schools are transferred to the district pursuant to R.S. 17:10.7 and notwithstanding other requirements of this Subsection, the school district may permit any student eligible to attend any school in the prior system to attend a school operated by the school district in the area of the transferring system.

(4)(a) Notwithstanding any other provision of law to the contrary, the school district and each city, parish, or other local public school board that has had one or more schools transferred to the school district shall enter into a cooperative agreement to allow any student enrolled in a school under its respective jurisdiction to enroll in a school under the jurisdiction of the other, provided the school in which the student seeks to enroll has sufficient capacity at the appropriate grade level.

(b) The chartering authority of any charter school under the jurisdiction of the school district or a city, parish, or other local public school board that enters into a cooperative agreement pursuant to this Paragraph also shall be bound by the terms of such agreement.

(c) The provisions of this Paragraph shall not abridge or contravene the authority of the school district or a city, parish, or other local public school board to establish attendance zones for the schools under its respective jurisdiction in accordance with established policy and any federal court order, judgment, or consent decree.

G. Notwithstanding any provision of this Part, the school district shall not violate any federal court order, judgment, or consent decree.

H. The Recovery School District shall terminate pursuant to Part XII of Chapter 1 of Title 49 of the Louisiana Revised Statutes of 1950 at the same time and subject to the same provisions for re-creation as statutory entities made a part of the Department of Education by law.

Acts 2003, No. 9, §1, eff. Nov. 6, 2003; Acts 2005, 1st Ex. Sess., No. 35, §1, eff. Nov. 30, 2005; Acts 2006, No. 455, §1, eff. June 15, 2006; Acts 2007, No. 207, §1, eff. June 27, 2007; Acts 2008, No. 220, §7, eff. June 14, 2008; Acts 2008, No. 485, §1; Acts 2008, No. 767, §1.

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NCES NAEP Sub-Grpup Data Report

National Center for Education Statistics (NCES)

Institute of Education Sciences (IES)
National Assessment of Educational Progress (NAEP)
This report was generated using the NAEP Data Explorer. http://nces.ed.gov/nationsreportcard/naepdata/

Report 1: Table

Average scale scores for reading, grade 4, by year, jurisdiction, and All students [TOTAL]: 1998, 2000, 2002, 2003, 2005, and 2007

		All students	
Year	**Jurisdiction**	Average scale score	Standard error
2007	National	221	(0.3)
	Louisiana	207	(1.6)
2005	National	219	(0.2)
	Louisiana	209	(1.3)
2003	National	218	(0.3)
	Louisiana	205	(1.4)
2002	National	219	(0.4)
	Louisiana	207	(1.7)
2000	National	213	(1.3)
	Louisiana	—	(†)
1998	National	215	(1.1)
	Louisiana	200	(1.6)

— Not available.
† Not applicable.
NOTE: The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2000, 2002, 2003, 2005, and 2007 Reading Assessments.

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NCES NAEP Sub-Grpup Data Report

Report 2: Table

Average scale scores for reading, grade 4, by year, jurisdiction, and Disability status of student, including 504 [IEP]: 1998, 2000, 2002, 2003, 2005, and 2007

		SD		Not SD	
Year	**Jurisdiction**	Average scale score	Standard error	Average scale score	Standard error
2007	National	191	(0.6)	224	(0.3)
	Louisiana	181	(2.7)	212	(1.6)
2005	National	190	(0.5)	222	(0.2)
	Louisiana	180	(3.1)	213	(1.2)
2003	National	185	(0.6)	221	(0.3)
	Louisiana	172	(3.2)	211	(1.5)
2002	National	187	(0.8)	221	(0.5)
	Louisiana	180	(3.8)	209	(1.7)
2000	National	167	(4.8)	217	(1.2)
	Louisiana	—	(†)	—	(†)
1998	National	176	(4.6)	217	(1.1)
	Louisiana	168	(5.1)	203	(1.7)

— Not available.
† Not applicable.
NOTE: The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2000, 2002, 2003, 2005, and 2007 Reading Assessments.

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Report 3: Table

Average scale scores for reading, grade 4, by year, jurisdiction, and Gender [GENDER]: 1998, 2000, 2002, 2003, 2005, and 2007

		Male		Female	
Year	**Jurisdiction**	Average scale score	Standard error	Average scale score	Standard error
2007	National	218	(0.3)	224	(0.3)
	Louisiana	203	(1.7)	212	(1.8)
2005	National	216	(0.2)	222	(0.3)
	Louisiana	208	(1.5)	211	(1.5)
2003	National	215	(0.3)	222	(0.3)
	Louisiana	200	(1.6)	210	(1.8)
2002	National	215	(0.4)	222	(0.5)
	Louisiana	204	(2.1)	210	(1.7)
2000	National	208	(1.3)	219	(1.4)
	Louisiana	—	(†)	—	(†)
1998	National	212	(1.3)	217	(1.3)
	Louisiana	195	(2.1)	205	(1.9)

— Not available.
† Not applicable.
NOTE: The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2000, 2002, 2003, 2005, and 2007 Reading Assessments.

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Export http://nces.ed.gov/nationsreportcard/naepdata/exportgenerater.aspx

Report 4: Table

Average scale scores for reading, grade 4, by year, jurisdiction, and Natl School Lunch Prog eligibility (3 categories) [SLUNCH3]: 1998, 2000, 2002, 2003, 2005, and 2007

		Eligible		Not eligible		Info not available	
Year	**Jurisdiction**	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error
2007	National	205	(0.3)	232	(0.3)	233	(1.3)
	Louisiana	200	(1.6)	225	(1.7)	‡	(†)
2005	National	203	(0.3)	230	(0.2)	232	(0.9)
	Louisiana	200	(1.4)	226	(1.7)	‡	(†)
2003	National	201	(0.3)	229	(0.3)	230	(0.9)
	Louisiana	195	(1.4)	224	(1.9)	195	(16.9)
2002	National	203	(0.7)	230	(0.4)	226	(1.6)
	Louisiana	197	(1.8)	227	(1.6)	199	(5.0)
2000	National	193	(1.7)	226	(1.2)	225	(2.3)
	Louisiana	—	(†)	—	(†)	—	(†)
1998	National	196	(1.7)	227	(0.9)	223	(2.7)
	Louisiana	189	(2.0)	221	(2.0)	206	(15.5)

‡ Reporting standards not met.
— Not available.
† Not applicable.
NOTE: The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2000, 2002, 2003, 2005, and 2007 Reading Assessments.

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Report 5: Table

Average scale scores for reading, grade 4, by year, jurisdiction, and Race/ethnicity (from school records) [SDRACE]: 1998, 2000, 2002, 2003, 2005, and 2007

		White		Black		Hispanic		Asian/Pacific Island		American Indian		Unclassified	
Year	**Jurisdiction**	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error
2007	National	231	(0.2)	203	(0.4)	205	(0.5)	232	(1.0)	203	(1.2)	225	(1.2)
	Louisiana	220	(1.8)	194	(1.7)	213	(5.5)	‡	(†)	‡	(†)	‡	(†)
2005	National	229	(0.2)	200	(0.3)	203	(0.5)	229	(0.7)	204	(1.3)	223	(1.3)
	Louisiana	223	(1.1)	195	(1.7)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
2003	National	229	(0.2)	198	(0.4)	200	(0.6)	226	(1.2)	202	(1.4)	223	(1.4)
	Louisiana	223	(1.4)	189	(1.6)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
2002	National	229	(0.3)	199	(0.5)	201	(1.3)	224	(1.6)	207	(2.0)	219	(3.3)
	Louisiana	221	(1.7)	192	(2.0)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
2000	National	224	(1.1)	190	(1.8)	190	(2.9)	225	(5.2)	214	(6.0)	‡	(†)
	Louisiana	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
1998	National	225	(1.0)	193	(1.9)	193	(3.2)	215	(5.6)	‡	(†)	‡	(†)
	Louisiana	218	(1.3)	180	(2.0)	‡	(†)	‡	(†)	‡	(†)	‡	(†)

‡ Reporting standards not met.
— Not available.
† Not applicable.
NOTE: Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native. Race categories exclude Hispanic origin unless specified. The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2000, 2002, 2003, 2005, and 2007 Reading Assessments.

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NCES NAEP Sub-Grpup Data Report

Export http://nces.ed.gov/nationsreportcard/naepdata/exportgenerater.aspx

Report 6: Table

Average scale scores for reading, grade 4, by year, jurisdiction, and Status as English Language Learner (2 categories) [LEP]: 1998, 2000, 2002, 2003, 2005, and 2007

		ELL		Not ELL	
Year	**Jurisdiction**	Average scale score	Standard error	Average scale score	Standard error
2007	National	188	(0.6)	224	(0.3)
	Louisiana	‡	(†)	207	(1.6)
2005	National	187	(0.5)	222	(0.2)
	Louisiana	‡	(†)	209	(1.3)
2003	National	186	(0.8)	221	(0.3)
	Louisiana	‡	(†)	205	(1.4)
2002	National	183	(2.1)	221	(0.3)
	Louisiana	‡	(†)	207	(1.7)
2000	National	167	(5.2)	216	(1.1)
	Louisiana	—	(†)	—	(†)
1998	National	174	(5.2)	217	(1.0)
	Louisiana	‡	(†)	201	(1.6)

‡ Reporting standards not met.
— Not available.
† Not applicable.
NOTE: The NAEP Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2000, 2002, 2003, 2005, and 2007 Reading Assessments.

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.

	Signature
Governor:	
Chief State School Officer:	

RACE TO THE TOP
CCSSI LIST OF STATES AND TERRITORIES

States and territories participating in the CCSSI consortium

1. Alabama
2. Arizona
3. Arkansas
4. California
5. Colorado
6. Connecticut
7. Delaware
8. District of Columbia
9. Florida
10. Georgia
11. Hawaii
12. Idaho
13. Illinois
14. Indiana
15. Iowa
16. Kansas
17. Kentucky
18. Louisiana
19. Maine
20. Maryland
21. Massachusetts
22. Michigan
23. Minnesota
24. Mississippi
25. Missouri
26. Montana
27. Nebraska
28. Nevada
29. New Hampshire
30. New Jersey
31. New Mexico
32. New York
33. North Carolina
34. North Dakota
35. Ohio
36. Oklahoma
37. Oregon
38. Pennsylvania
39. Puerto Rico
40. Rhode Island
41. South Carolina
42. South Dakota
43. Tennessee
44. Utah
45. Vermont
46. Virgin Islands
47. Virginia
48. Washington
49. West Virginia
50. Wisconsin
51. Wyoming.

English Language Arts

K–12

Introduction

The *Standards for English Language Arts K–12* are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of English language arts (ELA) standards. Its companion document, *Standards for Literacy in History and Science 6–12*, extends the same principle to communication skills in other content areas. The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The *Standards* also draw upon the most important international models as well as research and input from numerous sources, including scholars, assessment developers, professional organizations, and educators from kindergarten through college. In their design and content, the *Standards* represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the *Standards* are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was to be included in the document only when the best available evidence indicated that its mastery was essential for students to be college and career ready in a twenty-first-century, globally competitive society. As new and better evidence emerges, the *Standards* will be revised accordingly.

The *Standards* are an extension of a prior initiative led by CCSSO and NGA to develop college and career readiness (CCR) standards in reading, writing, and speaking and listening as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, served as a touchstone for the present work. While the format, structure, content, and purpose of that earlier document differ in some ways from this document, the basic aims and concepts are clearly connected. The main difference is that while the earlier CCR document defined a goal toward which education efforts should aim—college and career readiness for all students—the current document describes the progressive development of skills and understandings across the grades necessary for all students to reach that goal. Just as feedback on the September 2009 CCR draft has greatly influenced the design and development of the K–12 standards, so too will the response to the K–12 standards help guide subsequent revisions to the CCR standards. In their final forms, both documents—CCR and K–12—will be tightly aligned and mutually supporting.

While the *Standards* treat college and career readiness for all students as the end point—an ambitious goal in its own right—many students will reach this point before the end of high school. For them, advanced work in literature, composition, language, history, science, and so on should be available. It is beyond the scope of the *Standards* to describe what such advanced work should consist of, but it needs to provide the next logical step up from the college and career readiness baseline established here.

As a natural outgrowth of meeting the charge to define college and career readiness, the *Standards* also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students must demonstrate have broad applicability outside of the classroom or workplace. The *Standards* insist upon the sort of close, attentive reading that is at the heart of understanding and appreciating the aesthetics of literature. They require the sort of critical reading that is necessary to sift carefully through the staggering amount of information available today in print and online. They demand the sort of wide, deep, and thoughtful engagement with high-quality literary and informational text that builds knowledge, enlarges experience, and broadens world views. They mandate the sort of cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, they promote the development of skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

Key design considerations

A blend of cross-cutting and specific standards

The Reading, Writing, and Speaking and Listening strands include two levels of standards. The cross-cutting Core Standards are the same across the two *Standards* documents, their commonality emphasizing the broad responsibility within the school for meeting the standards and also facilitating schoolwide professional development. Then there are specific Standards that are unique to a given content area, which respects the particular demands of reading, writing, speaking, and listening in ELA and in other disciplines.

A focus on results rather than means

The *Standards* define what all students must learn, not everything that teachers are allowed to teach. By focusing on required achievements, the *Standards* leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. The *Standards* require, for example, that all students be able to produce writing in a variety of situations, including those that allow time for revision. The *Standards* do not, however, specify a particular writing process that students must use (although certain elements common to process-writing approaches, particularly revision, are embedded in the requirements). Teachers are thus freed—and obligated—to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for those assignments that allow for multiple drafts. Similarly, the *Standards*, with their emphasis on observable outcomes, do not enumerate various metacognitive strategies that students may need to use to monitor and direct their thinking and learning.

Shared responsibility for literacy

The *Standards for English Language Arts K–12* and the *Standards for Literacy in History and Science 6–12* together establish the requirement that instruction in reading, writing, speaking, listening, and language use be a shared responsibility. The *Standards* present reading instruction in K–5 as fully integrative, including a rich blend of narratives, drama, poetry, and informational text. ELA-specific instruction in grades 6 and above includes fiction, poetry, and drama but also a particular form of informational text: literary exposition and argument (e.g., speeches, essays, and historical documents with significant cultural importance and literary merit). Teachers in other content areas must use their unique disciplinary expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language use in their respective field. Progress toward college and career readiness and building a rich knowledge base require that at least half of the reading students do must focus on history, science and related disciplines. This distributed approach honors the unique place of English language arts instruction in literacy development while ensuring that students have communication skills tailored to the demands of other disciplines. It also reflects the reality that students must communicate effectively in a wide range of disciplines, not just ELA.

Grade bands to describe growth, grades to focus instruction

Evidence consulted in creating the *Standards* suggests that beyond the earliest grades, major developments in students' literacy skills typically occur across spans of grades rather than within individual grades. This document stays true to that evidence by organizing standards after grade 3 into multiyear bands (grades 4–5, 6–8, 9–10, and 11–CCR). At the same time, the work of educating students does proceed on a day-to-day, year-to-year basis. Any standards document must therefore provide guidance to educators on what each year's instruction and assessment should look like. To make the grade specific focuses for instruction clear, after the descriptions of the standards in each area of ELA, we provide a one page summary of the grade specific focuses for each grade from fourth grade onwards, including how the grade specific focus in each area relates to the grade band requirements. The Standards offer that focus through several grade-specific elements:

- Single-grade standards in many areas of kindergarten and grades 1, 2, and 3
- Text complexity expectations in Reading, beginning at grade 2
- Areas of focus in Writing, beginning at grade 4

- Areas of focus in the Conventions section of Language Development, beginning at grade 4

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Research and media skills integrated into the standards as a whole

To be ready to meet the challenges of the twenty-first century, students need a mix of the communication skills that have served literate people for millennia and new competencies necessary in an information- and media-saturated world. To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, report on, and create a high volume and extensive range of print and nonprint texts in media forms old and new. Just as the need to research and to consume and produce media are embedded into every element of today's curriculum, so too are the associated skills and understandings embedded throughout the *Standards* rather than treated separately. Web links to sample media texts are included selectively among the reading text exemplars in Appendix B to reinforce the point that print and online materials can be used together instructionally to enhance students' understanding.

An integrated model of English language arts

Although the *Standards* divide the English language arts into Reading, Writing, Speaking and Listening, and Language Development strands for conceptual purposes, the processes of communication are in theory and practice an undivided whole. As illustrated in the graphic that introduces each grade or grade band and as embodied in the content of the standards themselves, reading, writing, speaking, listening, and language development are tightly interrelated and often reciprocal.

Central features of the document

Reading and Literature: Text complexity and the growth of comprehension

As students advance through the grades, they must be able to handle independently texts of steadily increasing complexity and be able to gain more from what they read. Beginning formally at grade 2, the *Standards* specify what proportion of texts students read should be within grade band and, at some grades, above grade band. (Additional material in Appendix A of the *Standards* defines and explains text complexity in more detail.) Whatever texts they are reading, students must also show a steadily increasing ability to discern more from and make fuller use of text. This means, for example, finding and making an increasing number of connections among ideas and between texts; considering a wider range of textual evidence; and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. The *Standards* place growing demands on students' comprehension at each higher grade or grade band to ensure that all students are college- and career-ready readers no later than the end of high school.

Writing and Research: Text types, grade-level focuses, and research

While some writing skills, such as the ability to reflect audience, purpose, and task in what one writes, are important for many types of writing, others are more properly part of writing in specific text types: narrative, informative and explanatory text, and argument. Beginning at grade 4, the *Standards* specify the sorts of writing over extended and shorter timeframes that students in each grade must be able to produce in response to sources. Although conducting research calls upon reading, speaking, listening, and language skills, writing is typically central to analyzing information and presenting findings. The *Standards* pair writing and research to signal that close connection.

Speaking and Listening: Flexible communication

Including but not limited to skills necessary for formal presentations, the Speaking and Listening strand requires students to develop a range of broadly useful oral communication and interpersonal skills: listening attentively, participating productively, exchanging information, and speaking effectively. Students must learn to sift through and evaluate multiple points of view; listen thoughtfully in order to build on and constructively question the ideas of others while contributing their own ideas; and, where appropriate, reach agreement and common goals through teamwork.

Language Development: Conventions and vocabulary

The Conventions standards in the Language Development strand include the essential "rules" of formal written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. Thus, standards pertaining to grammar and usage, mechanics, and the fundamentals of language and writing are accompanied by standards on word choice and style. The Vocabulary standards focus both on understanding words and their nuances and on acquiring new words through conversation and reading and by being taught them directly. Rather than require that students use one particular skill or another to determine a word's meaning, the Vocabulary standards insist only that students get the proper meaning, with the means (context, word analysis, and so on) to be chosen flexibly based on the situation.

Appendices

The *Standards* include a range of supporting materials that help explain and enrich the main document:

- Appendix A contains a model of text complexity, including both qualitative and quantitative measures of how easy or hard a text is to read, as well as supplementary statements about instruction in writing, language conventions, and vocabulary
- Appendix B consists of text exemplars at all grades/bands to illustrate appropriate complexity and quality in the text types required by the Reading standards
- Appendix C consists of annotated writing samples to show how grade- or grade-band-appropriate writing embodies the relevant Writing standards

January 2010

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Student Practices in Reading, Writing, Speaking, Listening, and Language Use

The following Student Practices in reading, writing, speaking, listening, and language use undergird and help unify the rest of the *Standards*. The Student Practices are not themselves standards: every idea introduced here is subsequently represented in one or more places within the larger document. They are, rather, the "premises"—broad statements about the nature of college and career readiness in reading, writing, speaking, listening, and language use—that underlie the individual standards and cut across the various sections of the document.

* * *

As students progress toward being college and career ready, they exhibit with increasing fullness and regularity the following capacities in their reading, writing, speaking, listening, and language use:

1. They demonstrate independence as readers, writers, speakers, listeners, and language users.

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, build on others' ideas, and articulate their own ideas. They apply language conventions without prompting. On their own, they determine the meaning of words in context and acquire and use new words.

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 discipline-specific 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, speaking, listening, and language use 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 and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the 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 evidence when offering an oral or written interpretation of a text. 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, listening, and language use. 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.

9. They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are diverse settings in which people from often widely divergent backgrounds must learn and work together. They actively seek to understand other perspectives and cultures through reading and listening. They do not simply adopt other points of view as their own but rather evaluate them critically and constructively. Literature can play a special role in expanding students' horizons in this way: through reading great classic and contemporary works, students can vicariously inhabit worlds and experiences much different than their own.

CCSS DRAFT

English Language Learners

The *Standards* articulate rigorous grade-level expectations in the areas of speaking, listening, reading and writing to prepare students to be college and career ready. English language learners (ELLs) must be held to the same high standards expected of students who are already proficient in English. However, because these students are acquiring English language proficiency and content area knowledge concurrently, some students will require additional time and all will require appropriate instructional support and aligned assessments.

ELLs are a heterogeneous group with differences in ethnic background, first language, socio-economic status, quality of prior schooling, and levels of English language proficiency. Effectively educating these students requires adjusting instruction and assessment in ways that consider these factors. For example ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can bring to bear conceptual knowledge developed in their first language when reading in a second language. On the other hand, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand. As they become acculturated to US schools, ELLs who are newcomers will need sufficiently scaffolded instruction and assessments to make sense of content delivered in a second language and display this content knowledge.

While some ELLs are economically and educationally advantaged, this is not the case for many of these students. Moreover, once in the U.S., the majority of ELLs attend high poverty schools with high percentages of other ELLs. These schools often lack the resources and capacity needed to help ELLs reach high academic standards. However, schools and districts can be assisted in providing a positive learning environment that capitalizes on the linguistic and cultural diversity of the student body.

To help ELLs meet high academic standards in reading, writing, speaking, listening and language use it is essential that ELLs have access to:

- The requisite coursework to prepare them for post-secondary education or the workplace;
- Coursework that is made comprehensible for students learning content in a second language, through specific pedagogical techniques and additional resources;
- Teachers, as well as school-level and district personnel, who are well prepared and qualified to support English-language learners;
- Well designed opportunities for classroom discourse and interaction to enable ELLs to develop communicative strengths in language arts
- Speakers of English who know the language well enough to provide the ELLs with models and support; and
- Ongoing assessment and feedback to guide learning.

It is also worth noting that instruction for these students is additionally guided by language proficiency standards that language arts teachers can use in conjunction with the English language arts standards to help ELLs become fully proficient and literate in English.

Access for Students with Disabilities

The *Standards* articulate rigorous expectations in the areas of reading, writing, speaking, listening, and language use in order to prepare students to be college and career ready. These standards identify the knowledge and skills students must acquire in order to be successful. Research shows that students with disabilities are capable of high levels of learning and should not be limited by low expectations and watered down curriculum. The vast majority of this population of students, including students with intellectual impairments,[1] *can* achieve proficiency when they receive high-level instruction and accommodations. It is imperative that these highly capable students—regardless of their disability—are held to the same expectations articulated in the Core Standards as other students.

However, *how* these high standards are taught is of the utmost importance in reaching students with special needs. When acquiring the knowledge and skills represented in the Core Standards, students with disabilities may need accommodations[2] or—in exceptional cases—modified goals, incorporated in an individualized education program (IEP),[3] to help them access information or demonstrate their knowledge. In instances when a standard asks students to perform actions they are physically incapable of, students will need to be presented with alternative options to demonstrate similar knowledge and skills within the range of their abilities. Accommodations based on individual needs allow students of all disability levels to learn within the framework of the *Standards*.

Meeting English Language Arts (ELA) Standards

Reading, writing, speaking, listening, and language use standards—given the nature of the standards themselves—often require accommodations for students with disabilities. For example, a standard that calls for "listening" should be interpreted to include reading sign language. "Speaking" should be read broadly to include "communication" or "self-expression." "Reading" should allow for students' use of Braille, screen reader technology, or other assistive devices to demonstrate comprehension skills. In a similar vein, "writing" should not preclude the use of a scribe, computer, or speech-to-text technology. With appropriate accommodations and support, students with all levels of disabilities can participate in the general education curriculum and achieve grade-level proficiency with regard to the ELA content and skills articulated in the *Standards*.

In short, while the *Standards* set and retain high expectations for all students, they may need to be translated and occasionally modified to apply appropriately to students with disabilities, including all levels of intellectual impairment. Promoting a culture of high expectations for all students is a fundamental goal of the *Standards*. Achieving this goal requires the inclusion of students with disabilities.

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[1] Less than two percent of the population of all students and less than 20% of the population of students with disabilities.

[2] See the Council of Chief State School Officers, (2003). *Training District and State Personnel on Accommodations: A Study of State Practices, Challenges, and Resources* at http://www.ccsso.org/publications/details.cfm?PublicationID=221 for further explanation and evidence around accommodations.

[3] According to the Individuals with Disabilities Act (IDEA), an IEP includes appropriate accommodations that are necessary to measure the individual achievement and functional performance of a child.

How to Read This Document

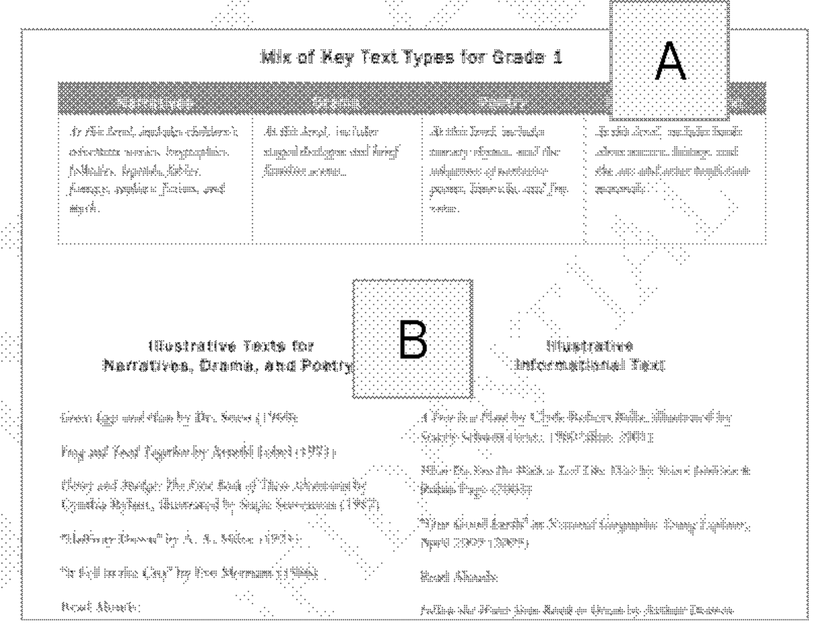
The *Standards* are divided into an ELA-specific document (*Standards for English Language Arts K–12*) and a literacy document for history and science (*Standards for Literacy in History and Science 6–12*). The ELA document includes standards for and examples of history and science reading in K–5.

The ELA-specific document is organized by grade (kindergarten and grades 1, 2, and 3) and grade band (grades 4–5, 6–8, 9–10, and 11–CCR). The *Standards for Literacy in History and Science* are organized by grade band (grades 4–5, 6–8, 9–10, and 11–CCR). Each grade/band is divided into strands—Reading, Writing, Speaking and Listening, and Language Development.

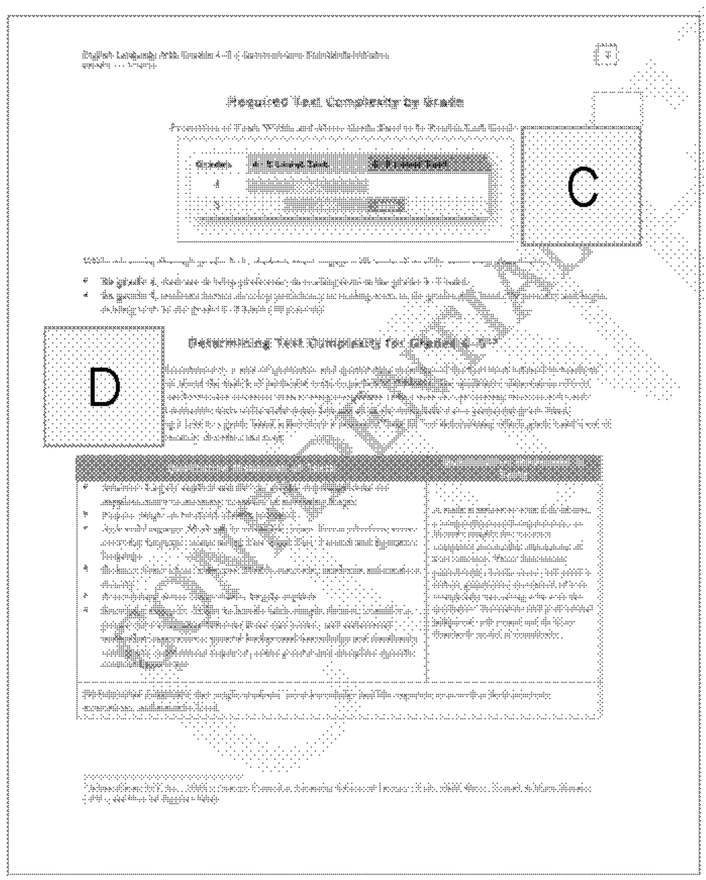
While all strands contain standards statements, each strand also has its own specific features.

Reading and Literature (ELA)/Reading (History/Science)

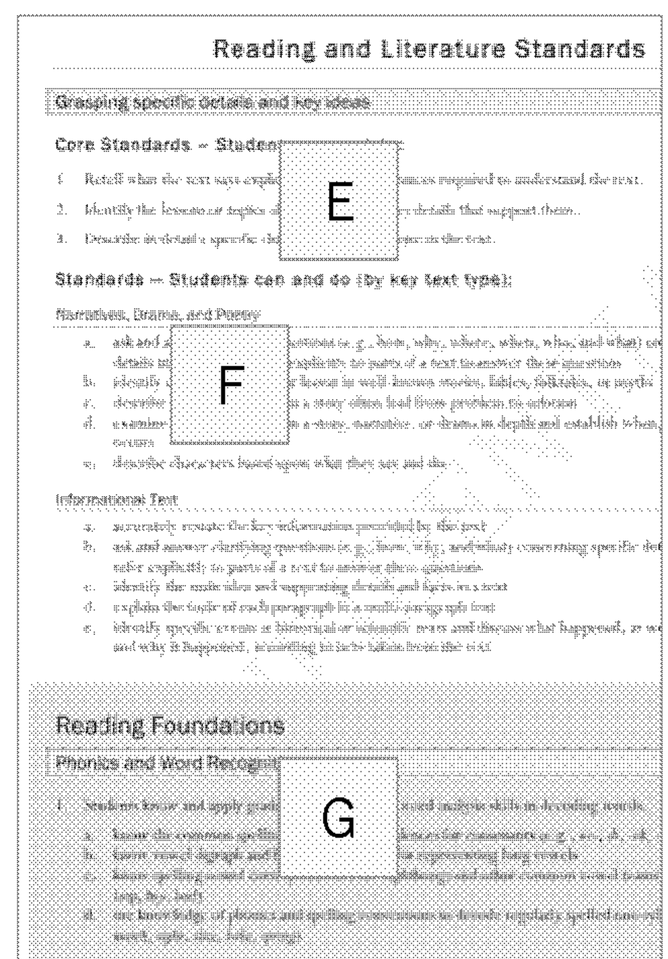
Kindergarten and grade 1 begin with the **mix of key text types (A)**, which identifies the genres and subgenres of reading material appropriate for each grade. This is followed by a list of **illustrative texts (B)** in the key text types. This list is suggestive of the sorts of texts appropriate for the grade in terms of complexity and quality; excerpts appear in Appendix B.



Grades 2, 3, 4–5, 6–8, 9–10, and 11–CCR include this information immediately after a graphic specifying **required text complexity by grade (C)**—in brief, the proportion of texts within and above grade band that students must read each year. (For example, 70% of the texts that grade 3 students read should come from the grades 2–3 text complexity band, while the other 30% should come from the grades 4–5 band.) An overview of the method for **determining text complexity (D)** in the particular grade band follows. (A fuller treatment is provided in Appendix A.)

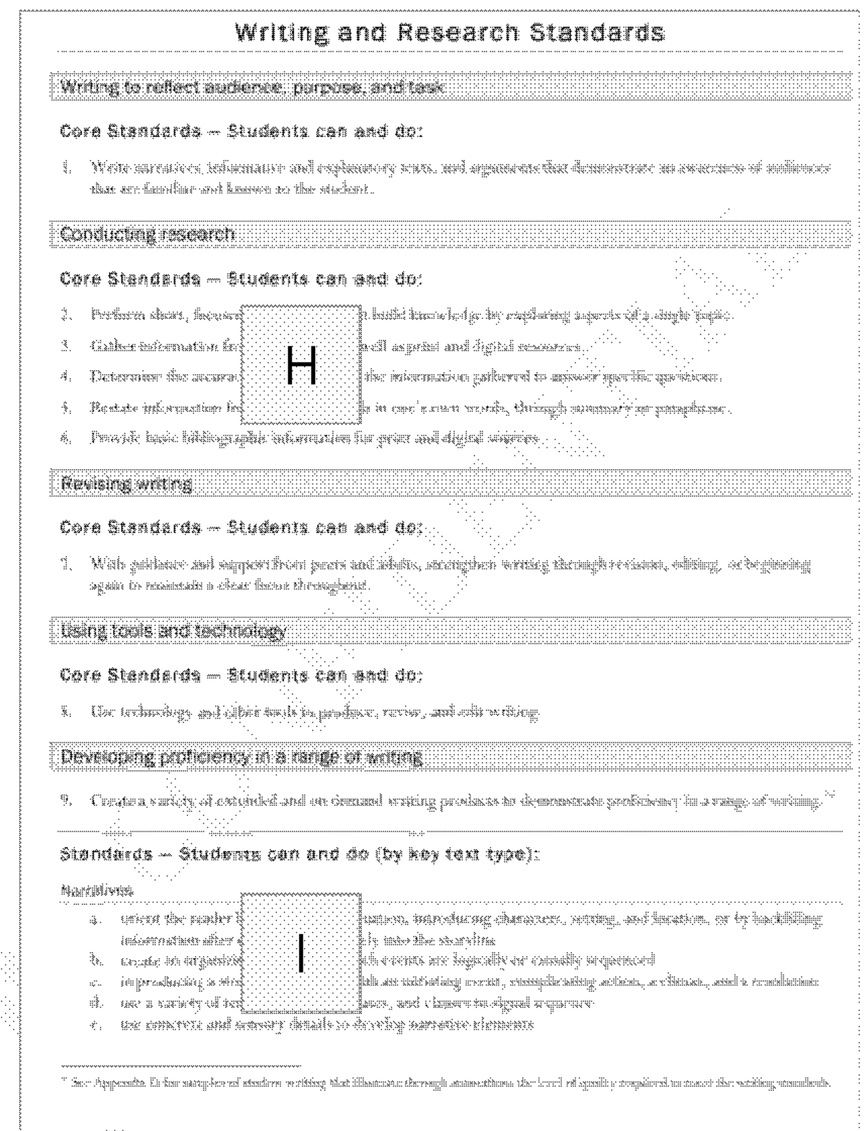


All grades/bands organize standards under a number of boxed subheadings (e.g., "Grasping specific details and key ideas"). The standards at all grade levels are divided into cross-cutting **Core Standards (E)**, which are numbered and applicable to many types of reading, and more specific **Standards (F)**, which are lettered and organized by text type (e.g., "Narratives, Drama, and Poetry"). Kindergarten and grades 1, 2, and 3 also include boxed sections of **reading foundations (G)**, which enumerate basic concepts of print and other foundational skills in reading that very young students must acquire.



Writing and Research

Cross-cutting **Core Standards (H)**, which are numbered and apply to many types of writing, are organized under a number of boxed subheadings (e.g., "Writing to reflect audience, purpose, and task"). **Standards (I)** specific to writing in particular text types—narrative, informative and explanatory text, and argument—are lettered and follow in a separate section. In kindergarten through grade 5, writing arguments takes the form of opinion writing, hence the parenthetical notation next to "Arguments" in those grades/bands.

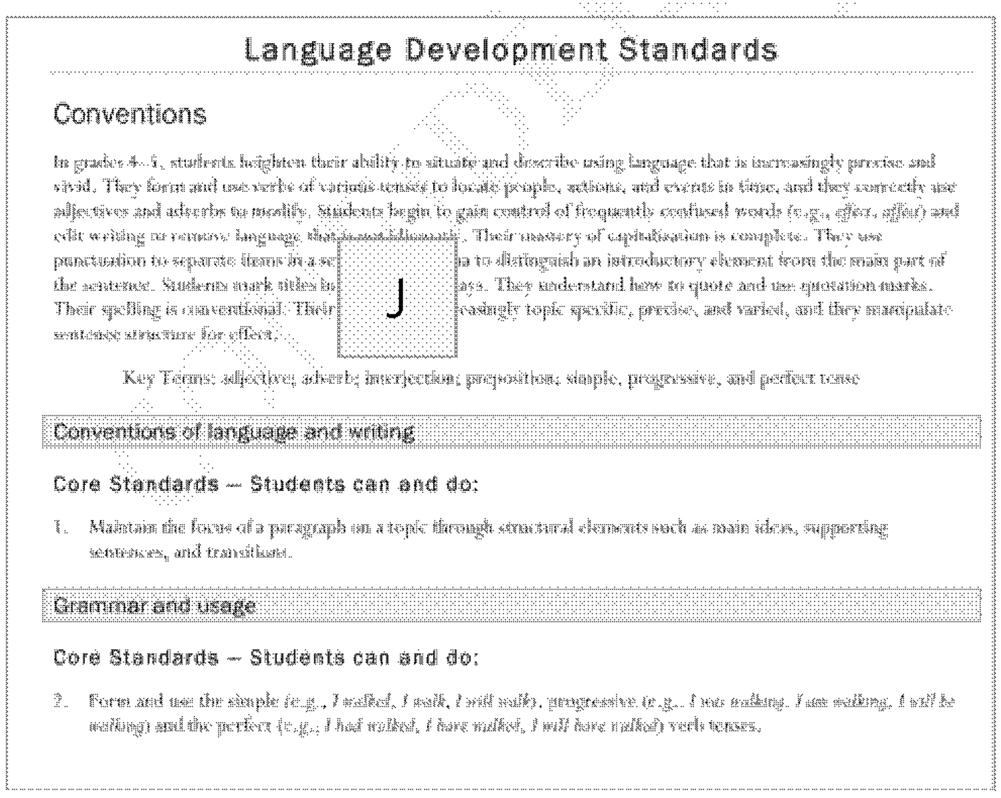


Speaking and Listening

Cross-cutting **Core Standards**, which are numbered and apply to speaking and listening in many situations, are grouped with lettered **Standards**, which set requirements for speaking and listening in key communication (e.g., "Presentation of Ideas and Information").

Language Development

This strand is organized differently in the ELA and history/science documents. The ELA strand comprises two full sections: Conventions and Vocabulary. Each section includes numbered **Core Standards** organized under a number of boxed subheadings (e.g., "Mechanics") and introduced by a brief summative paragraph and list of **key terms (J)** intended to be taught explicitly in grade-appropriate ways. ELA Vocabulary consists of three subsections—determining the meaning of words, understanding the nuances of words, and acquiring vocabulary—under each of which numbered Core Standards appear. Language Development in the history/science document consists of the summative paragraphs for Conventions and all of the Vocabulary section found in ELA except for nuances in word meaning.

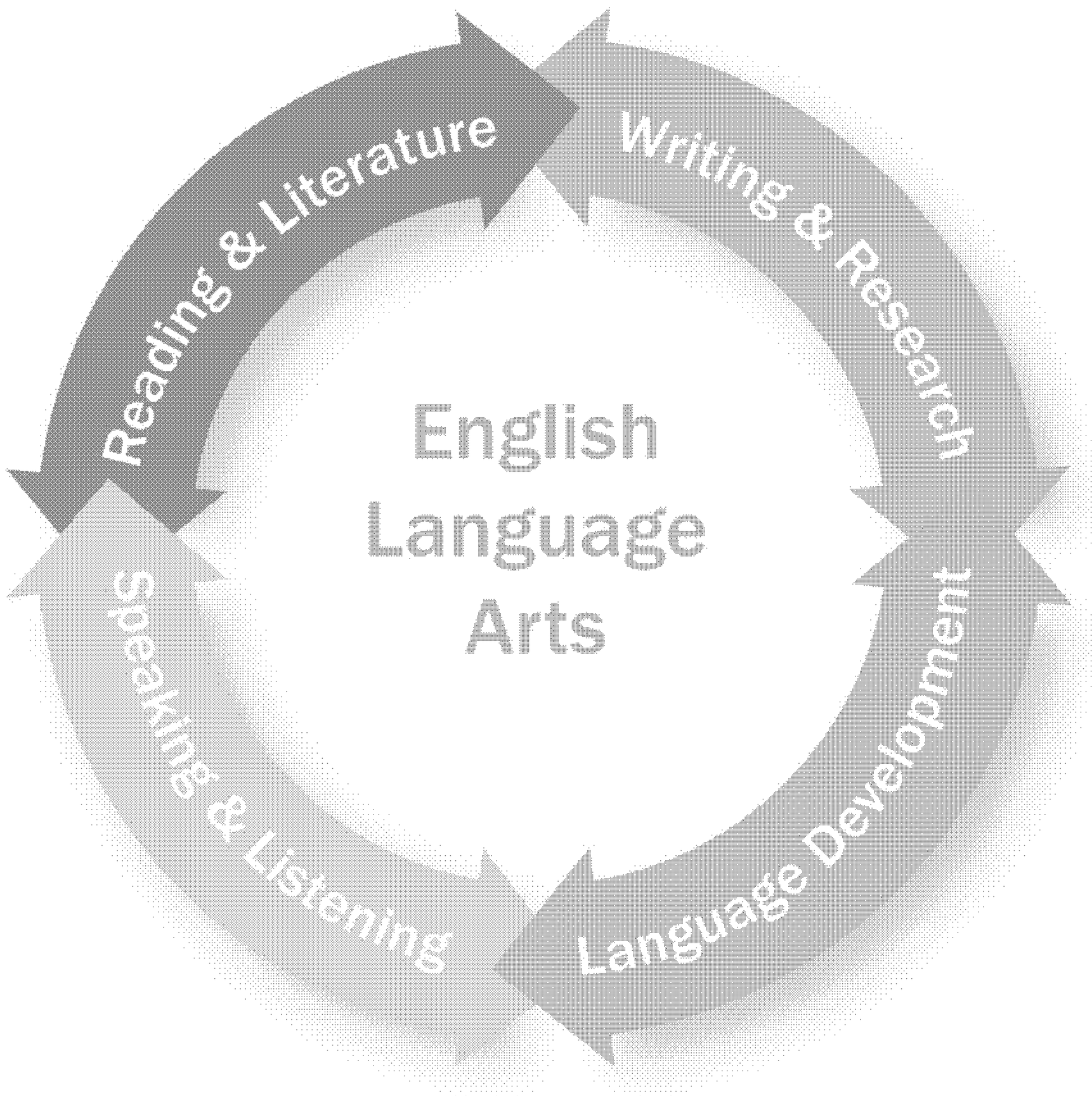


Focus for Instruction

Beginning with grade 4, a page summarizing grade-level responsibility, including grade-specific areas of focus, is provided to help distinguish responsibilities within multiyear bands.

English Language Arts

Kindergarten



Mix of Key Text Types for Kindergarten

Narratives	Drama	Poetry	Informational Text
At this level, includes children's adventure stories, biographies, folktales, legends, fables, fantasy, realistic fiction, and myth.	*At this level, includes staged dialogue and brief familiar scenes.*	*At this level, includes nursery rhymes and the subgenres of narrative poems, limericks, and free verse.*	*At this level, includes books about science, history, and the arts and other nonfiction materials.*

Illustrative Texts for Narratives, Drama, and Poetry[4]

Are You My Mother? by P.D. Eastman (1960)

Put Me in the Zoo by Robert Lopshire (1960)

"Mix a Pancake" by Christina Rosetti (1986)

Wouldn't You?" by John Ciardi (1986)

Illustrative Informational Texts

My Five Senses by Aliki (1962)

Read Alouds:

Amazing Whales! by Sarah L. Thomson (2005)

The Year at Maple Hill Farm by Alice and Martin Provensen (1978)

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[4] See Appendix B for other texts illustrative of Kindergarten-Grade 1 text complexity. This list includes read-alouds.

Reading and Literature Standards[5]

Grasping specific details and key ideas

Core Standards — Students can and do:

1. Retell key details and information drawn from the text.
2. Explain the subject of the text or the problem the characters face.
3. Answer questions about characters and events that take place in the text.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. retell the beginnings, middles, and endings of stories
b. ask and answer questions about details of a text
c. identify the problems that characters face in a story and the lessons learned
d. identify the feelings of characters and the reasons for their actions
e. differentiate between realistic and fantastical elements within a story

Informational Text

a. restate key information (e.g., events, subject, ideas) from a text
b. ask and answer questions about details of a text

Reading Foundations

Print Concepts

1. Students demonstrate understanding of the organization and basic features of print.

a. identify basic features and conventions of books and other written texts (e.g., front cover, back cover, title, author)
b. understand that print is left to right, top to bottom, and page by page
c. understand that words are separated by spaces in print
d. recognize and name all upper- and lowercase letters of the alphabet

Linguistic Awareness

2. Students gain awareness of spoken words, syllables, and phonemes.

a. recognize, recite, and produce rhyming words
b. count, pronounce, blend, and segment syllables in spoken words
c. recognize, blend, and segment onset and rimes of spoken words [*/g/ - /oat/; /bl/ - /ock/*)
d. count or place tokens for individual words in spoken phrases or simple sentences
e. orally blend and segment individual phonemes in simple, one-syllable words
f. demonstrate phonemic awareness by isolating and pronouncing the initial and final phonemes (sounds) in three-phoneme /CVC/ words without consonant blends (e.g., */road/*, */save/*, */ham/*)
g. add or substitute individual phonemes in simple, one-syllable words to make new words (e.g., */at/* → */sat/* → */mat/* → */map/*)

[5] The expectation is that students can fulfill these standards with texts they read independently as well as texts that are read aloud to them.

Observing craft and structure

Core Standards — Students can and do:

4. Identify the meanings of words and phrases as they are used in the text.
5. Identify important parts or sections of texts.
6. Compare and contrast characters or events from different stories.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. identify words and phrases that suggest feelings or appeal to the senses
b. identify similarities in beginning and ending sounds of words in children's poems and songs
c. identify parts of a story and parts of a poem as well as sections of informational picture books and tell how they are different
d. identify common characteristics of folktales and fairy tales, including their use of rhyme, rhythm, and repetition
e. participate (e.g., react, speculate, read along, act out) when familiar texts are read aloud
f. compare and contrast characters or events from different stories written by the same author or written about similar subjects

Informational Text

a. identify basic text features and what they mean, including titles and subtitles, table of contents, and chapters

Reading Foundations, continued

Phonics and Word Recognition

3. Students know and apply grade-level phonics and word analysis skills in decoding words.

a. demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant
b. identify which letters represent the five major vowels and know the long and short sound of each
c. blend letter-sounds to decode short-vowel CVC words (e.g., *cat*, *mop*, *sun*)
d. read at least 25 very high frequency words by sight (e.g., *of*, *to*, *he*, *she*, *is*, *do*, *does*)

Developing Fluency

4. Students read with sufficient accuracy and fluency to support comprehension.

a. read rebus and preprimer texts with purpose and understanding
b. demonstrate increased accuracy and fluency on successive readings of a text

Integrating information and evaluating evidence

Core Standards — Students can and do:

7. Use text illustrations to predict or confirm what the text is about.
8. Identify words in a text that link ideas and events together.
9. Identify who is telling a story or providing information in the text.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. use pictures, illustrations, and context to make predictions about and confirm story content
b. identify words in a story that link events together (e.g., *first/second, then, next, before/after, later, finally*)
c. identify who is the speaker in a story or poem

Informational Text

a. identify words that link ideas together (e.g., *also, in addition, for example, but*)
b. identify the author and sources of information when provided by the text

Developing habits for reading text

Core Standards — Students can and do:

10. Begin to read independently and/or with a partner, sustaining effort necessary to build understanding.

Writing and Research Standards

Writing to reflect audience, purpose, and task

Core Standards — Students can and do:

1. Write narratives, informative and explanatory texts, and opinions that communicate to a familiar, known audience.

Conducting research

Core Standards — Students can and do:

2. Gather information from experiences or provided text sources.

Revising writing

Core Standards — Students can and do:

3. With specific guidance, add details to strengthen writing through revision.

Using tools and technology

Core Standards — Students can and do:

4. Gain familiarity with technology and other tools to produce, revise, and edit writing.

Standards — Students can and do (by key text type):[6]

Narratives

a. establish a situation in time and/or place
b. recount several loosely linked actions in a short, familiar event, controlling for chronological order
c. provide a reaction to what happened

Informative and Explanatory Texts

a. establish the topic in a title or first sentence
b. supply facts and information relevant to the topic

Arguments (opinions)

a. introduce the topic directly, or use the title of a book when writing about a text
b. express preferences or opinions (e.g., *My favorite book is . . .*) relevant to the topic
c. provide a reason for preference or opinion (e.g., *It reminded me of when I met my friend Carlos*)
d. use linking words that express causality (e.g., *I like . . . because . . .*)

Speaking and Listening Standards

Listening closely and participating productively

Core Standards — Students can and do:

1. Participate productively in group activities requiring speaking and listening.
2. Listen closely to and sustain attention on texts read aloud as well as other sources of information presented orally, visually, or multi-modally and confirm understanding by restating the information and answering pertinent questions.

Standards — Students can and do (by key communication type):

Classroom discussions and participating productively

a. initiate and participate in conversations with peers and adults through multiple exchanges, attending to the comments of others
b. confirm understanding by restating information or answering questions about what has been discussed
c. ask questions to get information, ask for help, or clarify something that is not understood
d. follow norms for conversation, such as listening to others and taking turns to speak

Exchanging information and speaking effectively

Core Standards — Students can and do:

[6] See Appendix D for samples of student writing that illustrate through annotations the level of quality required to meet the writing standards.

3. Share experiences and ideas that demonstrate an awareness of their listeners.
4. Speak audibly and clearly.

Standards — Students can and do (by key communication type):

Presentation of ideas and information

a. describe people, places, things, and events with relevant facts and examples
b. recite or read aloud poems, rhymes, songs, and stories, speaking clearly at an understandable pace

Language Development Standards

Conventions

In kindergarten, students learn to form letters and words in print and to relate sounds (phonemes) to one or more letters. They understand the notion of a sentence, that a sentence performs one of a few basic functions (make a statement, ask a question, or issue a command), and that end punctuation can signal the sentence's function or intensity. With prompting and assistance, they form and expand basic sentences in order to express thoughts, beginning the sentence with a capital letter. Students have a sense of what a noun is, of what singular and plural nouns are, and of how plural nouns are often formed. They also know how to use the most frequently occurring prepositions.

Key Terms: exclamation point, capital/uppercase and lowercase letter, singular and plural noun, period, punctuation, question mark, sentence

Conventions of language and writing

Core Standards — Students can and do:

1. Print all upper- and lowercase letters.
2. Write a letter or letters for each consonant and short-vowel sound (phoneme).

Grammar and usage

Core Standards — Students can and do:

3. Produce and expand complete sentences in shared writing and language activities.
4. Use and understand question words (e.g., *what*, *where*, *when*, *who*, *which*, *how*).
5. Form regular plural nouns by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*; *baby*, *babies*).
6. Demonstrate understanding of the most frequently occurring prepositions (e.g., *to/from*, *in/out*, *on/off*, *for*, *of*, *by*, *with*).

Mechanics

Core Standards — Students can and do:

7. Capitalize the first word in a sentence and the pronoun *I*.
8. Identify end punctuation, including periods, question marks, and exclamation points.

9. Spell simple words phonetically using knowledge of sound-letter relationships.

Vocabulary

Key to students' vocabulary development is building rich and flexible word knowledge marked by multiple connections that link a word to similar words and to contexts and experiences that are related to that word—as compared to simply a definition. In kindergarten, students learn about words in terms of like versus unlike and "similar but not quite the same," using objects and movements as aids. They learn to use descriptive language to distinguish one object from another and order and position words to describe sequences and spatial relationships. They acquire new words through interactive language use, including informal talk, discussion, listening to and responding to texts read aloud as well as by being taught the words directly.

Determining the meaning of words

Core Standards — Students can and do:

1. Sort common objects into categories (e.g., shapes, foods).

Understanding the nuances of words (denotations and connotations)

Core Standards — Students can and do:

2. Act out the meaning of verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) to gain a sense of their different meanings.
3. Demonstrate understanding of common adjectives by relating them to their opposites (antonyms).
4. Use common adjectives to distinguish objects (e.g., the *small blue* square, the *shy white* rabbit).

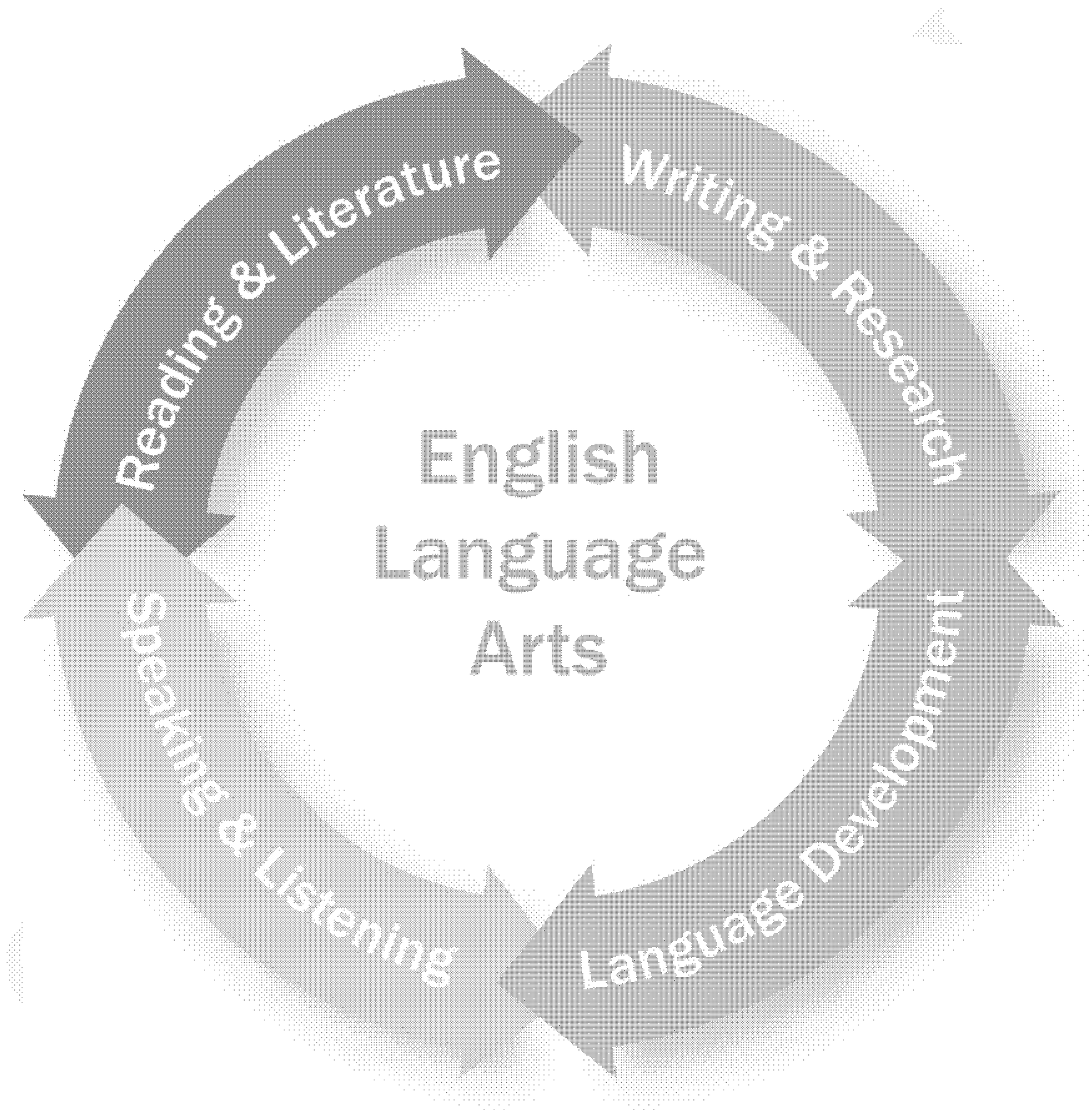
Acquiring vocabulary

Core Standards — Students can and do:

5. Demonstrate meaning of new vocabulary taught directly and gained through conversations and hearing texts read aloud.
6. Demonstrate understanding of words that express order and position (e.g., *first*, *middle*, *last*; *before*, *after*; *under*, *over*).

English Language Arts

Grade 1



Mix of Key Text Types for Grade 1

Narratives	Drama	Poetry	Informational Text
At this level, includes children's adventure stories, biographies, folktales, legends, fables, fantasy, realistic fiction, and myth.	*At this level, includes staged dialogue and brief, familiar scenes.*	*At this level, includes nursery rhymes and the subgenres of narrative poems, limericks, and free verse.*	*At this level, includes books about science, history, and the arts and other nonfiction materials.*

Illustrative Texts for Narratives, Drama, and Poetry[7]

Green Eggs and Ham by Dr. Seuss (1960)

Frog and Toad Together by Arnold Lobel (1971)

Henry and Mudge: The First Book of Their Adventures by Cynthia Rylant, illustrated by Suçie Stevenson (1987)

"Halfway Down" by A. A. Milne (1924)

"It Fell in the City" by Eve Merriam (1986)

Read alouds:

Little House in the Big Woods by Laura Ingalls Wilder, illustrated by Garth Williams (1932)

Zin! Zin! Zin! a Violin by Lloyd Moss, illustrated by Marjorie Priceman (1995)

Illustrative Informational Texts

A Tree Is a Plant by Clyde Robert Bulla, illustrated by Stacey Schuett (text: 1960/illus: 2001)

What Do You Do With a Tail Like This? by Steve Jenkins & Robin Page (2003)

"Our Good Earth" in *National Geographic Young Explorer*, April (2009)

Read alouds:

Follow the Water from Brook to Ocean by Arthur Dorros (1991)

Living Sunlight: How Plants Bring the Earth to Life by Molly Bang & Penny Chisholm, illustrated by Molly Bang (2009)

[7] See Appendix C for other texts illustrative of Kindergarten-Grade 1 text complexity. This list includes read-alouds.

Reading and Literature Standards[8]

Grasping specific details and key ideas

Core Standards — Students can and do:

1. Retell key details and information drawn from the text.
2. Explain the subject of the text or the problem the characters face.
3. Answer questions about characters and events that take place in the text.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. retell the beginnings, middles, and endings of stories
b. ask and answer questions about details of a text
c. identify the problems that characters face in a story and the lessons learned
d. identify the feelings of characters and the reasons for their actions
e. differentiate between realistic and fantastical elements within a story

Informational Text

a. restate key information (e.g., events, subject, ideas) from a text
b. ask and answer questions about details of a text

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Reading Foundations

Linguistic Awareness

1. Students gain awareness of spoken words, syllables, and phonemes.
   a. aurally distinguish long from short vowel sounds in spoken single-syllable words (e.g., */tap/* vs. */tape/*; */sock/* vs. */soak/*; */sit/* vs. */sight/*)
   b. produce single-syllable words by orally blending phonemes, including consonant blends (e.g., */cats/*, */black/*, */blast/*)
   c. isolate and pronounce initial, medial vowel, and final phonemes (sounds) in single-syllable words (e.g., ***f**ast*, *f**a**st*, *fas**t***)
   d. orally segment single-syllable words into their complete sequence of individual phonemes

[8] The expectation is that students can fulfill these standards with texts they read independently as well as texts that are read aloud to them.

Observing craft and structure

Core Standards — Students can and do:

4. Identify the meanings of words and phrases as they are used in the text.
5. Identify important parts or sections of texts.
6. Compare and contrast characters or events from different stories.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. identify words and phrases that suggest feelings or appeal to the senses
b. identify similarities in beginning and ending sounds of words in children's poems and songs
c. identify parts of a story and parts of a poem as well as sections of informational picture books and tell how they are different
d. identify common characteristics of folktales and fairy tales, including their use of rhyme, rhythm, and repetition
e. participate (e.g., react, speculate, read along, act out) when familiar texts are read aloud
f. compare and contrast characters or events from different stories written by the same author or written about similar subjects

Informational Text

a. identify basic text features and what they mean, including titles and subtitles, table of contents, and chapters

Reading Foundations, continued

Phonics and Word Recognition

2. Students know and apply grade-level phonics and word analysis skills in decoding words.

a. know the common spelling-sound correspondences for consonants (e.g., *wr-*, *sh*, *-ck*, *-ll*)
b. know vowel digraph and final-*e* conventions for representing long vowels
c. know spelling-sound correspondences for diphthongs and other common vowel teams (e.g., *loud*, *cow*, *look*, *loop*, *boy*, *boil*)
d. use knowledge of phonics and spelling conventions to decode regularly spelled one-syllable words (e.g., *sick*, *march*, *sight*, *slice*, *bake*, *spring*)
e. understand that every syllable must have a vowel sound and use that knowledge to determine the number of syllables in a word
f. decode two-syllable words following basic patterns (e.g., *rabbit*, *magnet*, *napkin*, *pickle*, *butter*)
g. read words with inflectional endings (e.g., *-s*, *-es*, *ies*, *-ed*, *ied*, *-ing*, *-er*, *-est*)
h. use phonics to decode visually new words when reading
i. recognize grade-appropriate, irregularly spelled words by sight

Integrating information and evaluating evidence

Core Standards — Students can and do:

7. Use text illustrations to predict or confirm what the text is about.
8. Identify words in a text that link ideas and events together.
9. Identify who is telling a story or providing information in the text.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. use pictures, illustrations, and context to make predictions about and confirm story content
b. identify words in a story that link events together (e.g., *first/second, then, next, before/after, later, finally*)
c. identify who is the speaker in a story or poem

Informational Text

a. identify words that link ideas together (e.g., *also, in addition, for example, but*)
b. identify the author and sources of information when provided by the text

Developing habits for reading text

Core Standards — Students can and do:

10. Begin to read independently and/or with a partner, sustaining effort necessary to build understanding.

Reading Foundations, continued

Developing Fluency

3. Students read with sufficient accuracy and fluency to support comprehension.

a. demonstrate increased accuracy, fluency, and expression on successive readings of a text
b. use context to confirm or self-correct word recognition and understanding, rereading as necessary
c. read aloud, alone, or with a partner at least 15 minutes each day, in school or out

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Writing and Research Standards

Writing to reflect audience, purpose, and task

Core Standards — Students can and do:

1. Write narratives, informative and explanatory texts, and opinions that communicate to a familiar, known audience.

Conducting research

Core Standards — Students can and do:

2. Gather information from experiences or provided text sources.

Revising writing

Core Standards — Students can and do:

3. With specific guidance, add details to strengthen writing through revision.

Using tools and technology

Core Standards — Students can and do:

4. Gain familiarity with technology and other tools to produce, revise, and edit writing.

Standards — Students can and do (by key text type):[9]

Narratives

a. establish a situation in time and/or place that is appropriate for the sequence of events to follow
b. develop appropriately sequenced actions within one or more events using linking words, phrases, or clauses to signal chronological ordering
c. provide a reaction to what happened
d. include dialogue if appropriate, and some details
e. provide a sense of closure and/or a reflective statement

Informative and Explanatory Texts

a. include some sort of beginning to establish the topic (beyond using the title of the piece)
b. supply facts and information relevant to the topic
c. use simple additive linking words (e.g., *and*, *first*, *second*) to create connections between the facts
d. provide examples relevant to the topic
e. provide a sense of closure

Arguments (opinions)

a. introduce the topic or book directly, or use the title of the book as an introduction
b. state opinions (e.g., *My best friend is . . .*) relevant to the topic
c. provide reasons for opinions and details to support them

[9] See Appendix C for samples of student writing that illustrate through annotations the level of quality required to meet the writing standards.

d. use linking words that express causality (e.g., *I like . . . because . . .*)
e. refer to the content of the text when writing about literature

Speaking and Listening Standards

Listening closely and participating productively

Core Standards — Students can and do:

1. Participate productively in group activities requiring speaking and listening.
2. Listen closely to and sustain attention on texts read aloud as well as other sources of information presented orally, visually, or multi-modally and confirm understanding by restating the information and answering pertinent questions.

Standards — Students can and do (by key communication type):

Classroom discussions and participating productively

a. initiate and participate in conversations with peers and adults through multiple exchanges, attending to the comments of others
b. confirm understanding by restating information or answering questions about what has been discussed
c. ask questions to get information, ask for help, or clarify something that is not understood
d. follow norms for conversation, such as listening to others and taking turns to speak

Exchanging information and speaking effectively

Core Standards — Students can and do:

3. Share experiences and ideas that demonstrate an awareness of their listeners.
4. Speak audibly and clearly.

Standards — Students can and do (by key communication type):

Presentation of ideas and information

a. describe people, places, things, and events with relevant facts and examples
b. recite or read aloud poems, rhymes, songs, and stories, speaking clearly at an understandable pace

Language Development Standards

Conventions

In grade 1, students gain increasing skill and independence in sentence formation and development. They have a sense of what a verb is and that its form changes to signal different time periods (past, present, and future). Their repertoire of prepositions continues to expand, and they use pronouns with regularity. Students capitalize names, places, and dates. They use end punctuation as well as commas in dates and in simple series of words. Their range of word-formation and spelling strategies grows.

Key Terms: comma, pronoun, verb

Grammar and usage

Core Standards — Students can and do:

1. Produce and expand complete sentences in response to questions and prompts.
2. Use subject, object, and possessive pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*).
3. Use verbs to convey a sense of past, present, and future in writing and speaking (e.g., *Today I walk home*; *Yesterday I walked home*; *Tomorrow I will walk home*).
4. Demonstrate understanding of frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

Mechanics

Core Standards — Students can and do:

5. Capitalize names, places, and dates.
6. Use end punctuation for sentences, including periods, question marks, and exclamation points.
7. Use commas in dates and to separate single words in a series.
8. Form new words through addition, deletion, and substitution of sound and letters (e.g., *an* → *man* → *mat* → *mast* → *must* → *rust* → *crust*).
9. Use conventional spelling for words with common spelling patterns and common irregular words.
10. Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions.

Vocabulary

Key to students' vocabulary development is building rich and flexible word knowledge marked by multiple connections that link a word to similar words and to contexts and experiences that are related to that word—as compared to simply a definition. In grade 1, students begin to sort words themselves into categories rather than the objects that they name. They are able to define familiar words (e.g., *duck*) in a two-step process of identifying a category (bird) to which it belongs and naming one or more attributes that distinguish this category member from others (able to swim). Students grasp that many words they know can mean different things depending on how the word is used, and they make distinctions between and among closely related verbs and adjectives in terms of manner and intensity. They acquire new words through interactive language use, including informal talk, discussion, listening to and responding to texts read aloud as well as by being taught the words direct.

Determining the meaning of words

Core Standards — Students can and do:

1. Sort words into categories (e.g., colors, clothing).
2. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
3. Demonstrate understanding of the concept of multiple-meaning words (e.g., *match*, *kind*, *play*) by identifying various meanings of some grade-appropriate examples of such words.

Understanding the nuances of words (denotations and connotations)

Core Standards — Students can and do:

4. Define, choose, or act out the meaning of closely related verbs that differ in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*; *speak*, *shout*, *mumble*, *whine*, *whimper*, *murmur*).
5. Distinguish among closely related adjectives that differ in intensity (e.g., *large*, *gigantic*; *hot*, *scalding*; *tasty*, *delicious*; *quiet*, *silent*).

Acquiring vocabulary

Core Standards — Students can and do:

6. Acquire and use new vocabulary taught directly and gained through conversations and hearing texts read aloud.

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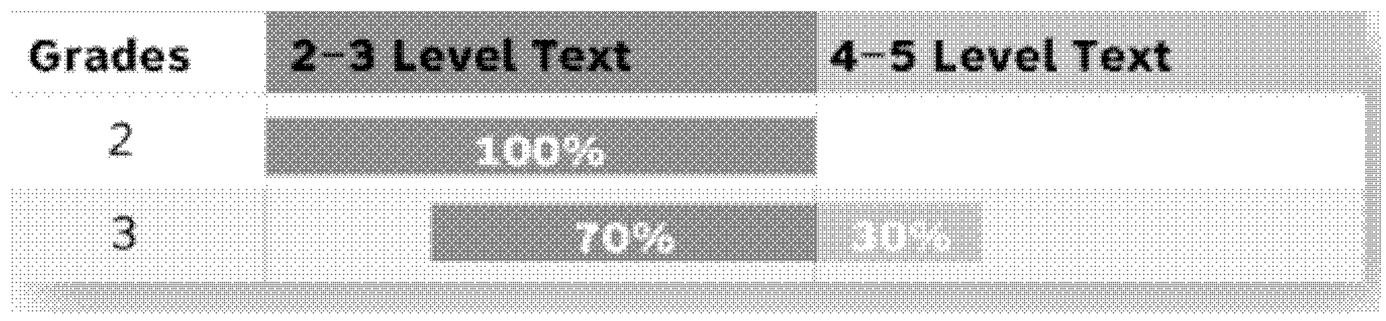
English Language Arts

Grade 2

Required Text Complexity by Grade

Proportion of Texts Within and Above Grade Band to be Read in Each Grade



While advancing through the grades, students must engage with texts of steadily increasing complexity.

- **In grade 2**, students focus on reading texts in the 2–3 grade band level with scaffolding likely required for texts at the high end of the range.

Determining Text Complexity for Grades 2–3

Text complexity is determined by a mix of qualitative and quantitative measures of the text itself refined by teachers professional judgment about the match of particular texts to particular students. The qualitative dimensions of text complexity are best understood as continua of increasing complexity rather than as representing discrete and easily defined stages. Most authentic texts will exhibit some but not all of the traits linked to a particular grade band; qualitatively assigning a text to a grade band is therefore a matter of "best fit," or determining which grade band's set of descriptors most accurately describes the text.

Qualitative Measures of Texts[10]	Quantitative Measures of Texts
• *Structure:* Explicit, simple, conventional; simple graphic representations are supplementary to meaning; texts are relatively short • *Purpose:* Single; explicitly stated • *Style and Language:* Familiar, accessible, plain; few literary devices; mostly clear, everyday language; limited use of Tier 2 and 3 words and figurative language • *Richness:* A few ideas/concepts; concrete; low information density • *Relationships:* A few connections; explicit • *Knowledge Demands:* Ability to handle simple themes and fantastical elements as well as draw upon common, everyday experiences; general background knowledge and familiarity with genre conventions required; some everyday and general content knowledge	A study is underway with Coh-Metrix, a nonprofit research organization, to identify roughly five to seven computer-measurable dimensions of text cohesion. These dimensions, paired with a Lexile score, will yield a robust quantitative assessment of text complexity that, along with both the qualitative dimensions and professional judgment, will round out the Core Standards model of complexity.
Professional Judgment that weighs students' prior knowledge and life experiences as well as their interests, motivations, and maturity level.	

[10] Adapted from ACT, Inc., (2005); Carnegie Council on Advancing Adolescent Literacy (2010); Chall, Bissex, Conrad, & Harris-Sharples (1996); and Hess and Biggam (2004)

Mix of Key Text Types for Grade 2

Narratives	Drama	Poetry	Informational Text
At this level, includes children's adventure stories, biographies, folktales, legends, fables, fantasy, realistic fiction, and myth.	*At this level, includes staged dialogue, scenes, and brie, familiar scenes.*	*At this level, includes nursery rhymes and the subgenres of narrative poems, limericks, and free verse.*	*At this level, includes books about science, history, and the arts and other nonfiction materials.*

Illustrative Texts for Narratives, Drama, and Poetry[11]

Crow Boy by Taro Yashima (1955)

The Stories Julian Tells by Ann Cameron (1981)

Tops and Bottoms by Janet Stevens (1995)

"Grandpa's Stories" by Langston Hughes (1958)

"Weather" by Eve Merriam (1969)

Read alouds:

The Cricket in Times Square by George Selden, illustrated by Garth Williams (1960)

"Fireflies" by Paul Fleischman, illustrated by Eric Beddows (1988)

Illustrative Informational Texts

Maps & Globes by Jack Knowlton, pictures by Harriet Barton (1985)

Sunshine Makes the Seasons by Franklyn M. Branley (1985)

From Seed to Plant by Gail Gibbons (1991)

Boy, Were We Wrong About Dinosaurs by Kathleen V. Kudlinski, illustrated by S.D. Schindler (2005)

[11] See Appendix B for other texts illustrative of Grades 2-3 text complexity.

Reading and Literature Standards

Grasping specific details and key ideas

Core Standards — Students can and do:

1. Retell what the text says explicitly and make inferences required to understand the text.
2. Identify the lessons or topics of the text and the key details that support them.
3. Describe in detail a specific character, event, or topic in the text.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. ask and answer clarifying questions (e.g., how, why, where, when, who, and what) concerning specific details in the text and refer explicitly to parts of a text to answer these questions
b. identify or infer the moral or lesson in well-known stories, fables, folktales, or myths
c. describe how major events in a story often lead from problem to solution
d. examine a specific incident in a story, narrative, or drama in depth and establish when, where, and why it occurs
e. describe characters based upon what they say and do

Informational Text

a. accurately restate the key information provided by the text
b. ask and answer clarifying questions (e.g., how, why, and what) concerning specific details in the text and refer explicitly to parts of a text to answer these questions
c. identify the main idea and supporting details and facts in a text
d. explain the topic of each paragraph in a multi-paragraph text
e. identify specific events in historical or scientific texts and discuss what happened, as well as where, when, and why it happened, according to facts taken from the text

Reading Foundations

Phonics and Word Recognition

1. Students know and apply grade-level phonics and word analysis skills in decoding words.

a. know the common spelling-sound correspondences for consonants (e.g., *wr-*, *sh*, *-ck*, *-ll*)
b. know vowel digraph and final-*e* conventions for representing long vowels
c. know spelling-sound correspondences for diphthongs and other common vowel teams (e.g., *loud*, *cow*, *look*, *loop*, *boy*, *boil*)
d. use knowledge of phonics and spelling conventions to decode regularly spelled one-syllable words (e.g., *sick*, *march*, *sight*, *slice*, *bake*, *spring*)

Observing craft and structure

Core Standards — Students can and do:

4. Explain the meanings of words and phrases as they are used in the text.
5. Gain familiarity with different ways of presenting stories and information in text.
6. Compare and contrast different versions of the same story or informational texts on the same subject.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. recognize sensory details and how they are used to describe events, feelings, and objects
b. describe the different ways poets use rhyme, rhythm, and sensory images to convey a topic or message
c. identify repetitions in phrases, refrains, or sounds in poems and songs
d. describe story elements, including characters, setting, the problem, and how it is resolved
e. discuss stories written by the same author about similar characters or compare different versions of similar well-known tales and myths from various cultures

Informational Text

a. locate key words, facts, or other details using features of texts (e.g., captions, headings, glossaries, indexes, electronic menus, and icons)
b. distinguish between writing that is based on real events and writing that is based on fantasy or fictional events
c. combine information from two different parts of a text and identify how they are related (e.g., chronology, causation)
d. after reading two passages on the same subject, combine the information to more fully describe a topic

Reading Foundations, continued

Developing Fluency

2. Students read with sufficient accuracy and fluency to support comprehension.

a. demonstrate increased accuracy, fluency, and expression on successive readings of a text
b. use context to confirm or self-correct word recognition and understanding, rereading as necessary
c. read alone or with a partner at least 20 minutes each day, in school or out

Integrating information and evaluating evidence

Core Standards — Students can and do:

7. Locate and use information from graphs, illustrations, and electronic sources.
8. Identify and understand words and phrases that indicate logical relationships.
9. Identify who is telling the story or providing information at any given point in the text.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. efficiently navigate stories in print and electronic text and explain how images and illustrations connect to and clarify the content
b. identify who is telling the story or who is speaking in a drama

Informational Text

a. use information from visual elements of print and electronic texts (e.g., graphs, maps, charts, illustrations, photographs, diagrams) and explain how they help a reader understand the text
b. identify words (e.g., *such as*, *because*, *therefore*, *in order to*, *since*) that logically connect ideas in sentences and paragraphs

Developing habits for reading complex text

Core Standards — Students can and do:

10. Develop the habit of reading independently and productively, sustaining concentration and stamina to read increasingly demanding text.

Writing and Research Standards

Writing to reflect audience, purpose, and task

Core Standards — Students can and do:

1. Write narratives, informative and explanatory texts, and opinions that communicate to a familiar, known audience.

Conducting research

Core Standards — Students can and do:

2. Gather information from experiences or provided text sources.

Revising writing

Core Standards — Students can and do:

3. With specific guidance, strengthen writing through revision.

Using tools and technology

Core Standards — Students can and do:

4. Gain familiarity with technology and other tools to produce, revise, and edit writing.

Standards — Students can and do (by key text type):[12]

Narratives

a. establish a situation in time and/or place that is appropriate for the sequence of events to follow
b. recount a single well-elaborated event or sequence of events, managing chronological sequence with temporal words, phrases, and clauses
c. tell what the narrator thought or felt
d. include dialogue if appropriate and specific details
e. provide closure through reaction, commentary, or summation

Informative and Explanatory Texts

a. produce a brief introduction
b. create an organizational structure that presents similar information together, frequently patterned after chapter book headings or picture books
c. use adequate and specific facts and definitions to develop points
d. use linking words, such as *also*, *another*, *and*, and *more*, to connect ideas within categories of information, and headers to signal groupings
e. include a concluding sentence or section

Arguments (opinions)

a. introduce the topic or book(s) directly
b. state opinion(s) relative to the topic
c. provide reasons for opinions and details to support them
d. create a list-like structure for organization
e. use words to link and organize opinions and reason(s) (e.g., *because*, *another*, *and*, *also*)
f. refer to the text(s) when writing about literature
g. close with a concluding statement or recommendation

Speaking and Listening Standards

Listening closely and participating productively

Core Standards — Students can and do:

1. Participate productively in small groups and as a class, engaging in a series of oral exchanges about texts and topics.

[12] See Appendix C for samples of student writing that illustrate through annotations the level of quality required to meet the writing standards.

2. Sustain concentration on information presented orally, visually, or multi-modally and confirm understanding by paraphrasing the information.

Standards — Students can and do (by key communication type):

Classroom discussions and participating productively

a. engage in conversations on familiar topics
b. paraphrase the key information or ideas of others presented orally or through other media
c. inquire about oral or visual presentations to deepen understanding or clarify comprehension
d. link additions to conversation to the previous remarks of others
e. participate productively by listening politely to the ideas of others, taking turns speaking, and extending their ideas in light of discussions

Exchanging information and speaking effectively

Core Standards — Students can and do:

3. Share experiences and ideas, thinking about the needs of their listeners.

4. Speak audibly and clearly at an understandable pace.

Standards — Students can and do (by key communication type):

Presentation of ideas and information

a. recount stories or experiences with descriptive details by answering who, what, where, when, how, and why questions about them
b. report on a topic, including appropriate facts and details
c. use appropriate tone to express ideas, feelings, and needs clearly
d. recite or read aloud poems, rhymes, songs, and stories, speaking clearly at an understandable pace

Language Development Standards

Conventions

In grade 2, students create sentences of expanding length and complexity, though their control over these sentences is likely to be imperfect. Their command of noun and verb formation extends to common irregular forms. Students capitalize correctly in most situations. Their use of punctuation has grown to include commas in greetings and closings of letters as well as apostrophes to form contractions and to signal possession. Their spelling is increasingly conventional, and they now consult references, such as beginning dictionaries, to aid them when needed.

Key Terms: apostrophe, contraction, regular and irregular nouns and verb, possessive

Grammar and usage

Core Standards — Students can and do:

1. Generate and expand sentences with embedded, dependent, or conjoined clauses (e.g., *After we came home from school, I fed the gerbil and my sister cleaned the cage*).

2. Form common irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*, *women*).

3. Form the past tense of common irregular verbs (e.g., *sat*, *hid*, *told*).

Mechanics

Core Standards — Students can and do:

4. Capitalize holidays, product names, geographic names, and important words in titles.
5. Use commas in greetings and closings of letters.
6. Use apostrophes to punctuate contractions and to form common possessives.
7. Use conventional spelling for high-frequency and other studied words.
8. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*; *paper* → *copper*).
9. Use spelling rules for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).
10. Consult reference materials, including beginning dictionaries, to check and correct spellings.

Vocabulary

In grade 2, students use a repertoire of strategies for dealing with unknown words. They can analyze the word itself, consider how it is used, consult reference materials, use the components of a compound word as clues to the word's meaning, or employ some combination of these strategies to determine or clarify word meanings. They figure out which meaning of a multiple-meaning word is most likely intended in a particular circumstance, and they differentiate among the connotations of related verbs and adjectives. They acquire new words through interactive language use, including informal talk, discussion, reading and responding to text as well as by being taught the words directly.

Determining the meaning of words

Core Standards — Students can and do:

1. Determine or clarify the meaning of an unknown word by using one or more of the following strategies:
   - identifying its base word when it has affixes (e.g., *happiness*, *finally*, *grimy*, *busily*)
   - determining how it is used in a sentence when reading, including whether it names or describes a thing or an action
   - consulting reference materials, including glossaries and beginning dictionaries, both print and digital
2. Determine the relevant meaning of multiple-meaning words by using context.
3. Explain the meaning of grade-appropriate compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

Understanding the nuances of words (denotations and connotations)

Core Standards — Students can and do:

4. Distinguish among related verbs (e.g., *toss*, *throw*, *hurl*) to gain a sense of their shadings of meaning.
5. Distinguish among related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*; *irritated*, *mad*, *angry*, *furious*) to gain a sense of their shadings of meaning.

Acquiring vocabulary

Core Standards — Students can and do:

6. Acquire and use new vocabulary taught directly and gained through reading and conversations.

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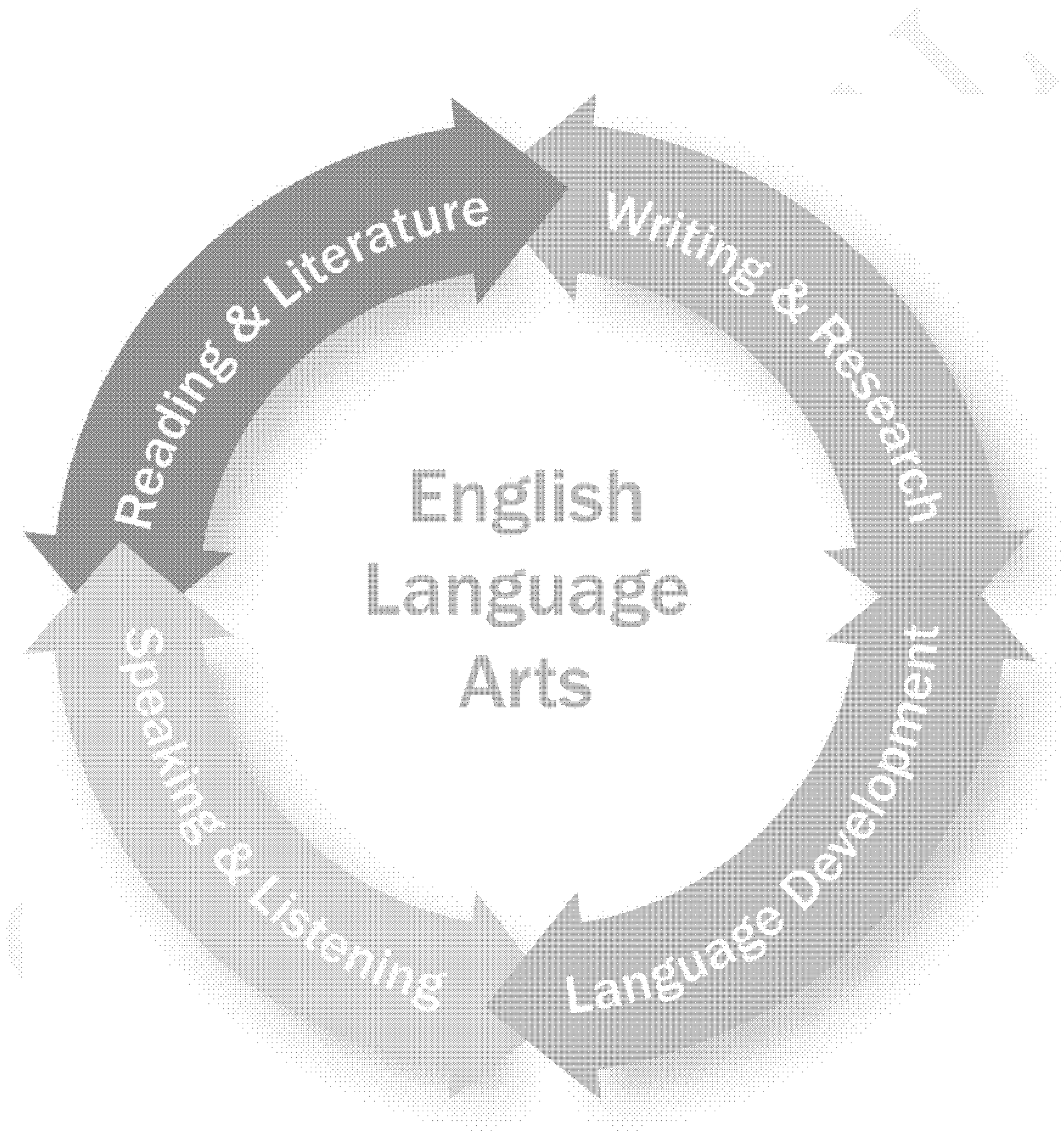
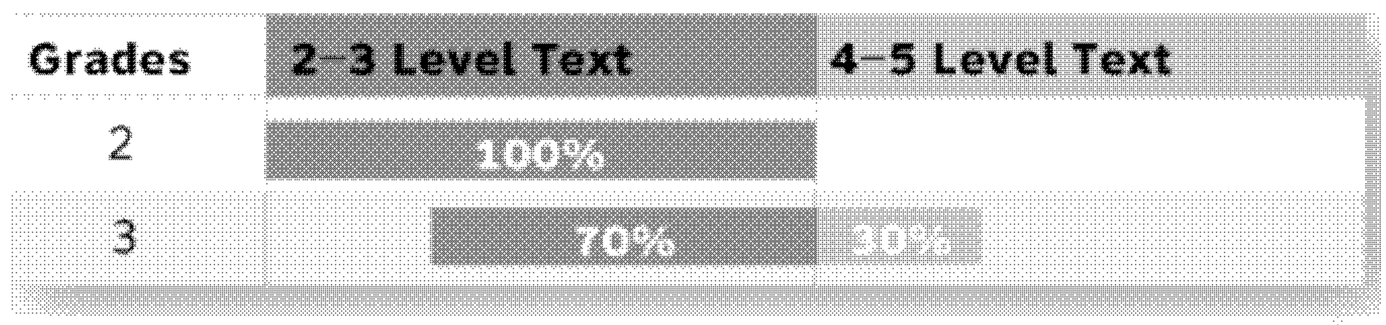
English Language Arts

Grade 3



Required Text Complexity by Grade

Proportion of Texts Within and Above Grade Band to be Read in Each Grade



While advancing through the grades, students must engage with texts of steadily increasing complexity.

- **In grade 3**, students focus on reading texts in the 2–3 grade band level text (70 percent) independently and are introduced to texts in the 4–5 grade band level as "stretch" texts (30 percent), which will likely require scaffolding.

Determining Text Complexity for Grades 2–3

Text complexity is determined by a mix of qualitative and quantitative measures of the text itself refined by teachers' professional judgment about the match of particular texts to particular students. The qualitative dimensions of text complexity are best understood as continua of increasing complexity rather than as representing discrete and easily defined stages. Most authentic texts will exhibit some but not all of the traits linked to a particular grade band; qualitatively assigning a text to a grade band is therefore a matter of "best fit," or determining which grade band's set of descriptors most accurately describes the text.

Qualitative Measures of Texts[13]	Quantitative Measures of Texts
• *Structure:* Explicit, simple, conventional; simple graphic representations are supplementary to meaning; texts are relatively short • *Purpose:* Single; explicitly stated • *Style and Language:* Familiar, accessible, plain; few literary devices; mostly clear, everyday language; limited use of Tier 2 and 3 words and figurative language • *Richness:* A few ideas/concepts; concrete; low information density • *Relationships:* A few connections; explicit • *Knowledge Demands:* Ability to handle simple themes and fantastical elements as well as draw upon common, everyday experiences; general background knowledge and familiarity with genre conventions required; some everyday and general content knowledge	A study is underway with Coh-Metrix, a nonprofit research organization, to identify roughly five to seven computer-measurable dimensions of text cohesion. These dimensions, paired with a Lexile score, will yield a robust quantitative assessment of text complexity that, along with both the qualitative dimensions and professional judgment, will round out the Core Standards model of complexity.
Professional Judgment that weighs students' prior knowledge and life experiences as well as their interests, motivations, and maturity level.	

[13] Adapted from ACT, Inc., (2005); Carnegie Council on Advancing Adolescent Literacy (2010); Chall, Bissex, Conrad, & Harris-Sharples (1996); and Hess and Biggam (2004)

Mix of Key Text Types for Grade 3

Narratives	Drama	Poetry	Informational Text
At this level, includes children's adventure stories, biographies, folktales, legends, fables, fantasy, realistic fiction, and myth.	*At this level, includes staged dialogue, scenes, and brief familiar scenes.*	*At this level, includes nursery rhymes, and the subgenres of narrative poems, limericks, and free verse.*	*At this level, includes books about science, history, and the arts and other nonfiction materials.*

Illustrative Texts for Narratives, Drama, and Poetry[14]

My Father's Dragon by Ruth Stiles Gannett, illustrated by Ruth Chrisman Gannett (1948)

Sarah, Plain and Tall by Patricia MacLachlan (1985)

The One-Eyed Giant (Book One of Tales from the Odyssey) by Mary Pope Osborne (2002)

"Knoxville, Tennessee" by Nikki Giovanni (1968)

"Eating While Reading" by Gary Soto (1995)

Read Alouds:

"How the Camel Got His Hump" in *Just So Stories* by Rudyard Kipling (1902)

Illustrative Informational Text

A Medieval Feast by Aliki (1983)

So You Want to Be President? by Judith St. George, illustrated by David Small (2000)

Bat Loves the Night by Nicola Davies, illustrated by Sarah Fox-Davies (2008)

Moonshot: The Flight of Apollo 11 by Brian Floca (2009)

[14] See Appendix B for other texts illustrative of Grades 2-3 text complexity.

Reading and Literature Standards

Grasping specific details and key ideas

Core Standards — Students can and do:

1. Retell what the text says explicitly and make inferences required to understand the text.
2. Identify lessons or topics of the text and the key details that support them.
3. Describe in detail a specific character, event, or topic in the text.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. ask and answer clarifying questions (e.g., how, why, where, when, who, and what) concerning specific details in the text and refer explicitly to parts of a text to answer these questions
b. identify or infer the moral or lesson in well-known stories, fables, folktales, or myths
c. describe how major events in a story often lead from problem to solution
d. examine a specific incident in a story, narrative, or drama in depth, and establish when, where, and why it occurs
e. describe characters based upon what they say and do

Informational Text

a. accurately restate key information provided by the text
b. ask and answer clarifying questions (e.g., how, why, and what) concerning specific details in the text and refer explicitly to parts of a text to answer these questions
c. identify the main idea and supporting details and facts in a text
d. explain the topic of each paragraph in a multi-paragraph text
e. identify specific events in historical or scientific texts and discuss what happened, as well as where, when, and why it happened, according to facts taken from the text

Reading Foundations

Phonics and Word Recognition

1. Students know and apply grade-level phonics and word analysis skills in decoding words.

a. identify and know the meaning of the most common prefixes and derivational suffixes (e.g., *un-*, *re-*, *mis-*, *-ful*, *-tion*, *-able)*
b. decode regularly spelled single-syllable and multi-syllable words (e.g., *vocabulary*, *refrigerator*, *terrible*, *frightening*)
c. read grade-appropriate irregularly spelled words by sight
d. use phonics and word analysis to identify visually new words when reading

Observing craft and structure

Core Standards — Students can and do:

4. Explain the meanings of words and phrases as they are used in the text.
5. Gain familiarity with different ways of presenting stories and information in text.
6. Compare and contrast different versions of the same story or informational texts on the same subject.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. recognize sensory details and how they are used to describe events, feelings, and objects
b. describe the different ways poets use rhyme, rhythm, and sensory images to convey a topic or message
c. identify repetitions in phrases, refrains, or sounds in poems and songs
d. describe story elements, including characters, setting, the problem, and how it is resolved
e. discuss stories written by the same author about similar characters or compare different versions of similar well-known tales and myths from various cultures

Informational Text

a. locate key words, facts, or other details using features of texts (e.g., captions, headings, glossaries, indexes, electronic menus, and icons)
b. distinguish between writing that is based on real events and writing that is based on fantasy or fictional events
c. combine information from two different parts of a text and identify how they are related (e.g., chronology, causation)
d. after reading two passages on the same subject, combine the information to more fully describe a topic

Integrating information and evaluating evidence

Core Standards — Students can and do:

7. Locate and use information from graphs, illustrations, and electronic sources.
8. Identify and understand words and phrases that indicate logical relationships.
9. Identify who is telling the story or providing information at any given point in the text.

Reading Foundations, continued

Developing Fluency

2. Students read with sufficient accuracy and fluency to support comprehension.

a. demonstrate increased accuracy, fluency, and expression on successive readings of a text
b. use context to confirm or self-correct word recognition and understanding, rereading as necessary
c. read at least 20 minutes each day, in school or out

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. efficiently navigate stories in print and electronic text and explain how images and illustrations connect to and clarify the content
b. identify who is telling the story or who is speaking in a drama

Informational Text

a. use information from visual elements of print and electronic texts (e.g., graphs, maps, charts, illustrations, photographs, diagrams) and explain how they help a reader understand the text
b. identify words (e.g., *such as*, *because*, *therefore*, *in order to*, *since*) that logically connect ideas in sentences and paragraphs

Developing habits for reading complex text

Core Standards — Students can and do:

10. Develop the habit of reading independently and productively, sustaining concentration and stamina to read increasingly demanding text.

Writing and Research Standards

Writing to reflect audience, purpose, and task

Core Standards — Students can and do:

1. Write narratives, informative and explanatory texts, and opinions that communicate to a familiar, known audience.

Conducting research

Core Standards — Students can and do:

2. Gather information from experiences or provided text sources.

Revising writing

Core Standards — Students can and do:

3. With specific guidance, strengthen writing through revision.

Using tools and technology

Core Standards — Students can and do:

4. Gain familiarity with technology and other tools to produce, revise, and edit writing.

Standards — Students can and do (by key text type):[15]

Narratives

a. set the time, indicate a location, introduce characters, or enter immediately into the story line to engage the reader
b. recount a single, well-elaborated event or a sequence of events that unfold naturally using temporal words, phrases, and clauses
c. tell what the narrator thought or felt
d. develop a focus, provide pacing, and include only relevant information
e. develop a character through the description of external behavior
f. provide descriptive details
g. employ dialogue and other narrative strategies
h. provide a satisfying conclusion that is reflective and/or that effectively ties up loose ends

Informative and Explanatory Texts

a. produce an introduction that names the topic and provides at least one general detail about it
b. create an organizational structure that presents similar information together, frequently patterned after chapter book headings or picture books
c. use adequate, relevant, and specific facts and definitions to develop points
d. logically categorize details and facts drawn from personal experience and other sources
e. use linking words, such as *also*, *another*, *and*, and *more*, to connect ideas within categories of information, and use headers to signal groupings
f. include only appropriate information
g. include a concluding sentence or section

Arguments (opinions)

a. introduce the topic or book(s) directly, and attempt to capture the reader's interest
b. state an opinion relative to the topic (e.g., *This is a good book* or *John is a good friend*)
c. provide facts and details to support the opinion
d. create a list-like organizing structure that provides reasons for the opinion
e. use appropriate words to link and organize opinions and reason(s) (e.g., *because*, *another*, *and*, *also*)
f. refer to the text(s) when writing about literature
g. provide a concluding statement, reflection, and/or recommendation

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[15] See Appendix C for samples of student writing that illustrate through annotations the level of quality required to meet the writing standards.

Speaking and Listening Standards

Listening critically and participating productively

Core Standards — Students can and do:

1. Participate productively in small groups and as a class, engaging in a series of oral exchanges about texts and topics.
2. Sustain concentration on information presented orally, visually, or multi-modally and confirm understanding by paraphrasing the information.

Standards — Students can and do (by key communication type):

Classroom discussions and participating productively

a. engage in conversations on familiar topics
b. paraphrase the key information or ideas of others presented orally or through other media
c. inquire about oral or visual presentations to deepen understanding or clarify comprehension
d. link additions to conversation to the previous remarks of others
e. participate productively by listening politely to the ideas of others, taking turns speaking, and extending their ideas in light of discussions

Exchanging information and speaking effectively

Core Standards — Students can and do:

3. Share experiences and ideas, thinking about the needs of their listeners.
4. Speak audibly and clearly at an understandable pace.

Standards — Students can and do (by key communication type):

Presentation of ideas and information

a. recount stories or experiences with descriptive details by answering who, what, where, when, how, and why questions about them
b. report on a topic, including appropriate facts and details
c. use appropriate tone to express ideas, feelings, and needs clearly
d. recite or read aloud poems, rhymes, songs, and stories, speaking clearly at an understandable pace

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Language Development Standards

Conventions

By grade 3, students have learned the foundations of written and spoken language, including letter, word, and sentence formation and crucial forms of punctuation. They ensure agreement between subject and verb and between pronoun and antecedent in simple situations. Students use quotation marks to indicate dialogue. They know most of the conventions of spelling and consult references to look up words when they still have difficulty. They use precise everyday language to describe and begin to consider the effects of word choice in writing and speaking.

Key Terms: subject-verb and pronoun-antecedent agreement, comma splice, fragment, run-on, quotation mark

Conventions of language and writing

Core Standards — Students can and do:

1. Group related ideas into a paragraph.

Grammar and usage

Core Standards — Students can and do:

2. Generate complete sentences, avoiding fragments, comma splices, and run-ons.*
3. Ensure subject-verb and pronoun-antecedent agreement.*

Mechanics

Core Standards — Students can and do:

4. Use quotation marks in dialogue.
5. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing regular words.
6. Consult reference materials, including dictionaries, to check and correct spellings.

Word choice and style

Core Standards — Students can and do:

7. Use precise everyday language.
8. Choose words for effect.*[16]

[16] Conventions standards noted with an asterisk (*) need to be revisited by students in subsequent grades. See Appendix A for a full listing.

Vocabulary

Key to students' vocabulary development is building rich and flexible word knowledge marked by multiple connections that link a word to similar words and to contexts and experiences that are related to that word—as compared to simply a definition. In grade 3, students use their repertoire of strategies to determine and clarify the meaning of unknown and multiple-meaning words. They know that words are sometimes used in nonliteral ways and can use that knowledge to help them understand common idioms. They learn and can paraphrase many common idioms and sayings. They recognize that words have nuances in meaning and rely on context and background knowledge to sort among related words that describe abstract concepts. They acquire new words through interactive language use, including informal talk, discussion, reading and responding to text as well as by being taught the words directly.

Determining the meaning of words

Core Standards — Students can and do:

1. Determine or clarify the meaning of an unknown word by using one or more of the following strategies:
   - using prefixes and suffixes when it is a multimorpheme word (e.g., *thoughtless*, *recycle*, *unforgettable*)
   - determining how it is used in a sentence when reading
   - consulting reference materials, including glossaries and dictionaries, both print and digital
2. Determine the meaning of multiple-meaning words by using context.
3. Distinguish between literal and nonliteral uses of language.
4. Paraphrase the meaning of common idioms and sayings.

Understanding the nuances of words (denotations and connotations)

Core Standards — Students can and do:

5. Distinguish among related words that describe states of mind, degrees of certainty, or other abstract concepts (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

Acquiring vocabulary

Core Standards — Students can and do:

6. Acquire and use new vocabulary taught directly and gained through reading and conversations.

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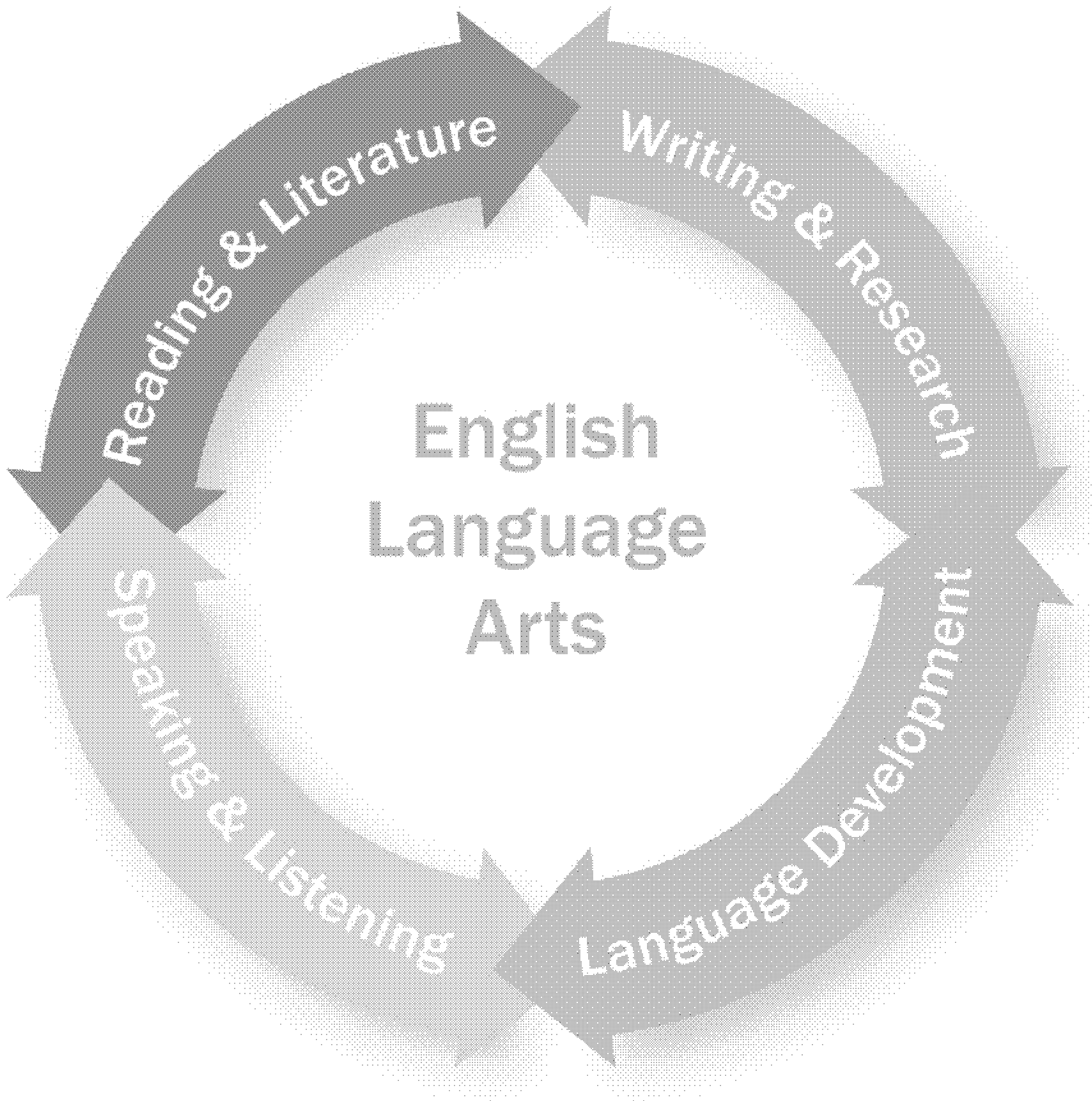
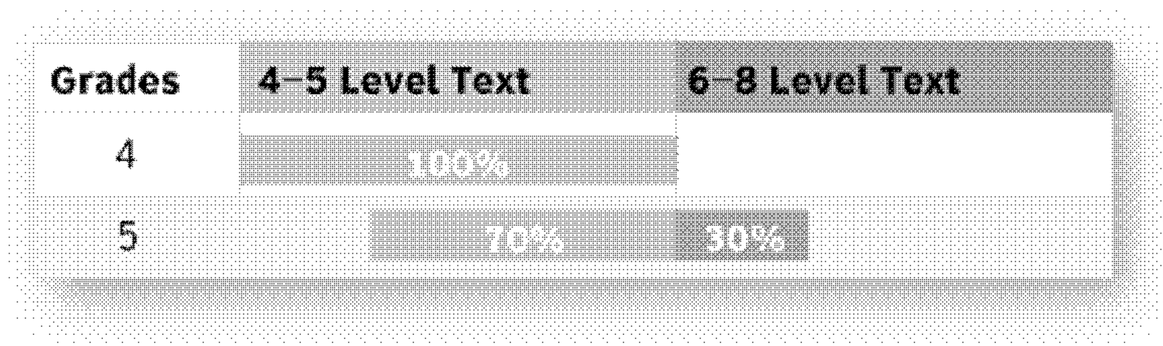
English Language Arts

Grades 4–5



Required Text Complexity by Grade

Proportion of Texts Within and Above Grade Band to be Read in Each Grade



While advancing through grades 4–5, students must engage with texts of steadily increasing complexity.

- **In grade** 4, students focus on reading texts in the 4–5 grade band level with scaffolding likely required for texts at the high end of the range.
- **In grade 5**, students focus on reading in the 4–5 grade band level (70 percent) independently and are introduced to texts in the 6–8 grade band level as "stretch" texts (30 percent), which will likely require scaffolding.

Determining Text Complexity for Grades 4–5[17]

Text complexity is determined by a mix of qualitative and quantitative measures of the text itself refined by teachers' professional judgment about the match of particular texts to particular students. The qualitative dimensions of text complexity are best understood as continua of increasing complexity rather than as representing discrete and easily defined stages. Most authentic texts will exhibit some but not all of the traits linked to a particular grade band; qualitatively assigning a text to a grade band is therefore a matter of "best fit," or determining which grade band's set of descriptors most accurately describes the text.

Qualitative Measures of Texts	Quantitative Measures of Texts
• *Structure:* Largely explicit and direct; graphic representations are supplementary to meaning; texts are of increasing length • *Purpose:* Single or twofold; clearly indicated • *Style and Language:* Moderately accessible; some literary devices; some everyday language; some use of Tier 2 and Tier 3 words and figurative language • *Richness:* Some ideas/concepts; mostly concrete; moderate information density • *Relationships:* Some connections; largely explicit • *Knowledge Demands:* Ability to handle fairly simple themes, consider a perspective somewhat different from one's own, and understand unfamiliar experiences; general background knowledge and familiarity with genre conventions required; some general and discipline-specific content knowledge	A study is underway with Coh-Metrix, a nonprofit research organization, to identify roughly five to seven computer-measurable dimensions of text cohesion. These dimensions, paired with a Lexile score, will yield a robust quantitative assessment of text complexity that, along with both the qualitative dimensions and professional judgment, will round out the Core Standards model of complexity.
Professional Judgment that weighs students' prior knowledge and life experiences as well as their interests, motivations, and maturity level.	

[17] Adapted from ACT, Inc., (2005); Carnegie Council on Advancing Adolescent Literacy (2010); Chall, Bissex, Conrad, & Harris-Sharples (1996); and Hess and Biggam (2004)

Mix of Key Text Types for Grades 4–5

Narratives	Drama	Poetry	Informational Text
At this level, includes children's adventure stories, biographies, folktales, legends, fables, fantasy, realistic fiction, and myth.	*At this level, includes staged dialogue and brief familiar scenes.*	*At this level, includes nursery rhymes, and the subgenres of narrative poems, limericks, and free verse.*	*At this level, includes books about science, history, and the arts and other nonfiction materials and digital media sources on a range of topics.*

Illustrative Texts for Narratives, Drama, and Poetry[18]	Illustrative Informational Texts
Alice in Wonderland by Lewis Carroll (1865)	*Discovering Mars* by Melvin Berger (1992)
The Little Prince by Antoine de Saint-Exupery (1943)	*Hurricanes: Earth's Mightiest Storms* by Patricia Lauber (1996)
Bud, Not Buddy by Christopher Paul Curtis (1999)	"Ancient Mound Builders" by E. Barrie Kavash from *Cobblestone* (2003)
"The Echoing Green" from *Songs of Innocence* by William Blake (1789)	*Volcanoes* by Seymour Simon (2006)
"Casey at the Bat" by Ernest Lawrence Thayer (1888)	"Kenya's Long Dry Season" by Nellie Gonzalez Cutler from *Time for Kids* (2009)
"Words Free As Confetti" by Pat Mora (1996)	"Seeing Eye to Eye" by Leslie Hall from *National Geographic Explorer* (2009)
Where the Mountain Meets the Moon by Grace Lin (2009)	

[18] See Appendix B for other texts illustrative of Grades 4-5 text complexity.

CCSS DRAFT

Reading and Literature Standards

Grasping specific details and key ideas

Core Standards — Students can and do:

1. Determine what the text says explicitly and make inferences required for understanding; explain how those inferences stem from the text.
2. Articulate the main ideas and themes of the text and provide a summary that captures the key supporting details.
3. Describe in detail two or more characters, events, or topics in the text and explain how they are related to one another.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. determine the theme of a story or drama, basing the understanding of theme on how characters adapt or change in response to the challenges posed in the plot
b. summarize accurately the significant events of a play or narrative in chronological order, describing where, when, why, and how specific actions take place
c. describe characters based on evidence from their thoughts, words, deeds, and interactions with others
d. describe the setting in detail, drawing on evidence of the time, place, and other cues
e. determine the theme of a poem, basing the understanding of theme on the key observations, images, or statements in a poem

Informational Text

a. outline the main and supporting ideas in the text and provide an accurate summary
b. identify the topic sentence and gist of each paragraph in a multi-paragraph text
c. describe related events in a history text or related topics in a science text and explain the relationships between the events or topics

Observing craft and structure

Core Standards — Students can and do:

4. Explain the meanings of words and phrases in the text, distinguishing literal and figurative uses.
5. Comprehend literature and information presented in a range of structures.
6. Compare and contrast texts written on the same topic or theme and explain how they are different and similar.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. describe the sensory details in texts and distinguish the use of literal versus figurative language
b. observe and explain how words with similar meanings can have different connotations
c. identify the meaning of figurative phrases and culturally significant characters found in mythology that are integral to understanding other works of literature and texts (e.g., *Herculean*, *Pandora's box*)
d. identify how narratives and plays are structured to describe the progress of characters through a series of events and challenges

e. identify rhymes and other repetitions of sounds that supply rhythm and pattern in poems and narrative prose
f. compare a narrative or a play with a presentation in another format, such as film, stage, or interactive text, and note what is surprising or different about the alternative version
g. compare works of literature on the same topic or with a similar theme

Informational Text

a. explain the meaning of key words and terms as they are used in the text
b. understand information drawn from a variety of texts with different structures, such as chronological, compare-and-contrast, or as a chain of causes and effects
c. identify and use text features (e.g., bold print, key words, topic sentences, hyperlinks, electronic menus, and icons) to locate information quickly and aid in comprehension
d. compare and contrast related accounts on the same or similar topics by different authors, by analyzing their content and perspectives

Integrating information and evaluating evidence

Core Standards — Students can and do:

7. Explain and use information presented graphically or visually in print, videos, or electronic texts.
8. Outline the information or evidence used to support an explanation or argument, determining which points support which key statements.
9. Determine the point of view or purpose that guides how events or ideas are described.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. identify the narrator of a story and explain how different stories are narrated from different perspectives
b. compare accounts of historical events and figures or natural phenomena with their depiction in a fictional work

Informational Text

a. explain how factual information presented graphically or visually (e.g., maps, charts, diagrams, timelines, animations, and other interactive visual elements) aids in the comprehension of print and electronic texts
b. explain how authors support their specific claims with evidence, including which evidence supports which claims
c. determine the author's purpose and how that is reflected in the description of the events and ideas

Developing habits for reading complex text

Core Standards — Students can and do:

10. Develop the habit of reading independently and productively, sustaining concentration and stamina to read increasingly demanding texts.

Writing and Research Standards

Writing to reflect audience, purpose, and task

Core Standards — Students can and do:

1. Write narratives, informative and explanatory texts, and arguments that demonstrate an awareness of audiences that are familiar and known to the student.

Conducting research

Core Standards — Students can and do:

2. Perform short, focused research tasks that build knowledge by exploring aspects of a single topic.
3. Gather information from experience, as well as print and digital resources.
4. Determine the accuracy and relevance of the information gathered to answer specific questions.
5. Restate information from source materials in one's own words, through summary or paraphrase.
6. Provide basic bibliographic information for print and digital sources.

Revising writing

Core Standards — Students can and do:

7. With guidance and support from peers and adults, strengthen writing through revision, editing, or beginning again to maintain a clear focus throughout.

Using tools and technology

Core Standards — Students can and do:

8. Use technology and other tools to produce, revise, and edit writing.

Developing proficiency in a range of writing

9. Create writing over extended timeframes (time for reflection and revision) and shorter timeframes (a single sitting or a day or two), responding to specific sources.

   Focus by grade level:

   Grade 4: Describing the content of literary or informational sources at the 4-5 grade band level of text complexity and content

   Grade 5: Comparing the contents of literary or informational sources at the 4-5 grade band level of complexity and content

Standards — Students can and do (by key text type):[19]

Narratives

a. orient the reader by establishing a situation, introducing characters, setting, and location, or by backfilling information after entering immediately into the storyline
b. create an organizing structure in which events are logically or causally sequenced
c. in producing a story, create a plot with an initiating event, complicating action, a climax, and a resolution
d. use a variety of temporal words, phrases, and clauses to signal sequence
e. use concrete and sensory details to develop narrative elements
f. develop the narrative using techniques such as dialogue, pacing, and reporting the narrator's thoughts
g. show both external behaviors and the internal responses of characters to events
h. provide closure and a realistic outcome of the narrative's events

Informative and Explanatory Texts

a. state the topic clearly and provide a general observation and focus
b. develop the subject using relevant facts, concrete details, quotations, or other information and examples
c. group related information logically in basic structures (paragraphs, sections) and provide headings or illustrations when useful
d. employ specialized vocabulary and a formal, objective style when appropriate
e. use appropriate links to join ideas
f. include only relevant appropriate information to demonstrate focus
g. provide a conclusion related to the information or explanation offered

Arguments (opinions)

a. introduce an opinion about a concrete issue or topic
b. support opinions with relevant reasons
c. support reasons with specific details
d. link the reasons together using words, phrases, and clauses (e.g., *because*, *since*)
e. adopt a relatively formal style for sharing and defending an opinion when appropriate to the discipline or context
f. provide a concluding statement or section that offers reflections, restatement, or recommendations consistent with the opinion presented

Speaking and Listening Standards

Listening closely and participating productively

Core Standards — Students can and do:

1. Participate productively one on one, in small groups, and as a whole class, joining in discussions and making relevant points about what they have read, heard, or written.
2. Sustain concentration on information presented orally, visually, or multi-modally and confirm understanding by summarizing the main ideas and supporting details.

Standards — Students can and do (by key communication type):

[19] See Appendix C for samples of student writing that illustrate through annotations the level of quality required to meet the writing standards.

Classroom discussions and collaboration

a. come to discussions having read required material and, in conversation, build upon background knowledge from that material and other information known about the topic
b. demonstrate understanding of the content and ideas presented or discussed by distilling them into an accurate summary
c. ask questions to clarify or follow up on ideas or information presented orally or through other media
d. respond to questions and make comments that contribute to the topic and ideas of previous speakers
e. explain information presented graphically or visually in conjunction with other information presented orally
f. engage productively and respectfully with others during discussions, including listening actively, gaining the floor respectfully, and qualifying or justifying what they think after listening to others' questions or accounts

Exchanging information and speaking effectively

Core Standards — Students can and do:

3. Share experiences, opinions or other information, choosing material that is relevant to the topic and to the listeners.

4. Speak audibly and clearly at an appropriate and understandable pace, using formal English when indicated or appropriate (e.g., presenting ideas versus class discussion).

Standards — Students can and do (by key communication type):

Presentation of ideas and information

a. speak coherently about events, topics, or texts that focus and organize ideas in a logical sequence and include facts, details, or other information that support the main ideas
b. use appropriate volume, phrasing, and pace for clarity
c. read aloud prose and poetry, with appropriate emotion and fidelity to the text

Language Development Standards

Conventions

In grades 4–5, students heighten their ability to situate and describe using language that is increasingly precise and vivid. They form and use verbs of various tenses to locate people, actions, and events in time, and they correctly use adjectives and adverbs to modify. Students begin to gain control of frequently confused words (e.g., *effect*, *affect*) and edit writing to remove language that is not idiomatic. Their mastery of capitalization is complete. They use punctuation to separate items in a series and a comma to distinguish an introductory element from the main part of the sentence. Students mark titles in conventional ways. They understand how to quote and use quotation marks. Their spelling is conventional. Their language is increasingly topic specific, precise, and varied, and they manipulate sentence structure for effect.

Key Terms: adjective; adverb; interjection; preposition; simple, progressive, and perfect tense

Conventions of language and writing

Core Standards — Students can and do:

1. Maintain the focus of a paragraph on a topic through structural elements such as main ideas, supporting sentences, and transitions.

Grammar and usage

Core Standards — Students can and do:

2. Form and use the simple (e.g., *I walked*, *I walk*, *I will walk*), progressive (e.g., *I was walking*, *I am walking*, *I will be walking*) and the perfect (e.g., *I had walked*, *I have walked*, *I will have walked*) verb tenses.
3. Recognize and correct inappropriate shifts in verb tense.*
4. Form and choose between adjectives and adverbs (including comparative and superlative forms), placing them appropriately within the sentence.*
5. Correctly use frequently confused words.*
6. Use idiomatic language.*

Mechanics

Core Standards — Students can and do:

7. Capitalize the first word in quotations as appropriate and other important words, such as section headers.
8. Use punctuation to separate items in a series.*
9. Use a comma to separate an introductory element from the rest of the sentence.
10. Use underlining, quotation marks, or italics to indicate titles of works.
11. Use quotation marks to mark direct speech and quotations from a text.
12. Spell grade-appropriate words correctly, consulting references as needed.*

Word choice and style

Core Standards — Students can and do:

13. Use specialized, topic-specific language to convey ideas precisely.*
14. Use figurative language to create images or make comparisons and connections between people, objects, or ideas.*
15. Use punctuation for effect.*
16. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*[20]

Focus by Grade-Level

Grade 4: Distinguish one idea or thing from another (Conventions Standards #'s1-3, #8, #9, #11)
Grade 5: Word choice (Conventions Standards #'s 4-6, #13, #14)

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[20] Conventions standards noted with an asterisk (*) need to be revisited by students in subsequent grades. See Appendix A for a complete listing.

Vocabulary

Key to students' vocabulary development is building rich and flexible word knowledge marked by multiple connections that link a word to similar words and to contexts and experiences that are related to that word—as compared to simply a definition. In grades 4–5, students are capable of selecting among a wide range of strategies—analyzing the word itself, using localized context clues (particularly at the sentence level), and consulting reference materials—to determine and clarify the meaning of unknown and multiple-meaning words. They develop the habit of verifying their inferences of word meanings. They are able to interpret simple figurative language found in what they read. They learn and can paraphrase many common idioms, proverbs, and adages. They make distinctions among words based on connotation. They acquire new words through interactive language use, including informal talk, discussion, reading and responding to text as well as by being taught the words directly. This includes a focus on "Tier 2" words and phrases (those that commonly appear in writing but not in spoken language), "Tier 3" words and phrases (those that are specific and important to particular disciplines).[21]

Determining the meaning of words

Core Standards — Students can and do:

1. Determine or clarify the meaning of an unknown word by using one or more of the following strategies:
   - analyzing the word's sounds, spelling, and meaningful word parts
   - using semantic clues in sentences, such as definitions, examples, or restatements included within the text
   - using syntactic clues, such as using its position within the sentence as a guide to whether it represents a thing or an action
   - consulting reference materials, including glossaries, dictionaries, and thesauruses, both print and digital
2. Determine the relevant meaning of multiple-meaning words by using context.
3. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or by looking up the word in a dictionary).
4. Interpret figurative language, including simple similes and metaphors.
5. Paraphrase the meaning of common idioms, adages, and proverbs.

Understanding the nuances of words (denotations and connotations)

Core Standards — Students can and do:

6. Distinguish a word from other words with similar but not identical meanings (synonyms).

Acquiring vocabulary

Core Standards — Students can and do:

7. Acquire and use a grade-appropriate vocabulary of Tier 2[22] words taught directly and gained through reading.
8. Acquire and use a grade-appropriate vocabulary of Tier 3 words taught directly and gained through reading.
9. Know and use words and phrases that signal contrast, addition, or other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

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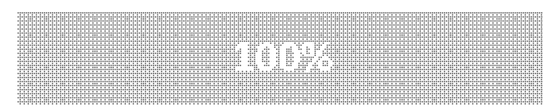
[21] Beck I. L., McKeown, M.G. & Kucan, L. (2002). *Brining Words to Life; Robust Vocabulary Instruction*, New York; Guilford Press

Grade 4 English Language Arts: Focus for Instruction

Reading and Literature

In grade 4, students apply the reading standards to the following types of text: narratives, drama, poetry, and informational text. Students focus on learning to read text at the 4-5 grade band level independently, with scaffolding likely required for texts at the high end of the range.

- Reading standards applied to different text types
- Mix of text types: Narratives, Drama, Poetry, Informational Text
- **Text Complexity focus:** 100% text at the 4-5 grade band level



Writing and Research

In grade 4, students apply the standards in writing to the following types of text: Narrative, Informative/Explanatory, and Argument. Students perform research, including short focused research tasks. They also write over various time frames in response to specific sources.

- Writing standards applied to different text types: Narrative, Informative/Explanatory, Argument
- Research, including short focused research tasks
- **Grade-specific focus:** Students create writing over extended and shorter timeframes, responding to specific sources by describing the contents of literary or informational sources at the 4-5 grade band level of complexity and content

Speaking and Listening

In grade 4, students apply the core speaking and listening standards in different contexts.

- Speaking and listening standards applied in different contexts: classroom discussion and collaboration as well as in presentation of ideas and information

Language Development

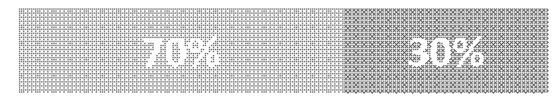
In grade 4, students apply the language development standards by applying the core vocabulary standards to determine word meaning, understand word nuances, and acquire vocabulary and to produce writing and speaking that observes appropriate conventions.

- Vocabulary standards applied to reading, writing, speaking and listening
- **Grade-specific conventions focus:** Distinguish one idea or thing from another:
  - Maintain the focus of a paragraph on a topic… (Conventions Standard #1)
  - Form and use the simple, progressive and perfect verb tenses … (Conventions Standard #2)
  - Recognize and correct inappropriate shifts in verb tense. (Conventions Standard #3)
  - Use punctuation to separate items in a series … (Conventions Standard #8)
  - Use a comma to separate an introductory element … (Conventions Standard #9)
  - Use quotation marks to mark direct speech and quotations … (Conventions Standard #11)

Grade 5 English Language Arts: Focus for Instruction

Reading and Literature

In grade 5, students apply the reading standards to the following types of text: narratives, drama, poetry, and informational text. Students focus on learning to read text at the 4-5 grade band level independently and are introduced to 6-8 grade band "stretch" texts, which will likely require scaffolding.



- Reading standards applied to different text types
- Mix of text types: Narratives, Drama, Poetry, Informational Text
- **Text Complexity focus:** 70% text at the 4-5 grade band level, 30% text at the 6-8 grade band level

Writing and Research

In grade 5, students apply the standards in writing to the following types of text: Narrative, Informative/Explanatory, and Argument. Students perform research, including short focused research tasks. There also write over various time frames in response to specific sources.

- Writing standards applied to different text types: Narrative, Informative/Explanatory, Argument
- Research, including short focused research tasks
- **Grade-specific focus:** Students create writing over extended and shorter timeframes, responding to specific sources by comparing the contents of literary or informational sources at the 4-5 grade band level of complexity and content.

Speaking and Listening

In grade 5, students apply the speaking and listening standards in different contexts.

- Speaking and listening Standards applied in different contexts: classroom discussion and collaboration as well as in presentation of ideas and information.

Language Development

In grade 5, students apply the language development standards by applying the core vocabulary standards to determine word meaning, understand word nuances, and acquire vocabulary and to produce writing and speaking that observes appropriate conventions,

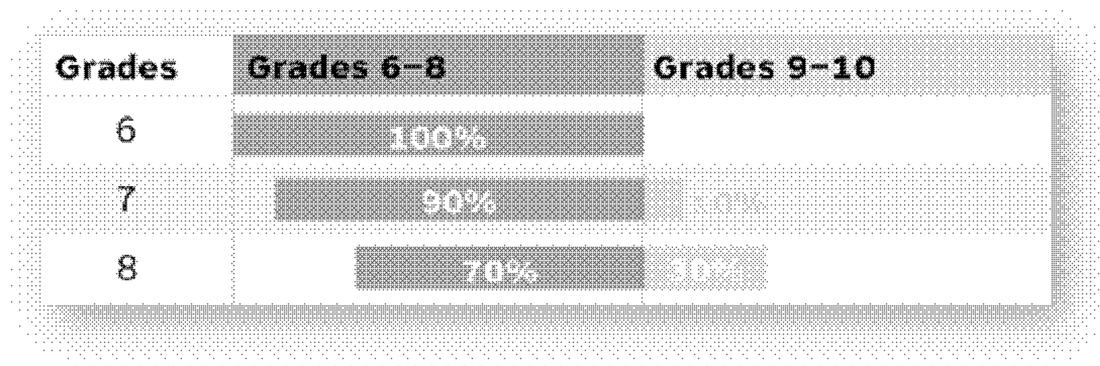
- Vocabulary standards applied to both reading, writing, speaking and listening
- **Grade-specific conventions focus:** Word choice
  - Form and choose between adjectives and adverbs. (Conventions Standard #4)
  - Correctly use frequently confused words. (Conventions Standard #5)
  - Use idiomatic language. (Conventions Standard #6)
  - Use specialized, topic specific language to convey ideas precisely. (Conventions Standard #13)
  - Use figurative language to create images … (Conventions Standard #14)

English Language Arts

Grades 6–8

Required Text Complexity by Grade

Proportion of Texts Within and Above Grade Band to be Read in Each Grade



While advancing through grades 6–8, students must engage with texts of steadily increasing complexity.

- **In grade 6**, students focus on reading texts in the 6–8 grade band level with scaffolding likely required for texts at the high end of the range.
- **In grade 7**, students focus on reading texts in the 6–8 grade band level (90 percent) independently and are introduced to texts in the 9–10 grade band level as "stretch" texts (10 percent), which will likely require scaffolding.
- **In grade 8**, students focus on reading texts in the 6–8 grade band level (70 percent) independently as well as sustained practice with texts in the 9–10 grade band level as "stretch" texts (30 percent), which will likely require scaffolding.

Determining Text Complexity for Grades 6–8[23]

Text complexity is determined by a mix of qualitative and quantitative measures of the text itself refined by teachers' professional judgment about the match of particular texts to particular students. The qualitative dimensions of text complexity are best understood as continua of increasing complexity rather than as representing discrete and easily defined stages. Most authentic texts will exhibit some but not all of the traits linked to a particular grade band; qualitatively assigning a text to a grade band is therefore a matter of "best fit," or determining which grade band's set of descriptors most accurately describes the text.

Qualitative Measures of Texts	Quantitative Measures of Texts
• *Structure:* Largely implicit and subtle; graphic representations are essential to meaning; texts are of increasing length • *Purpose:* Single or multiple; subtly stated • *Style and Language:* Moderately demanding; several literary devices; consistent use of Tier 2 and 3 words and figurative language • *Richness:* Several ideas/concepts; mostly abstract; moderate information density • *Relationships:* Several connections; largely implicit • *Knowledge Demands:* Ability to handle fairly challenging themes, consider multiple perspectives, and understand unfamiliar experiences; cultural and historical knowledge useful for understanding characters, settings, and allusions; some discipline-specific content knowledge	A study is underway with Coh-Metrix, a nonprofit research organization, to identify roughly five to seven computer-measurable dimensions of text cohesion. These dimensions, paired with a Lexile score, will yield a robust quantitative assessment of text complexity that, along with both the qualitative dimensions and professional judgment, will round out the Core Standards model of complexity.
Professional Judgment that weighs students' prior knowledge and life experiences as well as their interests, motivations, and maturity level.	

[23] Adapted from ACT, Inc., (2005); Carnegie Council on Advancing Adolescent Literacy (2010); Chall, Bissex, Conrad, & Harris-Sharples (1996); and Hess and Biggam (2004)

Mix of Key Text Types for Grades 6–8

Narratives	Drama	Poetry	Informational Text
At this level, includes the subgenres of adventure stories, biographies, memoirs, historical fiction, mysteries, folktales, legends, fables, tall tales, myths, fantasy, science fiction, realistic fiction, and graphic novels.	*At this level, includes one-act and multi-act plays both as text and film.*	*At this level, includes the subgenres of narrative poems, lyrical poems, free verse, odes, ballads, and epics.*	*At this level, includes such subgenres as exposition and argument in the form of essays, opinion pieces, speeches, opinion pieces as well as other documents and digital media sources on a range of topics.*

Illustrative Texts for Narratives, Drama, and Poetry[24]	Illustrative Informational Texts
Little Women by Louisa May Alcott (1869) *The Adventures of Tom Sawyer* by Mark Twain (1876) *A Wrinkle in Time* by Madeline L'Engle (1962) *The Dark Is Rising* by Susan Cooper (1973) *Black Ships before Troy: The Story of the Iliad* by Rosemary Sutcliff (1993) *A Midsummer Night's Dream* by William Shakespeare (1596) "Oh Captain, My Captain" by Walt Whitman (1865) "Stopping by a Wood on a Snowy Evening" by Robert Frost (1923) "I, Too" by Langston Hughes (1925)	*Preamble and First Amendment to the United States Constitution* by United States (1787, 1791) ** *Narrative of the Life of Frederick Douglass an American Slave* by Frederick Douglass (1845) "Gettysburg Address"** by Abraham Lincoln (1863) "Blood, Toil, Tears and Sweat" by Winston Churchill (1940) *Travels with Charley: In Search of America* by John Steinbeck (1962) *I Know Why the Caged Bird Sings* by Maya Angelou (1969)

*****Seminal historical texts that all students are expected to read***

[24] See Appendix B for other texts illustrative of Grades 6-8 text complexity.

Reading and Literature Standards

Grasping specific details and key ideas

Core Standards — Students can and do:

1. Read the text closely to determine what the text says explicitly and to make logical inferences from it; cite text evidence to support understanding in discussion and in writing.
2. Articulate the text's main ideas and themes and provide a summary that captures the key supporting details, without taking a position or expressing an opinion.
3. Explain in detail how events, ideas, and characters unfold in the text and interact with one another.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. infer themes when they are not explicitly stated and provide evidence on which those inferences are based
b. analyze the development of the narrative, describing how particular incidents advance or foreshadow the plot
c. recognize how the setting unfolds over the course of the text and describe its significance to the work
d. build on an author's explicit descriptions and other evidence to draw reasonable conclusions about characters and how they interact, change, and influence the central events
e. describe how a play unfolds and how particular lines of dialogue propel the action, reveal aspects of a character, or provoke a decision
f. analyze how patterns of imagery in a poem contribute to its overall theme or meaning

Informational Text

a. summarize a text without expressing a personal opinion by drawing on the author's specific description of events or information
b. determine how key ideas or concepts build on one another to reveal an overarching theme or idea

Observing craft and structure

Core Standards — Students can and do:

4. Interpret the meanings of words and phrases, including connotative and figurative meanings, and explain how specific word choices shape the meaning of the text.
5. Explain the text's structure, including how specific sentences, paragraphs, and larger portions build on each other and contribute to the whole of the text.
6. Compare and contrast how two or more texts written on similar topics or themes differ in their focus and key details.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. analyze how the author's choice of specific words or details contributes to the understanding of events and characters or to the tone of a narrative
b. trace the specific comparisons made by similes, metaphors, and analogies and explain how they contribute to the meaning of the text
c. compare similar ideas and themes as well as character types in myths, folktales, and legends from different cultures

d. analyze the impact of line breaks and stanzas on the meaning of a poem and acts, scenes, and stage directions on the meaning of a drama
e. compare the events, characters, ideas, and themes in texts written by the same author or on similar topics or themes

Informational Text

a. interpret the connotative meaning of closely related words and phrases as they are used in the text (e.g., *angry* versus *irate*)
b. describe how an author organizes the explanation or argument, as well as the ways in which the text's structure, language, and examples support its purpose
c. examine the structure of a Web site or other electronic text and describe how it organizes information and links to additional sources

Integrating information and evaluating evidence

Core Standards — Students can and do:

7. Interpret information presented graphically or visually in print, videos, or electronic texts and explain how this information clarifies and contributes to the text.
8. Analyze the structure and content of an argument, including its main claims or conclusions, supporting premises, and evidence.
9. Determine the point of view or purpose represented in the text, assessing how it shapes the content.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. compare the points of view from which different novels and poems are told, as well as the viewpoints of different characters in a drama
b. compare the fictional portrayal of a time, place, or character to historical sources from the period to determine which historical details have been emphasized, deleted, or changed in the fictional portrayal

Informational Text

a. interpret factual and quantitative data presented in diverse formats (including maps, charts, and diagrams as well as electronic media) and explain how this information clarifies or contributes to the text
b. distinguish between fact, opinion, and reasoned judgment presented in essays, speeches, and critiques
c. evaluate the strength of an argument's premises and specific claims as well as the degree to which each is supported by evidence
d. compare and contrast the viewpoints and use of evidence of two different authors writing about the same topic

Developing habits for reading complex text

Core Standards — Students can and do:

10. Develop the habit of reading independently and productively, sustaining concentration and stamina to read increasingly demanding texts.

Writing and Research Standards

Writing to reflect audience, purpose, and task

Core Standards — Students can and do:

1. Write narratives, informative and explanatory texts, and arguments that match purpose to task and address familiar as well as somewhat distant audiences (e.g., mayor, readers of school or neighborhood newspaper).

Conducting research

Core Standards — Students can and do:

2. Perform short, focused research projects that demonstrate understanding of the material under investigation and generate additional related questions for research.
3. Gather information independently using a variety of relevant print and digital resources.
4. Assess the credibility, reliability, consistency, and accuracy of the information and sources gathered.
5. Represent and cite accurately the data, conclusions, and opinions of others, quoting and paraphrasing them into one's own work while avoiding plagiarism.
6. Provide full bibliographic information for print and digital sources in a standard format and document quotations, paraphrases, and other information.

Revising writing

Core Standards — Students can and do:

7. With some guidance and support from peers and adults, strengthen writing through revising, editing, or beginning again to ensure logical organization, precision of word choice, and coherence.

Using tools and technology

Core Standards — Students can and do:

8. Use technology and other tools to produce, revise, and distribute writing, as well as interact online with others about writing, including responding to and providing feedback

Developing proficiency in a range of writing

9. Create writing over extended timeframes (time for reflection and revision) and shorter timeframes (a single sitting or a day or two), responding to specific sources.

   Focus by grade level:

   Grade 6: Conveying the main ideas and key details of literary or informational sources at the 6-8 grade band level of text complexity and content
   Grade 7: Analyzing the contents of literary or informational sources at the 6-8 grade band level of complexity and content
   Grade 8: Comparing or evaluating the contents of literary or informational sources at the 6-8 grade band level of complexity and content

Standards — Students can and do (by key text type):[25]

Narratives

a. orient the reader by establishing a situation, introducing characters, setting, and location, or by backfilling information after entering immediately into the storyline
b. create an organizing structure in which events are logically or causally sequenced
c. in producing a story, create a plot with well-structured episodes (e.g., initiating event, complicating action, resolution)
d. use a variety of temporal words, phrases, and clauses to convey sequence, to shift from one time frame to another, and to show the relationships among events
e. use relevant, specific details and literary devices, such as imagery and metaphor, purposefully to develop setting, plot, and character
f. use techniques such as pacing, dialogue, or foreshadowing to highlight the significance of events or create particular effects (e.g., tension or suspense)
g. show internal mental processes to develop complex characters and convey their needs, motives, and emotional responses
h. provide an engaging conclusion, such as a surprise ending, a reflection, or a conclusion that returns to the beginning

Informative and Explanatory Texts

a. establish the topic in an introduction that provides a sense of what's to follow
b. develop the subject through relevant and specific facts, concrete details, quotations, or other information and examples
c. organize specific information under broader concepts or categories and provide headings, figures, tables, or diagrams when useful
d. use factual, precise language and maintain a formal, objective style when appropriate
e. use strategies appropriate to informational and explanatory texts such as defining, classifying, comparing/contrasting, and cause/effect
f. use appropriate links to join ideas and create cohesion
g. provide only accurate and relevant information
h. provide a conclusion that follows logically from the information or explanation presented

Arguments

a. introduce a claim about a topic or concept
b. support claims with logical reasons
c. support reasons with detailed and relevant evidence

[25] See Appendix C for samples of student writing that illustrate through annotations the level of quality required to meet the writing standards.

d. signal the relationship between reasons, or between reasons and evidence, using words, phrases, and clauses (e.g., *another reason, such as, therefore, in addition*)
e. sustain an objective style and tone appropriate for making a case when appropriate to the discipline or context
f. include only relevant information and evidence in support of claims
g. provide a concluding statement or section that offers reflections, a restatement, or recommendations that follow from the argument

Speaking and Listening Standards

Listening closely and participating productively

Core Standards — Students can and do:

1. Participate productively one on one, in small groups, and as a whole class, joining in discussions and remaining flexible and adaptable as participants.
2. Sustain concentration on information presented orally, visually, or multi-modally and confirm understanding by drawing well-supported inferences about the purpose and meaning of the information.

Standards — Students can and do (by key communication type):

Classroom discussions and collaboration

a. come to discussions having completed reading or other preparation in advance and draw on that material explicitly in discussions
b. determine a speaker's attitude or point of view toward a topic presented orally or through other media
c. ask questions to check understanding to clarify the main ideas and the supporting evidence of material presented orally or through other media
d. advance a discussion by answering questions precisely and sharing specific factual knowledge and observations supported by credible evidence
e. interpret information presented in visual and digital formats and explain how this data clarifies and contributes to a discussion or information presented orally
f. support productive teamwork by setting clear goals and deadlines, monitoring progress and participation of each team member, and taking different views into account and modifying own views when indicated in light of what others say

Exchanging information and speaking effectively

Core Standards — Students can and do:

3. Share experiences, opinions, and other information, gaining and maintaining the interest and response of listeners.
4. Use appropriate tone and phrasing for emphasis, demonstrating a growing command of formal English when indicated or appropriate (e.g., presenting ideas versus class discussion).

Standards — Students can and do (by key communication type):

Presentation of ideas and information

a. organize and present information about situations, topics, or texts that emphasize salient points and clarify and support claims and findings with pertinent and specific descriptions, facts, and examples in ways that are accessible and verifiable to listeners
b. use gesture, tone, phrasing, and pace for emphasis
c. incorporate visual displays and electronic media when helpful and in a manner that strengthens the presentation
d. perform dramatic readings of various prose and poetry speaking with clarity, fidelity, and responsiveness to the text, noting changes in the situation, mood, or tone of text

Language Development Standards

Conventions

In grades 6–8, students develop a firm command of sentence structure. They are able to form sentences of varying structures, place phrases and clauses properly within a sentence, and use a variety of coordinating and subordinating conjunctions to express relationships between sentence parts. Students have also mastered pronoun use, ensuring proper case, number, and person and avoiding vagueness. They understand and use verb voice and mood, and identify and correct inappropriate shifts in pronouns and verbs. Students set off nonrestrictive or parenthetical elements from the rest of the sentence with proper punctuation and use a comma before a coordinating conjunction in a compound sentence. They vary sentence patterns for effect and edit writing for redundancy and wordiness.

Key Terms: conjunction; dash; nonrestrictive/parenthetical element; indicative, imperative, interrogative, conditional, and subjunctive mood; parentheses; phrase and clause; pronoun case, number, and person; simple, compound, complex, and compound-complex sentence; active and passive voice

Grammar and usage

Core Standards — Students can and do:

1. Form compound, complex, and compound-complex sentences.
2. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.*
3. Ensure that pronouns are in the proper case (subjective, objective, possessive).
4. Recognize and correct inappropriate shifts in pronoun number and person.*
5. Recognize and correct vague pronouns with unclear or ambiguous antecedents.*
6. Form and use verbs in the active and passive voice.
7. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
8. Avoid inappropriate shifts in verb voice and mood.*

Mechanics

Core Standards — Students can and do:

9. Use punctuation to set off nonrestrictive/parenthetical elements with commas, parentheses, or dashes.*
10. Use a comma before a coordinating conjunction in a compound sentence.

Word choice and style

Core Standards — Students can and do:

11. Use verbs in the active and passive voice and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
12. Vary sentence patterns for meaning, reader/listener interest, and style.*
13. Choose words and phrases to express ideas precisely and concisely, avoiding wordiness and redundancy.*[26]

Grade-Level Focus
Focus by Grade-Level
Grade 6: Pronouns (Conventions Standards #s 3-5)
Grade 7: Sentence structure (Conventions Standards #1, #2, #12)
Grade 8: Verb voice and mood (Conventions Standards #s 6-8, #11)

Vocabulary

Key to students' vocabulary development is building rich and flexible word knowledge marked by multiple connections that link a word to similar words and to contexts and experiences that are related to that word—as compared to simply a definition. In grades 6–8, students continue to make use of a range of strategies to determine and clarify the meaning of unknown and multiple-meaning words. This repertoire now includes considering the word's use in a broader context that includes the content of the paragraph in which the word appears and the overarching structure of the text. They habitually verify their inferences of word meanings. They interpret a variety of figurative language found in what they read. They make distinctions among words based on connotation. They acquire new words through interactive language use, including informal talk, discussion, reading and responding to text as well as by being taught the words directly. This includes a continuing focus on "Tier 2" words and phrases (those that commonly appear in writing but not in spoken language), "Tier 3" words and phrases (those that are specific and important to particular disciplines).

Determining the meaning of words

Core Standards — Students can and do:

1. Determine or clarify the meaning of an unknown word by using one or more of the following strategies:
   - using knowledge of roots, prefixes, and suffixes
   - using semantic clues, such as sentence and paragraph context as well as the organizational structure of the text (e.g., cause and effect, comparison and contrast)
   - using syntactic clues, such as using its position within the sentence as a guide to whether it is a subject, verb, or object
   - consulting reference materials, including glossaries, dictionaries, and thesauruses, both print and digital
2. Determine the relevant meaning of multiple-meaning words by using context.
3. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or by looking up the word in a dictionary).
4. Interpret figurative language, including metaphors, similes, and idioms.

[26] Conventions standards noted with an asterisk (*) need to be revisited by students in subsequent grades. See Appendix A for a complete listing.

Understanding the nuances of words (denotations and connotations)

Core Standards — Students can and do:

5. Distinguish a word from other words with similar but not identical meanings (synonyms).

Acquiring vocabulary

Core Standards — Students can and do:

6. Acquire and use a grade-appropriate vocabulary of Tier 2 words taught directly and gained through reading.
7. Acquire and use a grade-appropriate vocabulary of Tier 3 words taught directly and gained through reading.

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Grade 6 English Language Arts: Focus for Instruction

Reading and Literature

In grade 6, students apply the reading standards to the following types of text: narratives, drama, poetry, and informational text. Students focus on learning to read text at the 6-8 grade band level independently, with scaffolding likely required for texts at the high end of the range.

- Reading standards applied to different text types
- Mix of text types: Narratives, Drama, Poetry, Informational Text
- **Text Complexity focus:** 100% text at the 6-8 grade band level

100%

Writing and Research

In grade 6, students apply the writing standards to the following types of text: Narrative, Informative/Explanatory, and Argument. Students perform research, including short focused research tasks. They also write over various time frames in response to specific sources.

- Writing standards applied to different text types: Narrative, Informative/Explanatory, Argument
- Research, including short focused research tasks
- **Grade-specific focus:** Students create writing over extended and shorter time frames, responding to specific sources by conveying the main ideas and key details of literary or informational sources at the 6-8 grade band level of complexity and content.

Speaking and Listening

In grade 6, students apply the core speaking and listening standards in different contexts.

- Speaking and listening Standards applied in different contexts: classroom discussion and collaboration as well as in presentations of ideas and information.

Language Development

In grade 6, students apply the language development standards by applying the core vocabulary standards to determine word meaning, understand word nuances, and acquire vocabulary and to produce writing and speaking that observes appropriate conventions

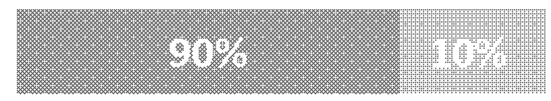
- Vocabulary standards applied to both reading, writing, speaking and listening
- **Grade-specific conventions focus:** Pronouns
  - Ensure that pronouns are in the proper case… (Conventions Standard #3)
  - Recognize and correct inappropriate shifts… (Conventions Standard #4)
  - Recognize and correct vague pronouns… (Conventions Standard #5)

Grade 7 English Language Arts: Focus for Instruction

Reading and Literature

In grade 7, students apply the reading standards to the following types of text: narratives, drama, poetry, and informational text. Students focus on learning to read text at the 6-8 grade band level independently and are introduced to 9-10 grade band level "stretch" texts, which will likely require scaffolding.

- Reading Standards applied to different text types
- Mix of text types: Narratives, Drama, Poetry, Informational Text
- **Text Complexity focus:** 90% at the 6-8 grade band level, 10% at the 9-10 grade band level



Writing and Research

In grade 7, students apply the standards in writing to the following types of text: Narrative, Informative/Explanatory, and Argument. Students perform research, including short focused research tasks. They also write over various time frames in response to specific sources.

- Writing standards applied to different text types: Narrative, Informative/Explanatory, Argument
- Research, including short focused research tasks
- **Grade-specific focus:** Students create writing over extended and shorter timeframes, responding to specific sources by analyzing the contents of literary or informational sources at the 6-8th grade band level of complexity and content.

Speaking and Listening

In grade 7, students apply the core speaking and listening standards in different contexts.

- Speaking and listening standards applied in different contexts: classroom discussion and collaboration as well as in presentations of ideas and information.

Language Development

In grade 7, students apply the language development standards by applying the core vocabulary standards to determine word meaning, understand word nuances, and acquire vocabulary and to produce writing and speaking that observes appropriate conventions.

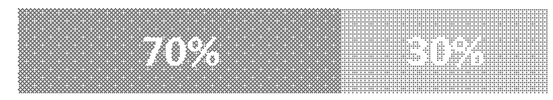
- Vocabulary standards applied to reading, writing, speaking and listening
- **Grade-specific conventions focus:** Sentence structure
  - Form compound, complex… (Conventions Standard #1)
  - Place phrases and clauses… (Conventions Standard #2)
  - Vary sentence patterns… (Conventions Standard #12)

Grade 8 English Language Arts: Focus for Instruction

Reading and Literature

In grade 8, students apply the reading standards to the following types of text: narratives, drama, poetry, and informational text. Students focus on reading text at the 6-8 grade band level independently as well as on sustained practice with 9-10 grade band level "stretch" texts, which may require scaffolding.

- Reading standards applied to different text types
- Mix of text types: Narratives, Drama, Poetry, Informational Text
- **Text Complexity focus:** 70% at the 6-8 grade band level, 30% at the 9-10 grade band level



Writing and Research

In grade 8, students apply the standards in writing to the following types of text: Narrative, Informative/Explanatory, and Argument. Students perform research, including short focused research tasks. They also write over various time frames in response to specific sources.

- Writing standards applied to different text types: Narrative, Informative/Explanatory, Argument
- Research, including short focused research tasks
- **Grade-specific focus:** Students create writing over extended and shorter timeframes, responding to specific sources by analyzing the contents of literary or informational sources at the 6-8th grade band level of complexity and content.

Speaking and Listening

In grade 8, students apply the core speaking and listening standards in different contexts.

- Speaking and listening standards applied in different contexts: classroom discussion and collaboration as well as in presentations of ideas and information.

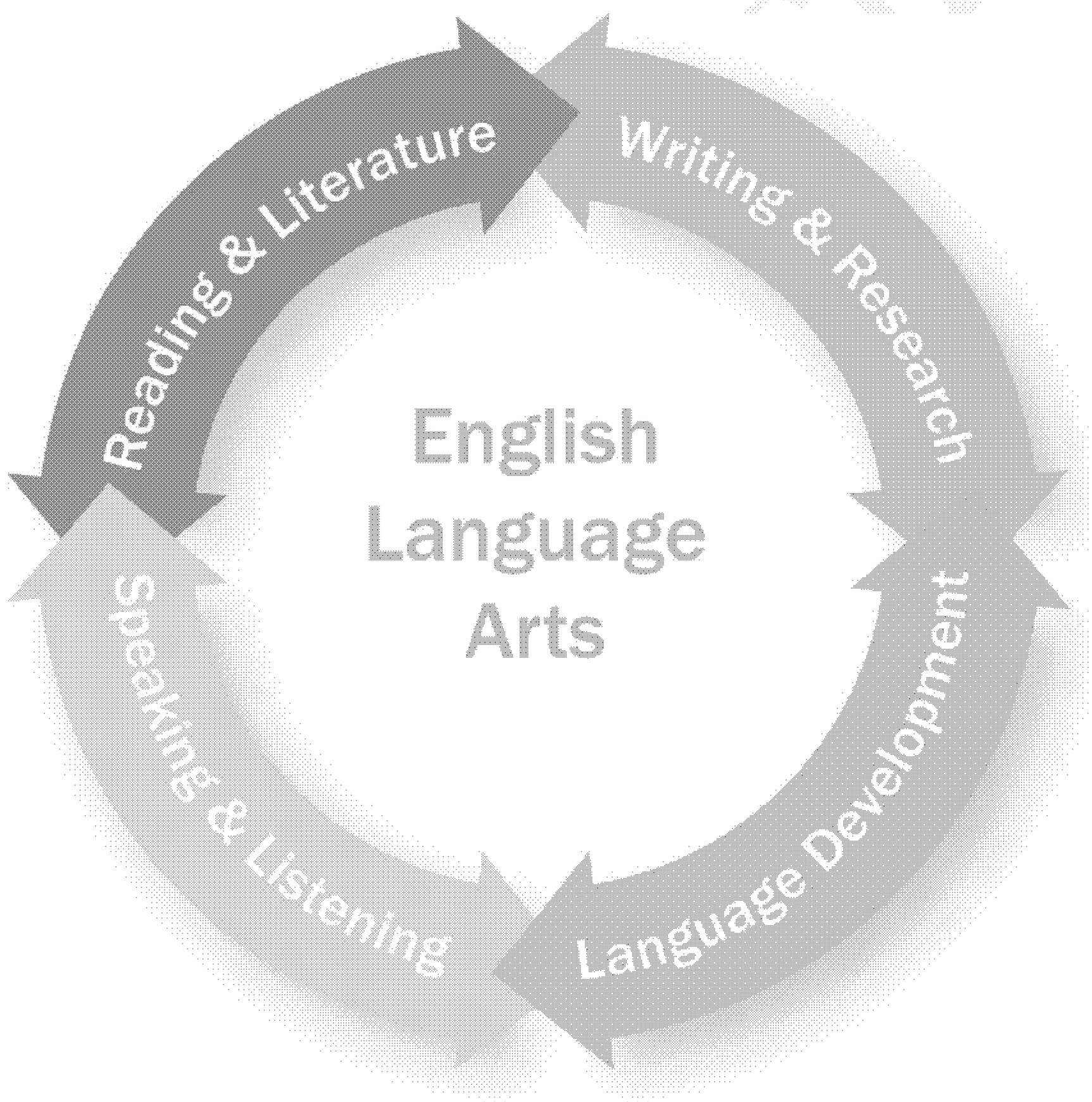
Language Development

In grade 8, students apply the language development standards by applying the core vocabulary standards to determine word meaning, understand word nuances, and acquire vocabulary and to produce writing and speaking that observes appropriate conventions.

- Vocabulary standards applied to reading, writing, speaking and listening
- **Grade-specific conventions focus:** Verb voice and mood
  - Form and use verbs in the active and passive voice (Conventions Standard #6)
  - Form and use verbs in the indicative… (Conventions Standard #7)
  - Avoid inappropriate shifts… (Conventions Standard #8)
  - Use verbs in the …voice …mood… (Conventions standard #11)

English Language Arts

Grades 9–10



Required Text Complexity by Grade

Proportion of Texts Within and Above Grade Band to be Read in Each Grade

Grades	9–10 Level Text	11–CCR Level Text	Beyond CCR
9	100%		
10	70%	30%	
11		100%	
12		90%	10%

While advancing through grades 9–10, students must engage with texts of steadily increasing complexity.

- **In grade 9**, students focus on reading texts in the 9–10 grade band level with scaffolding likely required for texts at the high end of the range.
- **In grade 10**, students focus on reading texts in the 9–10 grade band level (70 percent) independently and are introduced to texts in the 11–CCR grade band level as "stretch" texts (30 percent), which will likely require scaffolding.

Determining Text Complexity for Grades 9–10[27]

Text complexity is determined by a mix of qualitative and quantitative measures of the text itself refined by teachers' professional judgment about the match of particular texts to particular students. The qualitative dimensions of text complexity are best understood as continua of increasing complexity rather than as representing discrete and easily defined stages. Most authentic texts will exhibit some but not all of the traits linked to a particular grade band; qualitatively assigning a text to a grade band is therefore a matter of "best fit," or determining which grade band's set of descriptors most accurately describes the text.

Qualitative Measures of Texts	Quantitative Measures of Texts
• *Structure:* Implicit, subtle; graphic representations are essential to meaning; texts of increasing length • *Purpose:* Multiple; often implicit • *Style and Language:* Demanding; many literary devices; extensive use of Tier 2 and 3 words and figurative language • *Richness:* Several ideas/concepts; abstract • *Relationships:* Several connections; implicit • *Knowledge Demands:* Ability to handle challenging themes, consider multiple perspectives, and understand experiences distinctly different from one's own; cultural and historical knowledge useful for understanding characters, settings, and allusions; extensive discipline-specific content knowledge	A study is underway with Coh-Metrix, a nonprofit research organization, to identify roughly five to seven computer-measurable dimensions of text cohesion. These dimensions, paired with a Lexile score, will yield a robust quantitative assessment of text complexity that, along with both the qualitative dimensions and professional judgment, will round out the Core Standards model of complexity.
Professional Judgment that weighs students' prior knowledge and life experiences as well as their interests, motivations, and maturity level.	

[27] Adapted from ACT, Inc., (2005); Carnegie Council on Advancing Adolescent Literacy (2010); Chall, Bissex, Conrad, & Harris-Sharples (1996); and Hess and Biggam (2004)

Mix of Key Text Types for 9–10

Narratives	Drama	Poetry	Informational Text
At this level, includes the subgenres of adventure stories, biographies, memoirs, historical fiction, mysteries, science fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels.	*At this level, includes one-act and multi-act plays both in written form and on film.*	*At this level, includes the subgenres of narrative poems, lyrical poems, free verse, odes, ballads, and epics.*	*At this level, Includes such subgenres as exposition and argument in the form of essays, speeches, opinion pieces as well as other documents and digital media sources on a range of topics.*

Illustrative Texts for Narratives, Drama, and Poetry[28]

The Odyssey by Homer (8th century B.C.E.) translated by Robert Fagles

The Grapes of Wrath by John Steinbeck (1939)

The Killer Angels by Michael Shaara (1975)

In the Time of the Butterflies by Julia Alvarez (1994)

The Glass Menagerie by Tennessee Williams (1944)

"Song" by John Donne (1635)

"The Raven" by Edgar Allen Poe (1845)

"Loveliest of Trees" by A.E. Houseman (1896)

"I Am Offering This Poem to You" by Jimmy Santiago Baca (1977)

Illustrative Informational Texts

"Second Inaugural Address" by Abraham Lincoln (1865)**

"State of the Union Address" by Franklin Delano Roosevelt (1941)

"Remarks to the Senate in Support of a Declaration of Conscience" by Margaret Chase Smith (1950)

"Address at the March on Washington" by Martin Luther King, Jr. (1963)**

"A Quilt of a Country" by Anna Quindlen (2001)

Seminal historical texts that all students are expected to read

[28] See Appendix B for other texts illustrative of Grades 9–10 text complexity.

Reading and Literature Standards

Grasping specific details and key ideas

Core Standards — Students can and do:

1. Read the text closely to determine what the text says explicitly and to make logical inferences from it; cite text evidence to support analyses in discussion and in writing.
2. Articulate the theses and themes and summarize how they develop over the course of the text and how they are expressed by the key details.
3. Analyze in detail how complex and multifaceted events, ideas, and characters unfold and interact over the course of the text.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. draw on specific details to describe how the events, characters, or setting develops over the course of the drama, narrative poem, or story
b. summarize the development of a theme and describe how that theme resonates throughout the text
c. weave together the details of texts to form a comprehensive understanding of its characters, including their overlapping or competing motivations
d. describe how the accumulation of specific phrases and images within poems contributes to a theme as a whole

Informational Text

a. demonstrate a command of the precise details of the exposition or argument, drawing on specific points to support an understanding of a part or the text as a whole
b. analyze the development of theses or explanations in texts and summarize succinctly the key relationships among ideas and supporting details

Observing craft and structure

Core Standards — Students can and do:

4. Interpret the meanings of words and phrases, including connotative and figurative meanings, and explain how specific word choices shape the meaning and tone of the text.
5. Analyze the structure of complex text and its parts, including how specific sentences, paragraphs, and larger portions build on each other and contribute to the whole of the text.
6. Compare and contrast the content and style of two or more texts written on similar topics or themes.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. analyze how the precise choice of words and phrases creates vivid images and sets the tone, mood, and theme of the text; compare the impact of words selected by the author to similar words with different connotations

b. explain how authors manipulate time (e.g., flashbacks, foreshadowing, pacing) to create suspense, mystery, or humor
c. evaluate how playwrights use soliloquies to portray the internal thinking and feeling of characters
d. compare and contrast similarities and differences in styles and forms of poems on a similar theme or topic

Informational Text

a. analyze how the author uses specific words and metaphors to establish tone or to make illuminating comparisons in an argument, explanation, or description
b. explain how the author structures information or an argument to emphasize key points and advance a point of view
c. analyze how different authors organize and categorize similar information and describe the impact of those different approaches

Integrating information and evaluating evidence

Core Standards — Students can and do:

7. Synthesize information presented graphically or visually in print, videos, or electronic texts with the information provided by the text.
8. Follow and evaluate the logic and reasoning of the text, including assessing whether the evidence provided is sufficient to support the claims.
9. Analyze the point of view or purpose represented in the text, assessing how it shapes the content, style, and tone.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. explain how a story unfolds when it is told by alternating or multiple narrators with different points of view
b. analyze literature in terms of its connection to related historical and cultural events and contexts

Informational Text

a. interpret complex, multifaceted, quantitative, or technical information presented in maps, charts, illustrations, graphs, and time lines
b. provide an account of an author's precise claims, including how specific assertions are defined and distinguished from opposing statements
c. analyze the explicit and implicit premises of an argument and determine if the conclusions reached are logically justified by the evidence presented in the text
d. compare how different authors construct and develop different points of views or perspectives on similar events or issues by assessing their assumptions, evidence, and reasoning

Developing habits for reading complex text

Core Standards — Students can and do:

10. Develop the habit of reading independently and productively, sustaining concentration and stamina to read increasingly demanding texts.

Writing and Research Standards

Writing to reflect audience, purpose, and task

Core Standards — Students can and do:

1. Write informative and explanatory texts and arguments that match purpose to task and address familiar as well as more distant, unknown and general audiences (e.g., peers, elected officials and policy makers, community members).

Conducting research

Core Standards — Students can and do:

2. Demonstrate proficiency at performing short, focused research projects as well as more sustained inquiries that demonstrate an increasing command of the subject under investigation.
3. Assemble evidence independently from authoritative and credible print and digital sources.
4. Assess the credibility, reliability, consistency, and accuracy of the information and sources gathered and determine the strengths and limitations of each source and avoiding over-reliance on any one source.
5. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.
6. Cite print or electronic sources correctly and document quotations, paraphrases, graphics, and other information using a standard format.

Revising writing

Core Standards — Students can and do:

7. Strengthen writing through revision, editing, or beginning again to ensure to ensure logical organization, precision of word choice, and coherence.

Using tools and technology

Core Standards — Students can and do:

8. Use technology and other tools to produce, revise, and distribute writing, as well as to interact online with others about writing, including responding to and providing feedback.

Developing proficiency in a range of writing

9. Create writing over extended timeframes (time for reflection and revision) and shorter timeframes (a single sitting or a day or two), responding to specific sources.

   Focus by grade level:

   Grade 9: Analyzing the content of literary or informational sources at the 9-10 grade band level of text complexity and content

   Grade 10: Comparing or evaluating the contents of literary or informational sources at the 9-10 grade band level of complexity and content

Standards — Students can and do (by key text type):[29]

Narratives

By high school, students are most often using narrative writing as a technique embedded within other genres. They use narrative writing to inform and persuade. They may, for example, provide a brief anecdote to support a point made in an argument or a scenario to illustrate an explanation. In such cases, narrative writing is a technique rather than a form in itself.

Informative and Explanatory Texts

a. provide a clear and coherent introduction that establishes the subject and conveys a knowledgeable stance
b. develop a complex subject through relevant and specific facts, concrete details, quotations, or other information and examples
c. organize complex information into categories that make clear distinctions and provide headings, figures, tables, and diagrams when useful
d. employ discipline-specific and technical vocabulary and maintain a formal, objective style
e. adapt strategies to present information and explanations (e.g., if/then, extended definitions, classification, comparison/contrast, and cause/effect) and employ them to manage the complexity of a topic
f. link ideas with transitions and by varying sentence structures to express relationships between ideas and create cohesion
g. emphasize the most significant information and confirm the accuracy of key points
h. provide a conclusion that articulates the implications and significance of the information or explanation

Arguments

a. establish a substantive claim and distinguish it from alternate or opposing claims
b. support claims with logical reasons
c. provide relevant and sufficient evidence from credible sources in support of the reasons
d. explain how the evidence links to the claim
e. develop the argument in part based on knowledge of the audience (e.g., building bridges by opening with areas of agreement)
f. convey relationships between reasons, as well as between reasons and evidence, and signal alternative claims using words, phrases, and clauses (e.g., *on the other hand*, *however*, *but*, *nevertheless*, *because, therefore, in addition*).
g. maintain a formal style when appropriate to the discipline or context
h. enhance the reliability of the argument by employing strategies such as paraphrasing or quoting explicitly from a credible, authoritative source
i. provide a concluding statement or section that enhances the argument, using strategies such as articulating the implications, summing up the key factors, or weighing the evidence to support the claim

Speaking and Listening Standards

Listening closely and participating productively

Core Standards — Students can and do:

1. Participate productively in a range of structured interactions—both interpersonally and in groups—exchanging information constructively and with confidence.

[29] See Appendix C for samples of student writing that illustrate through annotations the level of quality required to meet the writing standards.

2. Sustain concentration on complex information presented orally, visually, or multi-modally and confirm understanding by summarizing, analyzing, and elaborating on key ideas.

Standards — Students can and do (by key communication type):

Classroom discussions and collaboration

a. come to discussions having researched, studied, and taken notes on topics or issues under study and draw upon that preparation in discussions
b. determine the key ideas as well as the tone and mood of communications presented orally or through other media
c. ask questions to test the evidence that supports a speaker's claims and conclusions presented orally or through other media
d. build on essential information from others' input and respond constructively by making cogent and verifiable comments that aid in the furthering and deepening of discussions
e. integrate multiple streams of data presented through a variety of multi-modal media into a cohesive, meaningful understanding of the information
f. support productive teamwork by identifying the comments and claims made on all sides of an issue; evaluating the degree to which each claim is supported by evidence; sifting, summarizing, and putting to use the most important ideas developed by the group; and determining what additional information, research, and tasks are required in order to move the group towards its goals

Exchanging information and speaking effectively

Core Standards — Students can and do:

3. Present information and points of view, structuring and organizing comments to support their purposes and guide the listener.
4. Vary intonation and phrasing for emphasis and effect, demonstrating command of formal English when indicated or appropriate (e.g., presenting ideas versus class discussion).

Standards — Students can and do (by key communication type):

Presentation of ideas and information

a. organize and present complex information about situations, topics, or texts so that listeners can follow the line of thought by grouping related ideas, using transitional markers, and clarifying one's claims with evidence that is verifiable and accessible
b. align verbal (tone, phrasing, pacing) and nonverbal strategies (gestures and facial expressions) for emphasis and effect
c. make strategic use of multimedia elements and visual displays of data to enhance understanding
d. perform dramatic readings of various prose and poetry, speaking with clarity, fidelity, and responsiveness to the text, reflecting on syntax and diction for cues regarding emphasis and rhythm

Language Development Standards

Conventions

In high school, students gain a broad range of sophisticated language skills to enhance meaning, achieve stylistic effect, and create subtle links between and among ideas. They maintain parallel structure. They acquire a more conceptual understanding of usage and the limits of "rules." They use a full range of punctuation, including ellipses, semicolons,

colons, and hyphens, and have a fuller understanding of how to employ commas and dashes. They make use of a wide range of phrases and clauses for effect. They maintain a consistent style and tone, using a style manual appropriate to the discipline in which they are working to help conventionalize their writing.

Key Terms: colon, ellipses, hyphen, semicolon, parallel structure, verbal

Grammar and usage

Core Standards — Students can and do:

1. Use parallel structure in writing.
2. Consult references (e.g., *Merriam-Webster's Dictionary of English Usage*) as needed to resolve particular usage issues, particularly when the usage is contested.

Mechanics

Core Standards — Students can and do:

3. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore a light*[,] *blue suit*).
4. Use a comma, ellipses, or dash to indicate a pause or break.
5. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
6. Use a colon to introduce a list or a quotation.
7. Observe the conventions concerning using hyphens to join words.

Word choice and style

Core Standards — Students can and do:

8. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to add variety and interest to writing.
9. Maintain consistency in style and tone.
10. Write and edit work so that it conforms to the guidelines in a style manual.

Focus by Grade-Level
Grade 9: Style (Conventions Standards #9, #10)
Grade 10: Advanced punctuation use (Conventions Standards #s 3-7)

Vocabulary

Key to students' vocabulary development is building rich and flexible word knowledge marked by multiple connections that link a word to similar words and to contexts and experiences that are related to that word—as compared to simply a definition. In high school, students continue to make use of a range of strategies to determine and clarify the meaning of unknown and multiple-meaning words. This repertoire now includes considering multiple levels of context (sentence, paragraph, and text levels) and the word's history. They habitually verify their inferences of word meanings. They interpret a wide range of figurative language found in what they read and consider its contribution to the text. Possessing a highly developed sense of the shadings among words with similar denotations,

they evaluate an author's or speaker's choice of words as well as alternatives to the words chosen. They acquire new words through interactive language use, including informal talk, discussion, reading and responding to text as well as by being taught the words directly. This includes a continuing focus on "Tier 2" words and phrases (those that commonly appear in writing but not in spoken language), "Tier 3" words and phrases (those that are specific and important to particular disciplines).

Determining the meaning of words

Core Standards — Students can and do:

1. Determine or clarify the meaning of an unknown word by using one or more of the following strategies:
   - using knowledge of roots, prefixes, and suffixes
   - using context, including syntactic and semantic clues, at the sentence, paragraph, and text levels
   - consulting reference materials, including general and specialized dictionaries and thesauruses, both print and digital
2. Determine the relevant meaning of multiple-meaning words by using context.
3. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or by looking up the word in a dictionary).
4. Interpret figurative language and analyze its role within the text.

Understanding the nuances of words (denotations and connotations)

Core Standards — Students can and do:

5. Assess and explain the merits of the choice of one word over another in reading, writing, speaking, and listening.
6. Gain a clearer sense of a word's meaning and use by comparing it to other words with similar but not identical meanings (synonyms).

Acquiring vocabulary

Core Standards — Students can and do:

7. Acquire and use a grade-appropriate vocabulary of Tier 2 words taught directly and gained through reading.
8. Acquire and use a grade-appropriate vocabulary of Tier 3 words taught directly and gained through reading.

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Grade 9 English Language Arts: Focus for Instruction

Reading and Literature

In grade 9, students apply the core reading standards to the following types of text: narratives, drama, poetry, and informational text. Students focus on learning to read 9-10 grade band text independently, with scaffolding likely required for texts at the high end of the range.

- Reading standards applied to different text types
- Mix of text types: Narratives, Drama, Poetry, Informational Text
- **Text Complexity focus:** 100% 9-10 Band Text

100%

Writing and Research

In grade 9, students apply the standards in writing to the following types of text: Narrative, Informative/Explanatory, and Argument. Students perform research, including short focused research tasks. They also write over various time frames in response to specific sources.

- Writing standards applied to different text types: Narrative, Informative/Explanatory, Argument
- Research, including short focused research tasks
- **Grade-specific focus: Grade-specific focus:** Students create writing over extended and shorter timeframes, responding to specific sources by analyzing the contents of literary or informational sources at the 9-10th grade band level of complexity and content.

Speaking and Listening

In grade 9, students apply the core speaking and listening standards in different contexts.

- Speaking and listening standards applied in different contexts: classroom discussion and collaboration as well as in presentations of ideas and information.

Language Development

In grade 9, students apply the language development standards by applying the core vocabulary standards to determine word meaning, understand word nuances, and acquire vocabulary and to produce writing and speaking that observes appropriate conventions.

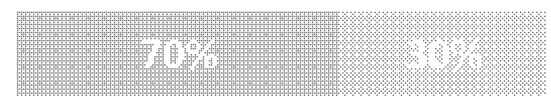
- Vocabulary standards applied to reading, writing, speaking and listening
- **Grade-specific conventions focus:** Style
  - Maintain consistency … (Conventions Standard #9)
  - (Style manual)… (Conventions Standard #10)

Grade 10 English Language Arts: Focus for Instruction

Reading and Literature

In grade 10, students apply the core reading standards to the following types of text: narratives, drama, poetry, and informational text. Students focus on learning to read 9-10 grade band text independently as well as on sustained practice with 11-CCR band "stretch" texts, which will likely require scaffolding.

- Reading standards applied to different text types
- Mix of text types: Narratives, Drama, Poetry, Informational Text
- **Text Complexity focus:** 70% 9-10 Band Text; 30% 11-CCR text



Writing and Research

In grade 10, students apply the standards in writing to the following types of text: Narrative, Informative/Explanatory, and Argument. Students perform research, including short focused research tasks. They also write over various time frames in response to specific sources.

- Writing standards applied to different text types: Narrative, Informative/Explanatory, Argument
- Research, including short focused research tasks
- **Grade-specific focus:** Students create writing over extended and shorter timeframes, responding to specific sources by analyzing the contents of literary or informational sources at the 9-10th grade band level of complexity and content.

Speaking and Listening

In grade 10, students apply the core speaking and listening standards in different contexts.

- Speaking and listening standards applied in different contexts: classroom discussion and collaboration as well as in presentations of ideas and information.

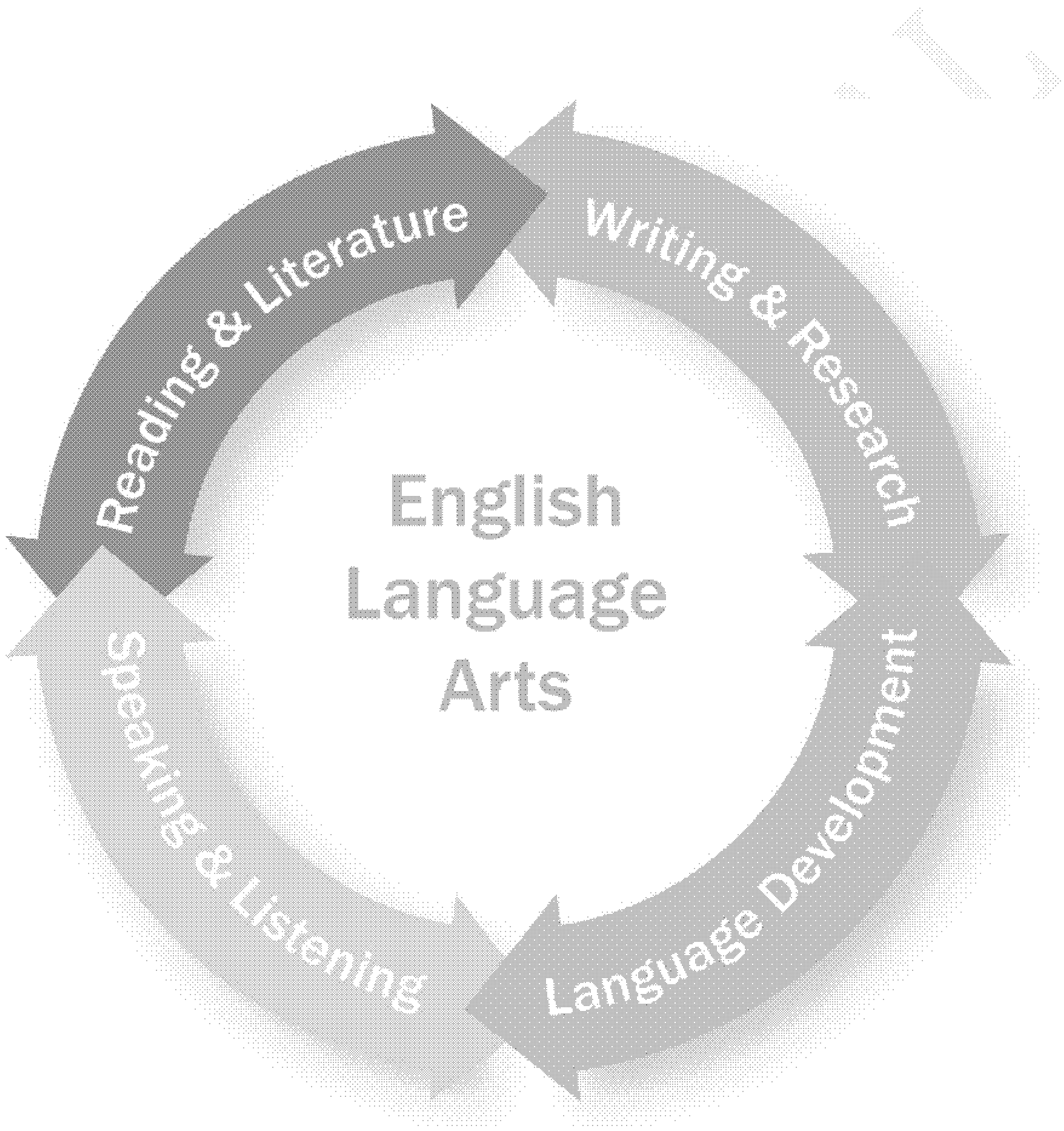
Language Development

In grade 10, students apply the language development standards by applying the core vocabulary standards to determine word meaning, understand word nuances, and acquire vocabulary and to produce writing and speaking that observes appropriate conventions.

- Vocabulary standards applied to reading, writing, speaking and listening
- **Grade-specific conventions focus:** Advanced Punctuation Use
  - Coordinate adjectives … (Conventions Standard #3)
  - Comma/dash/ellipsis… (Conventions Standard #4)
  - Semicolon … (Conventions Standard #5)
  - Colon … (Conventions Standard #6)
  - Hyphen … (Conventions Standard #7)

English Language Arts

Grades 11–CCR



Required Text Complexity by Grade

Proportion of Texts Within and Above Grade Band to be Read in Each Grad

Grades	9–10 Level Text	11–CCR Level Text	Beyond CCR
9	100%		
10	70%	30%	
11		100%	
12		70%	30%

While advancing through grades 11-12, students must engage with texts of steadily increasing complexity.

- **In grade** 11, students focus on reading texts in the 11-CCR grade band level with scaffolding likely required for texts at the high end of the range.
- **In grade** 12, students focus on reading texts in the 11-CCR grade band level (70 percent) independently and are introduced to texts in the "Beyond CCR" grade band level as "stretch" texts (30 percent), which will likely require scaffolding.

Determining Text Complexity for Grades 11–CCR[30]

Text complexity is determined by a mix of qualitative and quantitative measures of the text itself refined by teachers' professional judgment about the match of particular texts to particular students. The qualitative dimensions of text complexity are best understood as continua of increasing complexity rather than as representing discrete and easily defined stages. Most authentic texts will exhibit some but not all of the traits linked to a particular grade band; qualitatively assigning a text to a grade band is therefore a matter of "best fit," or determining which grade band's set of descriptors most accurately describes the text.

Qualitative Measures of Texts	Quantitative Measures of Texts
• *Structure:* Implicit, complex, unconventional; sophisticated graphic representations are essential to meaning; texts are sufficiently long to address complex subjects • *Purpose:* Multiple; often implicit and may be hidden or obscure • *Style and Language:* Unfamiliar, demanding, complex; many literary devices; extensive use of Tier 2 and 3 words and figurative language; language may be intentionally or unintentionally ambiguous • *Richness:* Many ideas/concepts; highly abstract; high information density • *Relationships:* Many implicit, complex, interwoven connections • *Knowledge Demands:* Ability to handle one or more complex themes, consider multiple and unusual perspectives, and understand experiences distinctly different from one's own; cultural and historical knowledge useful for understanding characters, settings, and allusions; extensive, perhaps specialized discipline-specific content knowledge	A study is underway with Coh-Metrix, a nonprofit research organization, to identify roughly five to seven computer-measurable dimensions of text cohesion. These dimensions, paired with a Lexile score, will yield a robust quantitative assessment of text complexity that, along with both the qualitative dimensions and professional judgment, will round out the Core Standards model of complexity.
Professional Judgment that weighs students' prior knowledge and life experiences, students' interests, motivations, and maturity level.	

[30] Adapted from ACT, Inc., (2005); Carnegie Council on Advancing Adolescent Literacy (2010); Chall, Bissex, Conrad, & Harris-Sharples (1996); and Hess and Biggam (2004)

Mix of Key Text Types for 11–CCR

Narratives	Drama	Poetry	Informational Text
At this level, includes the subgenres of adventure stories, biographies, memoirs, historical fiction, mysteries, science fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels.	*At this level, includes one-act and multi-act plays both in written form and on film.*	*At this level, includes the subgenres of narrative poems, lyrical poems, free verse, odes, ballads, and epics.*	*At this level, Includes such subgenres as exposition and argument in the form of essays, speeches, opinion pieces as well as other documents and digital media sources on a range of topics.*

Illustrative Texts for Narratives, Drama, and Poetry[31]

Pride and Prejudice by Jane Austen (1813)

Black Boy by Richard Wright (1945)

Their Eyes Were Watching God by Zora Neale Hurston (1937)

The Bluest Eye by Toni Morrison (1970)

The Namesake by Jhumpa Lahiri (2003)

The Importance of Being Earnest by Oscar Wilde (1895)

Death of a Salesman by Arthur Miller (1949)

"Ode on a Grecian Urn" by John Keats (1820)

"Because I Could Not Stop for Death" by Emily Dickinson (1890)

Illustrative Informational Texts

The Declaration of Independence by Thomas Jefferson (1776)**

The Crisis by Thomas Paine (1776)

Walden by Henry David Thoreau (1854)

"Politics and the English Language" by George Orwell (1946)

"Letter from a Birmingham Jail" by Martin Luther King (1963)**

"Mother Tongue" by Amy Tan (1990)

Seminal historical texts that all students are expected to read

[31] See Appendix B for other texts illustrative of Grades 11–CCR text complexity.

Reading and Literature Standards

Grasping specific details and key ideas

Core Standards — Students can and do:

1. Read the text closely to determine what the text says explicitly and to make logical inferences from it; cite text evidence to defend and challenge analyses in discussion and in writing.
2. Articulate the text's theses and themes and provide a summary that clarifies the relationships among ideas and the connections between key details.
3. Analyze in detail how complex and multifaceted events, ideas, and characters unfold and influence one another over the course of the text.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. analyze where the author chooses to focus and which details the author chooses to emphasize
b. analyze how multiple themes and ideas in the text interact and build on one another
c. evaluate the extent to which setting shapes the course of events and sets the mood
d. trace the origins and evolution of the traits, motivations, and relationships among characters and how they interact to influence the plot and its resolution
e. describe how the poet develops a central image, preoccupation, or idea through the accumulation of specific phrases and images

Informational Text

a. demonstrate an understanding of the precise elements of an author's explanation or argument, including the distinctions the author makes between different ideas or information
b. scrutinize the details within specific portions of texts and connect the insights gained to develop an understanding of the text as a whole
c. analyze how the text captures the interaction between complex ideas or multifaceted events

Observing craft and structure

Core Standards — Students can and do:

4. Interpret the meanings of words and phrases, including connotative and figurative meanings, and analyze how word choices have a significant effect on the meaning and tone of the text.
5. Analyze the ways the author chooses to structure the text, including how to present complex ideas and events and where to begin and end.
6. Compare and contrast the choices different authors make in treating similar topics or themes, including content, style, and tone.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. analyze how the author's use of language impacts the text, including the degree of formality of the diction and how it is evocative of a particular setting (e.g., a courtroom, a rural town)
b. evaluate how authors create meaningful ambiguity and multiple layers of meaning in poetry, drama, and other narratives
c. analyze how an author choice of where to begin a story, poem, or drama impacts the overall plot structure
d. contrast alternative treatments of the same dramatic work in different stage productions and evaluate how the directors' different interpretations relate to evidence within the script
e. analyze how the author draws upon and transforms fictional or historical source material (e.g., how Shakespeare draws on Plutarch or a story in Ovid)

Informational Text

a. describe how the choice of a particular word, phrase, or series of words can impact significantly the meaning of a document (e.g., contract, court opinion, essay)
b. evaluate how the author's choice of structure contributes to the effectiveness of the exposition or argument
c. compare and contrast presentations of the same topic in different media and describe the differences in focus, organization, and links to other sources

Integrating information and evaluating evidence

Core Standards — Students can and do:

7. Synthesize information presented graphically or visually in print, videos, or electronic texts and, when appropriate, note discrepancies of fact or interpretation (e.g., data in a table inconsistent with the author's analysis).

8. Rigorously evaluate the logic and reasoning of the text, including assessing whether the evidence provided is relevant and sufficient.

9. Analyze how the point of view or purpose develops in the text and explain how it is revealed in the key details.

Standards — Students can and do (by key text type):

Narratives, Drama, and Poetry

a. compare points of view from which different stories are told and trace how they shift within a story and influence characterization and plot
b. explain how dramatic irony created by the differences between what the audience or reader knows and what the characters know in a drama or narrative fiction creates suspense, anxiety, or humor

Informational Text

a. synthesize ideas and data presented graphically and determine their purpose and relationship to the rest of the text (print or digital), noting any inconsistencies or discrepancies between the two
b. evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the sufficiency and relevance of the evidence as well as identifying any unsubstantiated statements or fallacious reasoning
c. analyze documents of historical and literary significance for their premises, perspectives, and logical structure

Developing habits for reading complex text

Core Standards — Students can and do:

10. Develop the habit of reading independently and productively, sustaining concentration and stamina to read increasingly demanding texts.

Writing and Research Standards

Writing to reflect audience, purpose, and task

Core Standards — Students can and do:

1. Write informative and explanatory texts and arguments that match purpose to task and are tailored to audiences with specific requirements (e.g., admissions officer, human resources officer, skeptical audience).

Conducting research

Core Standards — Students can and do:

2. Demonstrate proficiency at performing short, focused research projects as well as more sustained inquiries that synthesize multiple authoritative sources on a subject.
3. Analyze evidence independently gathered from multiple authoritative and credible print and digital sources.
4. Assess the credibility, reliability, consistency, and accuracy of the information and sources gathered and determine their usefulness and relevance for the specific audience, purpose, and task.
5. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.
6. Cite print or electronic sources correctly and document quotations, paraphrases, graphics, and other information using a standard format.

Revising writing

Core Standards — Students can and do:

7. Strengthen writing through revision, editing, or beginning again to ensure to ensure logical organization, precision of word choice, and coherence.

Using tools and technology

Core Standards — Students can and do:

8. Demonstrate command of technology and other tools to produce, revise, and distribute writing, as well as to interact online with others about writing, including responding to and providing feedback.

Developing proficiency in a range of writing

9. Create writing over extended timeframes (time for reflection and revision) and shorter timeframes (a single sitting or a day or two), responding to specific sources.

   Focus by grade level:

   Grade 11: Analyzing the content of literary or informational sources at the 11-CCR grade band level of text complexity and content
   Grade 12: Synthesizing or evaluating the contents of literary or informational sources at the 11-CCR grade band level of complexity and content

Standards — Students can and do (by key text type):[32]

Narratives

By high school, students are most often using narrative writing as a technique embedded within other genres. They use narrative writing to inform and persuade. They may, for example, provide a brief anecdote to support a point made in an argument or a scenario to illustrate an explanation. In such cases, narrative writing is a technique rather than a form in itself.

Informative and Explanatory Texts

a. provide a clear and coherent introduction that establishes the subject and conveys a knowledgeable stance
b. develop complex subjects through judicious use of relevant and specific facts, details, quotations, examples, or other information
c. organize and present information so that each new piece of information builds upon what precedes it to create a unified whole
d. demonstrate command of discipline-specific and technical vocabulary when appropriate and adjust style as appropriate to the situation
e. demonstrate control of a range of strategies to present complex information or explanations and employ them effectively to manage the complexity of the topic and accomplish the writer's purpose
f. link ideas with transitions and by varying sentence structures to express the precise relationships among ideas and create cohesion
g. provide a conclusion that articulates the implications and significance of the information or explanation

Arguments

a. establish the importance of the issue, make a substantive claim, and distinguish it from alternate or opposing claims
b. support claims with logical reasons
c. provide relevant, sufficient, and convincing evidence from credible sources in support of the reasons
d. make logical connections between the evidence and the claim
e. develop the argument in part based on an awareness of the audience's values, knowledge of the issue, and possible biases
f. convey relationships between reasons, as well as between reasons and evidence, and signal alternative claims using words, phrases and clauses (e.g., *on the other hand*, *however*, *but*, *nevertheless*, *because*, *therefore*, *in addition*)
g. maintain a formal style when appropriate to the discipline or context
h. enhance the credibility of the argument by demonstrating control of strategies, including paraphrasing or quoting from authoritative sources and citing logical consequences
i. provide a concluding statement or section that enhances the argument, using strategies such as articulating the implications, summing up the key factors, or weighing the evidence to support the claim

[32] See Appendix C for samples of student writing that illustrate through annotations the level of quality required to meet the writing standards.

Speaking and Listening Standards

Listening closely and participating productively

Core Standards — Students can and do:

1. Participate productively in a range of structured interactions—both interpersonally and in groups—exchanging information constructively and with confidence, adapting to different levels of formality.
2. Sustain concentration on complex information presented orally, visually, or multi-modally and confirm understanding by challenging or defending key ideas and supporting evidence.

Standards — Students can and do (by key communication type):

Classroom discussions and collaboration

a. come to discussions having formulated considered judgments on the topics or issues under study and draw upon that preparation in discussions
b. evaluate the content and rhetoric of a speaker, noting when evidence is exaggerated or distorted
c. ask questions that probe the reasoning and evidence that support the claims and conclusions made orally or through other media, including offering counter examples or other points of view
d. propel conversations forward by providing essential information and sharing findings that clarify, accommodate, or challenge ideas
e. synthesize information presented visually or digitally with other information presented orally, noting the effect on meaning of any discrepancies between the two presentations
f. assist in the formulation and productive functioning of both formal and informal self-directed work groups by identifying and assigning tasks and maintaining conversational norms as well as evaluating the progress of the team towards its goals

Exchanging information and speaking effectively

Core Standards — Students can and do:

3. Present information clearly and persuasively to others, selecting the most appropriate way to structure comments for clarity and effect.
4. Adapt delivery, tone, and mood for emphasis and effect, demonstrating command of formal English when indicated or appropriate (e.g., presenting ideas versus class discussion).

Standards — Students can and do (by key communication type):

Presentation of ideas and information

a. organize and present complex information about topics, situations, or texts, providing reliable and credible evidence from authoritative sources in support of findings and claims such that the line of reasoning is clear and alternative perspectives are addressed
b. shape delivery and message to the occasion and the audience's values, knowledge of the issue, and possible biases
c. engage an audience and improve comprehension through visual aids in presentations, including multimedia platforms

d. portray and explain various ways to perform dramatic readings of various prose and poetry, citing text evidence for the alternative readings

Language Development Standards

Conventions

In high school, students gain a broad range of sophisticated language skills to enhance meaning, achieve stylistic effect, and create subtle links between and among ideas. They maintain parallel structure. They acquire a more conceptual understanding of usage and the limits of "rules." They use a full range of punctuation, including ellipses, semicolons, colons, and hyphens, and have a fuller understanding of how to employ commas and dashes. They make use of a wide range of phrases and clauses for effect. They maintain a consistent style and tone, using a style manual appropriate to the discipline in which they are working to help conventionalize their writing.

Key Terms: colon, ellipses, hyphen, semicolon, parallel structure, verbal

Grammar and usage

Core Standards — Students can and do:

11. Use parallel structure in writing.
12. Consult references (e.g., *Merriam-Webster's Dictionary of English Usage*) as needed to resolve particular usage issues, particularly when the usage is contested.

Mechanics

Core Standards — Students can and do:

13. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore a light*[,] *blue suit*).
14. Use a comma, ellipses, or dash to indicate a pause or break.
15. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
16. Use a colon to introduce a list or a quotation.
17. Observe the conventions concerning using hyphens to join words.

Word choice and style

Core Standards — Students can and do:

18. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to add variety and interest to writing.
19. Maintain consistency in style and tone.
20. Write and edit work so that it conforms to the guidelines in a style manual.

Focus by Grade-Level
Grade 11: Parallel structure and phrasing (Conventions Standards #1, #8)
Grade 12: Usage (Conventions Standard #2)

Vocabulary

Key to students' vocabulary development is building rich and flexible word knowledge marked by multiple connections that link a word to similar words and to contexts and experiences that are related to that word—as compared to simply a definition. In high school, students continue to make use of a range of strategies to determine and clarify the meaning of unknown and multiple-meaning words. This repertoire now includes considering multiple levels of context (sentence, paragraph, and text levels) and the word's history. They habitually verify their inferences of word meanings. They interpret a wide range of figurative language found in what they read and consider its contribution to the text. Possessing a highly developed sense of the shadings among words with similar denotations, they evaluate an author's or speaker's choice of words as well as alternatives to the words chosen. They acquire new words through interactive language use, including informal talk, discussion, reading and responding to text as well as by being taught the words directly. This includes a continuing focus on "Tier 2" words and phrases (those that commonly appear in writing but not in spoken language), "Tier 3" words and phrases (those that are specific and important to particular disciplines).

Determining the meaning of words

Core Standards — Students can and do:

1. Determine or clarify the meaning of an unknown word by using one or more of the following strategies:
   - using knowledge of roots, prefixes, and suffixes
   - using context, including syntactic and semantic clues, at the sentence, paragraph, and text levels
   - consulting reference materials, including general and specialized dictionaries and thesauruses, both print and digital
   - using the word's history (etymology)
2. Determine the relevant meaning of multiple-meaning words by using context.
3. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or by looking up the word in a dictionary).
4. Interpret figurative language and analyze its role within the text.

Understanding the nuances of words (denotations and connotations)

Core Standards — Students can and do:

7. Assess and explain the merits of the choice of one word over another in reading, writing, speaking, and listening.
8. Gain a clearer sense of a word's meaning and use by comparing it to other words with similar but not identical meanings (synonyms).

Acquiring vocabulary

Core Standards — Students can and do:

7. Acquire and use an extensive vocabulary of Tier 2 words taught directly and gained through reading.
8. Acquire and use a grade-appropriate vocabulary of Tier 3 words taught directly and gained through reading.

Grade 11 English Language Arts: Focus for Instruction

Reading and Literature

In grade 11, students apply the core reading standards to the following types of text: narratives, drama, poetry, and informational text. Students focus on learning to read 11-CCR grade band text independently, with scaffolding likely required for texts at the high end of the range.

- Reading standards applied to different text types
- Mix of text types: Narratives, Drama, Poetry, Informational Text
- **Text Complexity focus:** 100% 11-CCR Band Text

100%

Writing and Research

In grade 11, students apply the standards in writing to the following types of text: Narrative, Informative/Explanatory, and Argument. Students perform research, including short focused research tasks. They also write over various time frames in response to specific sources.

- Writing standards applied to different text types: Narrative, Informative/Explanatory, Argument
- Research, including short focused research tasks
- **Grade-specific focus:** Students create writing over extended and shorter timeframes, responding to specific sources by analyzing the contents of literary or informational sources at the 11-CCR grade band level of complexity and content.

Speaking and Listening

In grade 11, students apply the core speaking and listening standards in different contexts.

- Speaking and listening standards applied in different contexts: classroom discussion and collaboration as well as in presentations of ideas and information.

Language Development

In grade 11, students apply the language development standards by applying the core vocabulary standards to determine word meaning, understand word nuances, and acquire vocabulary and to produce writing and speaking that observes appropriate conventions.

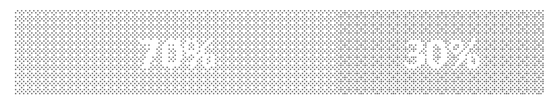
- Vocabulary standards applied to reading, writing, speaking and listening
- **Grade-specific conventions focus:** Parallel Structure and Phrasing
  - Use parallel structure in writing … (Conventions Standard #1)
  - Use various types of phrases… (Conventions Standard #8)

Grade 12 English Language Arts: Focus for Instruction

Reading and Literature

In grade 12, students apply the core reading standards to the following types of text: narratives, drama, poetry, and informational text. Students focus on learning to read 11-CCR grade band text independently as well as on sustained practice with Beyond CCR band "stretch" texts, which will likely require scaffolding.

- Reading standards applied to different text types
- Mix of text types: Narratives, Drama, Poetry, Informational Text
- **Text Complexity focus:** 70% 11-CCR Band Text; 30% Beyond CCR text



Writing and Research

In grade 12, students apply the standards in writing to the following types of text: Narrative, Informative/Explanatory, and Argument. Students perform research, including short focused research tasks. They also write over various time frames in response to specific sources.

- Writing standards applied to different text types: Narrative, Informative/Explanatory, Argument
- Research, including short focused research tasks
- **Grade-specific focus:** Students create writing over extended and shorter time frames, responding to specific sources by synthesizing or evaluating the contents of literary of informational sources of 11-CCR grade band level complexity and content.

Speaking and Listening

In grade 12, students apply the core speaking and listening standards in different contexts.

- Speaking and listening standards applied in different contexts: classroom discussion and collaboration as well as in presentations of ideas and information.

Language Development

In grade 12, students apply the language development standards by applying the core vocabulary standards to determine word meaning, understand word nuances, and acquire vocabulary and to produce writing and speaking that observes appropriate conventions.

- Vocabulary standards applied to reading, writing, speaking and listening
- **Grade-specific conventions focus:** Usage
  - Consult references … (Conventions Standard #2)

APPENDIX A

Text Complexity Next Steps

A key requirement of the Core Standards in Reading is that all students engage with texts of steadily increasing complexity as they advance through school. The Core Standards' model of *text complexity*—in the simplest terms, how easy or difficult a text is to read—blends qualitative and quantitative measures of inherent text difficulty with educators' knowledge of their students. All three elements should be considered together when evaluating a text's appropriateness for particular students.

Qualitative dimensions are aspects of text best measured by readers applying trained judgment to the evaluation task. These dimensions include the text's structure, format, and length; its purpose; its style and language; the quality, nature, and density of its ideas, concepts, and information; relationships among ideas, information, and characters in it; and the knowledge and experience demands it places upon readers.

Quantitative dimensions include not only those aspects of text traditionally measured by readability formulas—word length and sentence length—but also computer-assessable aspects of text cohesion. These include referential cohesion (the degree to which a text refers back to previous points) and word frequency.

The qualitative and quantitative measures of a text are balanced in the model by educators' *professional judgment* of the appropriateness of the text for particular students given their background knowledge, interests, and motivation. Harder texts may be appropriate for highly knowledgeable or motivated students, and easier texts may be suitable as a means for building struggling readers' skills up to required levels.

While the tools included in this draft and the forthcoming ones described below represent an important advance over those previously available, no measure or set of measures is perfectly accurate. The mandate is that the body of works that students study in a given year represent an appropriate level of complexity as defined by these standards.

Current and next steps

A qualitative rubric, derived from prior studies and refined through feedback from trained teacher-raters, is included in this draft to define some ways in which text complexity should increase as students move through the grades. The rubric can be used (in conjunction with forthcoming quantitative measures) to place individual texts into grade bands by complexity. The qualitative dimensions are best understood, however, as continua of increasing complexity rather than as representing discrete and easily defined stages. Most authentic texts will exhibit some but not all of the traits linked to a particular grade band; assigning a text to a grade band is therefore a matter of "best fit," or determining which grade band's set of descriptors most accurately describes the text.

The Core Standards work team is presently conducting a study with Coh-Metrix, a nonprofit research organization, to identify roughly five to seven computer-measurable dimensions of text cohesion. These dimensions, paired with a Lexile score, will yield a robust quantitative assessment of text complexity that, along with both the qualitative dimensions and professional judgment, will round out the Core Standards model of complexity. Graphically, these three elements will appear together in a "label" defining complexity for a given text.

Following the completion of that study in early 2010, the work team will oversee the development of a Web site designed to make the text complexity tools more user-friendly and broadly available. The site will contain a database of complexity information for a range of widely used texts, including links to texts and test passages of similar complexity. Educators will be able to input additional texts for evaluation and comment on the suitability of particular texts for particular groups of students. The overarching goal is to make text complexity a vital and easy-to-incorporate element of reading instruction.

Text Complexity Qualitative Scheme

Dimension of Text		Grade Span 2–3	4–5	6–8	9–10	11–12
Structure		Explicit, simple, conventional; simple graphic representations are supplementary to meaning; texts are relatively short	Largely explicit and direct; graphic representations are supplementary to meaning; texts are of increasing length	Largely implicit and subtle; graphic representations are essential to meaning; texts are of increasing length	Implicit, subtle; graphic representations are essential to meaning; texts are of increasing length	Implicit, complex, unconventional; sophisticated graphic representations are essential to meaning; texts are sufficiently long to address complex subjects
Purpose		Single; explicitly stated	Single or twofold; clearly indicated	Single or multiple; subtly stated	Multiple; often implicit	Multiple; often implicit and may be hidden or obscure
Style and Language	Style	Familiar, accessible, plain; few literary devices	Moderately accessible; some literary devices	Moderately demanding; several literary devices	Demanding; many literary devices	Unfamiliar, demanding, complex; many literary devices
	Language	Mostly clear, everyday language; limited use of Tier 2 and 3 words and figurative language	Some everyday language; some use of Tier 2 and 3 words and figurative language	Consistent use of Tier 2 and 3 words and figurative language	Extensive use of Tier 2 and 3 words and figurative language	Extensive use of Tier 2 and 3 words and figurative language; language may be intentionally or unintentionally ambiguous
Richness		A few ideas/concepts; concrete; low information density	Some ideas/concepts; mostly concrete; moderate information density	Several ideas/concepts; mostly abstract; moderate information density	Several ideas/concepts; abstract; high information density	Many ideas/concepts; highly abstract; high information density
Relationships		A few connections; explicit; simple	Some connections; largely explicit	Several connections; largely implicit	Several connections; implicit	Many connections; implicit; complex and interwoven
Knowledge Demands	Life experiences (literary texts)	Ability to handle simple themes and fantastical elements as well as draw upon common, everyday experiences	Ability to handle fairly simple themes, consider a perspective somewhat different from one's own, and understand unfamiliar experiences	Ability to handle fairly challenging themes, consider multiple perspectives, and understand unfamiliar experiences	Ability to handle challenging themes, consider multiple perspectives, and understand experiences distinctly different from one's own	Ability to handle one or more complex themes, consider multiple and unusual perspectives, and understand experiences distinctly different from one's own
	Cultural/literary knowledge (chiefly literary texts)	General background knowledge and familiarity with genre conventions required		Cultural and historical knowledge useful for understanding characters, settings, and allusions		
	Content/discipline knowledge (chiefly informational texts)	Some everyday and general content knowledge	Some general and discipline-specific content knowledge	Some discipline-specific content knowledge	Extensive discipline-specific content knowledge	Extensive, perhaps specialized discipline-specific content knowledge

Adapted from ACT, Inc., (2005); Carnegie Council on Advancing Adolescent Literacy (2010); Chall, Bissex, Conrad, & Harris-Sharples (1996); and Hess and Biggam (2004)

The qualitative dimensions of text complexity are best understood as continua of increasing complexity rather than as representing discrete and easily defined stages. Most authentic texts will exhibit some but not all of the traits linked to a particular grade band; qualitatively assigning a text to a grade band is therefore a matter of "best fit," or determining which grade band's set of descriptors most accurately describes the text.

Structure

- Explicit, simple, conventional → Implicit, complex, unconventional
- Simple graphic representations → Sophisticated graphic representations
- Graphic representations supplementary to meaning → Graphic representations essential to meaning
- Relatively short texts → Texts sufficiently long to address complex subjects

Purpose

- Single purpose → Multiple purposes
- Explicitly stated → Often implicit and may be hidden or obscure

Style

- Familiar, accessible, plain → Unfamiliar, demanding, complex
- Few literary devices → Many literary devices

Language

- Mostly everyday language → Extensive use of Tier 2 and 3 words
- Limited use of figurative language → Extensive use of figurative language
- Clear language → Potentially ambiguous language

Richness

- A few ideas/concepts → Many ideas/concepts
- Concrete ideas/concepts → Abstract ideas/concepts
- Low information density → High information density

Relationships

- A few connections → Many connections
- Explicit connections → Implicit connections
- Simple connections → Complex, interwoven connections

Knowledge Demands: Life Experiences

- Simple themes → Complex themes
- Single theme → Multiple themes
- Common, everyday experiences and fantastical elements → Experiences distinctly different from one's own
- Single perspective like one's own → Multiple and unusual perspectives

Knowledge Demands: Cultural Knowledge

- General background knowledge and familiarity with genre conventions required → Cultural and historical knowledge useful

Knowledge Demands: Content/Discipline Knowledge

- Some everyday and general content knowledge → Extensive, perhaps specialized discipline-specific content knowledge

Definitions of Key Writing Types

Narrative

Narrative writing is organized by time. Time is central because narrative writing depicts events, whether real or imagined. Narrative writing is fundamental to novels, short stories, biographies, autobiographies, historical accounts, and plays. With practice, students' repertoire of narrative strategies expands and their control of them increases. Students learn to provide visual details of scenes, objects, or people; to depict specific actions (movements, gestures, postures, and expressions); to use dialogue and interior monologue in order to provide insight into the narrator's and characters' personalities and motives; and to manipulate pace in order to highlight the significance of certain events and create tension and suspense. Narrative writing serves a variety of purposes; frequently it is embedded in other kinds of writing, such as writing intended to inform, instruct, or persuade.

Informative/Explanatory Text

Informative/explanatory writing conveys information accurately. This kind of writing can serve one or more of several closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to enhance readers' comprehension of a concept. Informative/explanatory writing addresses questions, such as questions about types (What are the different types of whales?), about components (What are the parts of a motor?), about aspects of a subject such as its size, function, or behavior (How big is the United States? What is an x-ray used for? How do penguins find food?), about how things work (How does a camera work?), and about why things happen (Why is Earth warming?). To produce this kind of writing, students draw on what they already know and on primary and secondary sources. With practice, students become better able to develop a controlling idea that supports coherence and focus, and they can select examples, facts, and details that are relevant. They are also able to employ a variety of techniques that writers use to convey information, such as naming, describing, or differentiating different types or parts; comparing or contrasting one subject with another; and relating an anecdote or scenario to illustrate a point.

Argument

The purpose of argument is to persuade in order to change the reader's point of view or to bring about some action on the reader's part. There are many techniques employed by writers to persuade readers—for example, appeals to emotions, appeals to common beliefs, and the creation of a believable authorial voice. However, the core of argument is logic and evidence. A logical argument convinces its audience of the merit and reasonableness of the claims and the proof offered in support of the claims. Writers of logical arguments provide credible evidence (facts and details) to support their assertions. Although young children are not able to produce fully developed logical arguments, they are developing a variety of ways to extend and elaborate their work around opinions or judgments. They provide examples, they offer reasons for their assertions, and they explain cause and effect. These kinds of expository structures are steps on the road to argument.

Conventions

Three goals undergird the Conventions standards:

(1) Students should have a carefully specified range of broadly useful terms in order to be precise in their discussions about language. Such key terms (noted below) should be defined in grade-appropriate ways for younger students and fleshed out more fully in later grades. (For guidance on this matter, see, for example, Brock Haussamen with Amy Benjamin, Martha Kolln, and Rebecca S. Wheeler, *Grammar Alive!: A Guide for Teachers* [Urbana, IL: NCTE, 2003] and Amy Benjamin with Tom Oliva, *Engaging Grammar: Practical Advice for Real Classrooms* [Urbana, IL: NCTE, 2007].) Additional terminology may be helpful in particular instructional situations; avoiding terminology altogether may be appropriate in others.
(2) Students must be able to observe the conventions of standard English in their formal writing and speaking for the sake of having their efforts widely understood and taken seriously.
(3) Students need to understand that effective language use is more than simply observing a series of rules but also about making careful choices among alternatives, considering those choices in relation to task, purpose, audience, occasion, and discipline.

Many conventions-related issues are likely to arise in students' writing and speaking prior to their formal appearance in the sequence below. For example, students in kindergarten are expected to know what a complete sentence is even though the concept of a fragment is not mentioned specifically in the standards until grade 3.

Conversely, many skills and understandings introduced at lower grades will require continued attention as students advance in the grades. Students in grade 3, for instance, can ensure subject-verb agreement in simple situations, such as when the subject and verb appear next to each other in a sentence. As students' writing and speaking become more complex, however, new agreement challenges arise, such as intervening phrases suggesting a different number for the verb than the subject calls for. "Errors" with applying previously mastered skills and understandings are thus often a sign of progress in that students are stretching their ability to communicate. "Relearning" is then a matter of students becoming able to apply old skills and understandings in new, more sophisticated ways.

While all the Conventions standards should be considered cumulative, certain ones, noted with an asterisk (*), are particularly likely to need to be revisited by older students as they convey ever more elaborate ideas in writing and speech.

ELA Conventions Progressive Skills: By Standard

The following standards, marked with an asterisk (*) in the standards document, are skills and understandings that require continued attention in higher grades (after their introduction in lower grades) as they are applied to increasingly sophisticated writing and speaking.

Grade 3 **Grades 4–5** **Grades 6–8** (Grade/band in which the standard is introduced)

3.1 Generate complete sentences, avoiding sentence fragments, comma splices, and run-ons.

3.2 Ensure subject-verb and pronoun-antecedent agreement.

3.7 Choose words for effect.

4–5.2 Recognize and correct inappropriate shifts in verb tense.

4–5.3 Form and choose between adjectives and adverbs (including comparative and superlative forms), placing them appropriately within the sentence.

4–5.4 Correctly use frequently confused words.

4–5.5 Use idiomatic language.

4–5.7 Use punctuation to separate items in a series.

4–5.11 Spell grade-appropriate words correctly, consulting references as needed.

4–5.12 Use specialized, topic-specific language to convey ideas precisely.

4–5.13 Use figurative language to create images or make comparisons and connections between people, objects, or ideas.

4–5.14 Use punctuation for effect.

4–5.15 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

6-8.2 Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.

6-8.4 Recognize and correct inappropriate shifts in pronoun number and person.

6.8.5 Recognize and correct vague pronouns with unclear or ambiguous antecedents.

6-8.8 Recognize and correct inappropriate shifts in verb voice and mood.

6-8.9 Set off nonrestrictive/parenthetical elements with commas, parentheses, or dashes.

6-8.12 Vary sentence patterns for meaning, reader/listener interest, and style.

6-8.13 Choose words and phrases to express ideas precisely and concisely, avoiding redundancy and wordiness.

Vocabulary Instruction

> Words are not just words. They are the nexus — the interface — between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they afford.
>
> Marilyn Adams[33]

The importance of students acquiring a rich and varied vocabulary cannot be overstated. Research suggests that if students are going to grasp and retain words and comprehend text, they need incremental, repeated exposure to words they are trying to learn in a variety of contexts. When students make multiple connections between new words and their own experiences they develop a nuanced and flexible understanding of the word. In this way, students learn not only what a word means, but how to use that word in a variety of contexts and apply appropriate senses of the word's meaning in order to understand different contexts.[34]

Initially children readily learn words from oral conversation because oral conversations are context rich in ways that aid in vocabulary acquisition: in discussion a small set of words (accompanied by gesture and intonation) is used with great frequency to talk about a narrow range of situations children are exposed to on a day to day basis. Yet as children reach school age, new words are less frequently introduced in conversation, and consequently vocabulary acquisition eventually stagnates by fourth or fifth grade unless students acquire additional words from written context.[35]

Written language, by contrast, contains hundreds of times as many different words as are typically used in conversational language. Yet writing lacks the interactive opportunities and nonverbal context provided by oral conversation so it presents a special challenge towards successful vocabulary acquisition without purposeful and ongoing concentration on vocabulary.[36] In fact, at most, between five and fifteen percent of new words encountered when reading are retained.[37] The weaker a student's vocabulary is, the slighter the gain.[38] Yet research shows that if students are going to understand what they read, they must understand upward of 95 percent of the words.[39]

As this "tipping point" for lexical dexterity is quite challenging for students to reach, every classroom needs to focus on providing students with high quality contextual encounters with vocabulary words that epitomize what they encounter in written texts. The aim should be to expose students to words that have the widest application—concepts that students are likely to meet again and again not just in classroom settings but outside the school walls as well. Some of these highly transferable academic words, often referred to as Tier 2 words, such as qualifying adjectives and adverbs (e.g., important, typically) are used broadly across domains and indeed in contexts that

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[33]Adams, M. (2009). "The Challenge of Advanced Texts: The Interdependence of Reading and Learning," in Hiebert (Ed.), Reading more, reading better: Are American students reading enough of the right stuff?, New York: Guilford Publications.
[34]Landauer, TK, McNamara, DS, Dennis, S and Kintsch, W (2007) Handbook of Latent Semantic Analysis; Landauer, T. K., & Dumais, S. T. (1997). A solution to Plato's problem: The latent semantic analysis theory of acquisition, induction, and representation of knowledge. *Psychological Review, 104(2*), 211-240; Nagy, W. E., Herman, P., & Anderson, R. C. (1985). Learning words from context. *Reading* Research Quarterly, 20, 233-253.

[35] Hayes, D and Ahrens, M: "Vocabulary simplification for children: A special case of "motherese?" Journal of Child Language. Vol 15(2), Jun 1988, 395-410
[36] Ibid.

[37] Ibid.
[38] Daneman & Green, 1986; Herman, Anderson, Person &Nagy, 1987; Sternberg & Powell
[39] Betts, E. A. (1946). *Foundations of reading instruction.* New York, NY: American Book Company; Carver, R. P. (1994). Percentage of unknown vocabulary words in text as a function of the relative difficulty of the text: Implications for instruction. *Journal of Reading Behavior, 26,* 413-437; Hu, M., & Nation, P. (2000). Unknown vocabulary density and reading comprehension. *Reading in a Foreign Language, 13(1)*, 403-430; Laufer, B. (1988). What percentage of text-lexis is essential for comprehension. In C. Lauren & M. Nordmann (Eds.), *Special language: From humans to thinking machines,* pp. 316-323. Clevedon, UK: Multilingual Matters.

transcend the classroom.[40] However, the meanings of most words are specific to their domains—often referred to as Tier 3 words—including those that arise in multiple domains (e.g., chemical constituents, constituent voting patterns). To learn words, students have to read multiple selections from multiple authors within key domains of learning.

The problem is that, in any given instance, it is not the entire spectrum of a word's history, meanings, usages, and features that matters, but only those aspects that are relevant to the surrounding context. That means, first, that the reader's internal representation of the word must be sufficiently complete and well-articulated so that the intended meaning is available and, second, that the reader must understand the context well enough to select the intended meaning – which, in turn, depends on good understanding of the surrounding words of the passage.

Key to students' vocabulary development is building rich and flexible word knowledge. Students need plentiful opportunities to use and respond to the words they learn, through playful informal talk, discussion, and reading or being read to and responding to what is read. Along with attention to academic (Tier 2 words) and content-specific words (Tier 3 words), students benefit from instruction about the connections and patterns in language. Developing in students an analytical attitude toward the logic and sentence structure of their texts alongside an awareness of word parts, word origins, and word relationships provides students with a sense of how language works so that syntax, morphology and etymology can become useful cues to word in building meaning as students encounter new words and concepts in their reading.[41] As students are exposed to and interact with language throughout their school careers, they are able to acquire understandings of word meanings, build awareness of the workings of language, and apply word meanings to comprehend and produce language.

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[40] Indeed, the fact that these words transcend specific disciplines argues for them being taught and used across the curriculum by all teachers.

[41] Beck, I. L., McKeown, M. & Kucan, L. (2008). *Creating robust vocabulary: Frequently asked questions and extended examples.*

APPENDIX B

Exemplars of Reading Text Complexity and Quality, ELA K–12

Selecting Text Samples

The following text samples primarily serve to exemplify the level of complexity and quality that the *Standards* require all students in a given grade band to engage with while additionally suggesting the breadth of text types that students should encounter. The choices should serve as useful guideposts in helping educators select texts of similar **complexity**, **quality**, and **breadth** for their own classrooms. The process of text selection was guided by these criteria in the following fashion:

- *Complexity*. Appendix A describes in detail a three-part model of measuring text complexity based on qualitative and quantitative indices of inherent text difficulty balanced with educators' professional judgment. In selecting texts to serve as exemplars, the work group began by soliciting contributions from teachers, 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 propose texts that they or their colleagues have used successfully with students in a given grade band. The work group made final selections based in part on whether qualitative and quantitative measures identified by the *Standards* indicated that the proposed texts were of sufficient complexity for the grade band. For those types of texts—particularly poetry and multimedia sources—for which these measures are not as well suited, professional judgment necessarily played a greater role in selection.

- *Quality*. While it is possible to have high-complexity texts of low inherent quality, the work group solicited only texts of recognized value. From the pool of submissions gathered from outside contributors, the work group selected classic or historically significant texts as well as contemporary works of comparable literary merit, cultural significance, and/or content richness.

- *Breadth*. After identifying texts of appropriate complexity and quality, the work group applied a range of secondary criteria to ensure that the samples presented in each band represented as broad a range of sufficiently complex, high-quality texts as possible. Among the factors considered were initial publication date, authorship, and subject matter.

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.

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.

Organization and Excerpting

Texts are organized first by category, with narrative texts followed by drama and poetry and then the informational texts. Within each category, the texts are organized by date, usually of first publication, beginning with the oldest and ending with the most recent. In some cases, the date of any given work may be open to debate.

The excerpts given here are meant to stand in for the full work in most instances. Works that are not in the public domain may be represented by short excerpts or snippets while the work group awaits permission from the rights holders for full use.

Media Texts

Selected excerpts are accompanied by annotated links to related media texts available online at the time of the publication of this document.

Kindergarten to Grade 1 Exemplar Texts

Narratives

Little Bear by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)

Are You My Mother? by P. D. Eastman (1960)

The Fire Cat by Esther Averill (1960)

Green Eggs and Ham by Dr. Seuss (1960)

Put Me in the Zoo by Robert Lopshire (1960)

Frog and Toad Together by Arnold Lobel (1971)

Owl at Home by Arnold Lobel (1975)

Henry and Mudge: The First Book of Their Adventures by Cynthia Rylant, illustrated by Suçie Stevenson (1987)

Poppleton in Winter by Cynthia Rylant, illustrated by Mark Teague (2001)

Cowgirl Kate and Cocoa by Erica Silverman, illustrated by Betsy Lewin (2005)

Poetry

"Mix a Pancake" by Christina G. Rossetti (1893)

"Singing-Time" by Rose Fyleman (1919)

"Halfway Down" by A. A. Milne (1924)

"As I Was Going to St. Ives" by Unknown, collected by Peter and Iona Opie (1951)

"Drinking Fountain" by Marchette Chute (1957)

"Poem" by Langston Hughes (1958)

"Wouldn't You?" by John Ciardi (1961)

"In the Falling Snow" by Richard Wright (1973)

"Covers" by Nikki Giovanni (1980)

"It Fell in the City" by Eve Merriam (1985)

"Celebration" by Alonzo Lopez (1993)

"Two Tree Toads" by Jon Agee (2009)

Informational Texts

A Tree Is a Plant by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)

My Five Senses by Aliki (1962)

Starfish by Edith Thacher Hurd, illustrated by Robin Brickman (1962)

What Do You Do With a Tail Like This? by Steve Jenkins & Robin Page (2003)

From Seed to Pumpkin by Wendy Pfeffer, illustrated by James Graham Hale (2004)

Mouse in a Meadow by John Himmelman (2005)

Petting Zoo by Dorling Kindersley (2005)

Meet the Meerkat by Darrin Lunde, illustrated by Patricia J. Wynne (2007)

"The Forest in Spring" in National Geographic Young Explorer! April 2009 (2009)

"Our Good Earth" in National Geographic Young Explorer, April 2009 (2009)

Read-Aloud Narratives

The Wonderful Wizard of Oz by L. Frank Baum (1900)

Little House in the Big Woods by Laura Ingalls Wilder, illustrated by Garth Williams (1932)

Mr. Popper's Penguins by Richard Atwater (1938)

Finn Family Moomintroll by Tove Jansson, translated by Elizabeth Portch (1948)

A Story A Story by Gail E. Haley (1970)

The Paper Crane by Molly Bang (1985)

Read-Aloud Poetry

"The Owl and the Pussycat" by Edward Lear (1871)

"April Rain Song" by Langston Hughes (1932)

"The Fox's Foray" – Traditional rhyme in Opie / *The Oxford Nursery Rhyme Book* (1955)

Over in the Meadow by John Langstaff, illustrated by Feodor Rojankovsky (1957)

Zin! Zin! Zin! a Violin by Lloyd Moss, illustrated by Marjorie Priceman (1995)

Read-Aloud Informational Texts

The Year at Maple Hill Farm by Alice and Martin Provensen (1978)

Fire! Fire! by Gail Gibbons (1984)

Follow the Water from Brook to Ocean by Arthur Dorros (1991)

Amazing Whales! by Sarah L. Thomson (2005)

Living Sunlight: How Plants Bring the Earth to Life by Molly Bang & Penny Chisholm, illustrated by Molly Bang (2009)

Grades 2–3 Exemplar Texts

Narratives

My Father's Dragon by Ruth Stiles Gannett, illustrated by Ruth Chrisman Gannett (1948)

Crow Boy by Taro Yashima (1955)

Amos & Boris by William Steig (1971)

The Treasure by Uri Shulevitz (1978)

The Stories Julian Tells by Ann Cameron (1981)

Sarah, Plain and Tall by Patricia MacLachlan (1985)

Tops and Bottoms by Janet Stevens (1995)

The Raft by Jim LaMarche (2000)

The Lighthouse Family: The Storm by Cynthia Rylant, illustrated by Preston McDaniels (2002)

The One-Eyed Giant (Book One of Tales from the Odyssey) by Mary Pope Osborne (2002)

Poetry

"Autumn" by Emily Dickinson (1893)

"Who Has Seen the Wind" by Christina G. Rossetti (1893)

"Afternoon on a Hill" by Edna St. Vincent Millay (1917)

"Stopping by Woods on a Snowy Evening" by Robert Frost (1923)

"Something Told the Wild Geese" by Rachel Field (1934)

"Grandpa's Stories" by Langston Hughes (1958)

"A Bat Is Born" by Randall Jarrell (1964)

"Knoxville, Tennessee" by Nikki Giovanni (1968)

"Weather" by Eve Merriam (1969)

"Eating While Reading" by Gary Soto (1995)

Informational Texts

A Medieval Feast by Aliki (1983)

Maps & Globes by Jack Knowlton, pictures by Harriet Barton (1985)

Sunshine Makes the Seasons by Franklyn M. Branley (1985)

From Seed to Plant by Gail Gibbons (1991)

Throw Your Teeth on the Roof: Tooth Traditions Around the World by Selby B. Beeler, illustrated by G. Brian Karas (1998)

So You Want to Be President? By Judith St. George, illustrated by David Small (2000)

Boy, Were We Wrong About Dinosaurs by Kathleen V. Kudlinski, illustrated by S.D. Schindler (2005)

Bat Loves the Night by Nicola Davies, illustrated by Sarah Fox-Davies (2008)

Moonshot: The Flight of Apollo 11 by Brian Floca (2009)

Where Do Polar Bears Live? by Sarah L. Thomson, illustrated by Jason Chin (2010)

Read-Aloud Narratives

"How the Camel Got His Hump" in *Just So Stories* by Rudyard Kipling (1902)

The Thirteen Clocks by James Thurber (1950)

The Cricket in Times Square by George Selden, illustrated by Garth Williams (1960)

The Search for Delicious by Natalie Babbitt (1969)

Bud, Not Buddy by Christopher Paul Curtis (1999)

Read-Aloud Poetry

"The Jumblies" by Edward Lear (1871)

"The Pied Piper of Hamelin" by Robert Browning (1888)

"Your World" by Georgia Douglas Johnson (1918)

"The Song of the Jellicles" by T.S. Eliot (1939)

"Fireflies" by Paul Fleischman, illustrated by Eric Beddows (1988)

Read-Aloud Informational Texts

Lincoln: A Photobiography by Russell Freedman (1987)

A Drop of Water: A Book of Science and Wonder by Walter Wick (1997)

The Museum Book: A Guide to Strange and Wonderful Collections by Jan Mark, illustrated by Richard Holland (2007)

What the World Eats by Faith D'Aluisio, photographed by Peter Menzel (2008)

Wild Tracks! A Guide to Nature's Footprints by Jim Arnosky (2008)

Grades 4–5 Exemplar Texts

Narratives

Alice in Wonderland by Lewis Carroll (1865)

The Secret Garden by Frances Hodgson Burnett (1911)

The Black Stallion by Walter Farley (1941)

The Little Prince by Antoine de Saint-Exupery (1943)

Tuck Everlasting by Natalie Babbitt (1975)

"Zlateh the Goat" by Isaac Bashevis Singer (1984)

M. C. Higgins, the Great by Virginia Hamilton (1993)

The Birchbark House by Louise Erdrich (1999)

Bud, Not Buddy by Christopher Paul Curtis (1999)
[Also a read-aloud narrative at Grades 2–3]

Where the Mountain Meets the Moon by Grace Lin (2009)

Poetry

"The Echoing Green" from *Songs of Innocence* by William Blake (1789)

"The New Colossus" by Emma Lazarus (1883)

"Casey at the Bat" by Ernest Lawrence Thayer (1888)

"A Bird Came Down the Walk" by Emily Dickinson (1893)

"Fog" by Carl Sandburg (1916)

"Dust of Snow" by Robert Frost (1923)

"Little Red Riding Hood and the Wolf" by Roald Dahl (1982)

"They Were My People" by Grace Nichols (1988)

"Words Free As Confetti" by Pat Mora (1996)

Informational Texts

Discovering Mars by Melvin Berger (1992)

Let's Investigate Marvelously Meaningful Maps by Madelyn Wood Carlisle (1992)

Hurricanes: Earth's Mightiest Storms by Patricia Lauber (1996)

The Kid's Guide to Money by Steve Otfinoski (1996)

Toys: Amazing Stories behind Some Great Inventions by Don Wulffson (2000)

"Good Pet, Bad Pet" by Elizabeth Schleichert from *Ranger Rick* (2002)

"Ancient Mound Builders" by E. Barrie Kavash from *Cobblestone* (2003)

About Time: A First Look at Time and Clocks by Bruce Koscielniak (2004)

England the Land by Erinn Banting (2004)

A History of US by Joy Hakim (2005)

My Librarian Is a Camel by Margriet Ruurs (2005)

Horses by Seymour Simon (2006)

Quest for the Tree Kangaroo by Sy Montgomery (2006)

Volcanoes by Seymour Simon (2006)

We Are the Ship: The Story of Negro League Baseball by Kadir Nelson (2008)

"Kenya's Long Dry Season" by Nellie Gonzalez Cutler from *Time for Kids* (2009)

"Seeing Eye to Eye" by Leslie Hall from *National Geographic Explorer* (2009)

"Computer" from *Britannica Junior Encyclopedia* (2010)

"Telescopes" by Ronan, Colin A. from *The New Book of Knowledge* (2010)

"Underground Railroad" by Henrietta Buckmaster from *The New Book of Knowledge* (2010)

Grades 6–8 Exemplar Texts

Narratives

Little Women by Louisa May Alcott (1869)

The Adventures of Tom Sawyer by Mark Twain (1876)

A Wrinkle in Time by Madeline L'Engle (1962)

The Dark is Rising by Susan Cooper (1973)

Dragonwings by Laurence Yep (1975)

Roll of Thunder, Hear My Cry by Mildred Taylor (1976)

"The People Could Fly" from *The People Could Fly: American Black Folktales* by Virginia Hamilton (1985)

The Tale of the Mandarin Ducks by Katherine Paterson (1990)

"Eleven" from *Woman Hollering Creek: And Other Stories* by Sandra Cisneros (1992)

Black Ships Before Troy: The Story of the Iliad by Rosemary Sutcliff (1993)

Drama

A Midsummer Night's Dream by William Shakespeare (1596)

The Diary of Anne Frank by Frances Goodrich and Albert Hackett (1958)

Poetry

"Paul Revere's Ride" by Henry Wadsworth Longfellow (1861)

"O Captain, My Captain" by Walt Whitman (1865)

"Jabberwocky" by Lewis Carroll (1872)

"Twelfth Song of Thunder" from *The Mountain Chant: A Navajo Ceremony* Navajo tradition (1887)

"The Railway Train" by Emily Dickinson (1893)

"The Song of Wandering Aengus" by W. B. Yeats (1899)

"Chicago" from *Chicago Poems* (1914) by Carl Sandburg

"Stopping by a Wood on a Snowy Evening" by Robert Frost (1923)

"I, Too" by Langston Hughes (1925)

"The Book of Questions" by Pablo Neruda (1973) translated by William O'Daly

"Oranges" from *Black Hair* (1985) by Gary Soto

"A Poem for My Librarian, Mrs. Long" from *Acolytes* (2007) by Nikki Giovanni

Informational Texts (English Language Arts)

"Allegory of the Cave" from *The Republic* by Plato (380 BCE) translated by G.M.A. Grube

"Letter on Thomas Jefferson" by John Adams (1822)

Narrative of the Life of Frederick Douglass an American Slave by Frederick Douglass (1845)

"Gettysburg Address" by Abraham Lincoln (1863)

"Lee Surrenders to Grant" by Horace Porter (1865)

"Blood, Toil, Tears and Sweat" by Winston Churchill (1940)

Travels with Charley: In Search of America by John Steinbeck (1962)

"Address to the Nation on Civil Rights" by John F. Kennedy (1963)

I Know Why the Caged Bird Sings by Maya Angelou (1969)

"Address to Students at Moscow State University" by Ronald Reagan (1988)

Grades 9-10 Exemplar Texts

Narratives

The Odyssey by Homer (8th century B.C.E.) translated by Robert Fagles

"The Nose" by Nikolai Gogol (1836) translated by Ronald Wilks

"The Gift of the Magi" by O. Henry (1906)

The Grapes of Wrath by John Steinbeck (1939)

Fahrenheit 451 by Ray Bradbury (1953)

"I Stand Here Ironing" by Tillie Olsen (1956)

The Killer Angels by Michael Shaara (1975)

The Joy Luck Club by Amy Tan (1989)

In the Time of the Butterflies by Julia Alvarez (1994)

The Book Thief by Marcus Zusak (2005)

Drama

The Tragedy of Romeo and Juliet by William Shakespeare (1592)

The Glass Menagerie by Tennessee Williams (1944)

Rhinoceros by Eugene Ionesco (1959) translated by Derek Prouse

Master Harold…and the Boys by Athol Fugard (1982)

Poetry

"Song" by John Donne (1635)

"Ozymandias" by Percy Bysshe Shelley (1810)

"The Raven" by Edgar Allen Poe (1845)

"We Grow Accustomed to the Dark" by Emily Dickinson (1893)

"Loveliest of Trees" by A. E. Houseman (1896)

"Lift Ev'ry Voice and Sing" by James Weldon Johnson (1900)

"Domination of Black" by Wallace Stevens (1916)

"Yet Do I Marvel" by Countee Cullen (1925)

"Women" by Alice Walker (1970)

"I Am Offering This Poem to You" by Jimmy Santiago Baca (1977)

Informational Texts (English Language Arts)

"Preface to Lyrical Ballads" by William Wordsworth (1800)

"Speech to the Second Virginia Convention" by Patrick Henry (1775)

"Second Inaugural Address" by Abraham Lincoln (1865)

"State of the Union Address" by Franklin Delano Roosevelt (1941)

"I Am an American Day Address" by Learned Hand (1944)

"Remarks to the Senate in Support of a Declaration of Conscience" by Margaret Chase Smith (1950)

"Address at the March on Washington" by Martin Luther King, Jr. (1963)

"Nobel Prize Acceptance Speech" by Elie Wiesel (1986)

"A Quilt of a Country" by Anna Quindlen (2001)

Grades 11-12 Exemplar Texts

Narratives

Pride and Prejudice by Jane Austen (1813)

Jane Eyre by Charlotte Brontë (1848)

"At Home" by Anton Chekov (1887) translated by Constance Garnett

The Great Gatsby by F. Scott Fitzgerald (1925)

As I Lay Dying by William Faulkner (1930)

Their Eyes Were Watching God by Zora Neale Hurston (1937)

Black Boy by Richard Wright (1945)

The Adventures of Augie March by Saul Bellow (1949)

The Bluest Eye by Toni Morrison (1970)

Dreaming in Cuban by Cristina García (1992)

The Namesake by Jhumpa Lahiri (2003)

Drama

Macbeth by William Shakespeare (c1611)

The Importance of Being Earnest by Oscar Wilde (1895)

Death of a Salesman by Arthur Miller (1949)

A Raisin in the Sun by Lorraine Hansberry (1959)

Poetry

"A Valediction Forbidding Mourning" by John Donne (1633)

"Ode on a Grecian Urn" by John Keats (1820)

"Song of Myself" from *Leaves of Grass* by Walt Whitman (c1860)

"Because I Could Not Stop for Death" by Emily Dickinson (1890)

"Mending Wall" by Robert Frost (1914)

"Ode to My Suit" by Pablo Neruda (1954) translated by Margaret Sayers Peden

"Sestina" by Elizabeth Bishop (1983)

"The Latin Deli: An Ars Poetica" by Judith Ortiz Cofer (1988)

"Demeter's Prayer to Hades" by Rita Dove (1995)

"Man Listening to Disc" by Billy Collins (2001)

Informational Texts (English Language Arts)

The Declaration of Independence by Thomas Jefferson (1776)

The Crisis by Thomas Paine (1776)

Walden by Henry David Thoreau (1854)

"Society and Solitude" by Ralph Waldo Emerson (1857)

"The Fallacy of Success" by G.K. Chesterton (1909)

The American Language by H.L. Mencken (1938)

"Politics and the English Language" by George Orwell (1946)

"Abraham Lincoln and the Self-Made Myth" by Richard Hofstadter (1948)

"Letter from Birmingham City Jail" by Martin Luther King, Jr. (1963)

"Mother Tongue" by Amy Tan (1990)

"Take the Tortillas Out of Your Poetry" by Rudolfo Anaya (1995)

The Common Core K–12 Mathematics Standards

This document provides grade level standards for mathematics in grades K–8, and high school standards organized under the headings of the *College and Career Readiness Standards in Mathematics*. Students reaching the readiness level described in that document (adjusted in response to feedback) will be prepared for non-remedial college mathematics courses and for training programs for career-level jobs. Recognizing that most students and parents have higher aspirations, and that ready for college is not the same as ready for mathematics-intensive majors and careers, we have included in this document standards going beyond the readiness level. Most students will cover these additional standards. Students who want the option of entering STEM fields will reach the readiness level by grade 10 or 11 and take precalculus or calculus before graduating from high school. Other students will go beyond readiness through statistics to college. Other pathways can be designed and available as long as they include the readiness level. The final draft of the K–12 standards will indicate which concepts and skills are needed to reach the readiness level and which go beyond. We welcome feedback from states on where that line should be drawn.

English Language Learners in Mathematics Classrooms

English language learners (ELLs) must be held to the same high standards expected of students who are already proficient in English. However, because these students are acquiring English language proficiency and content area knowledge concurrently, some students will require additional time and all will require appropriate instructional support and aligned assessments.

ELLs are a heterogeneous group with differences in ethnic background, first language, socio-economic status, quality of prior schooling, and levels of English language proficiency. Effectively educating these students requires adjusting instruction and assessment in ways that consider these factors. For example ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can bring to bear conceptual knowledge developed in their first language when reading in a second language. On the other hand, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand. As they become acculturated to US schools, ELLs who are newcomers will need sufficiently scaffolded instruction and assessments to make sense of content delivered in a second language and display this content knowledge.

While some ELLs are economically and educationally advantaged, this is not the case for many of these students. Moreover, once in the U.S., the majority of ELLs attend high poverty schools with high percentages of other ELLs. These schools often lack the resources and capacity needed to help ELLs reach high academic standards. However, schools and districts can be assisted in providing a positive learning environment that capitalizes on the linguistic and cultural diversity of the student body.

Language proficiency is a complex construct that can reflect proficiency in multiple contexts, modes, and academic disciplines. Current measures of language proficiency may not give an accurate picture of an individual's language competence. In particular, we do not have measures or assessments for language proficiency related to competence in mathematics for different ages or mathematical topics. These two facts can confuse discussions of mathematics instruction for ELLs. In particular, because of the complexity of language proficiency and the limitations of the label "English Language Learner" as currently implemented, instructional decisions should not be made solely based on that label. However, research on language and mathematics education for this student population does provide a few clear results to guide practices for teaching ELLs mathematics:

- English learners can participate in mathematical discussions as they learn English (Moschkovich, 1999a, 2002, 2007a, 2007b, 2007d).

- Mathematics instruction for students who are learning English should draw on multiple resources and modes available in classrooms—such as objects, drawings, inscriptions, and gestures—as well as home languages and mathematical experiences outside of school.

- While mathematics instruction for ELLs should address mathematical discourse and academic language, this involves much more than vocabulary instruction.

Basic principles for improving the mathematics achievement of ELLs

Language is a resource for learning mathematics, it is not only a tool for communicating, but also a tool for thinking and reasoning mathematically. All languages (English, Spanish, Tagalog,etc.) and language varieties (different dialects, home or everyday ways of talking, vernacular, slang, etc.) provide resources for mathematical thinking, reasoning, and communicating.

Regular and active participation in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting—is crucial to ELLs' success in mathematics, and that ELLS can produce explanations, presentations, etc. and participate in classroom discussions *as they are learning English* (Moschkovich, 1999 and 2007).

- ELLs, like English-speaking students, require regular access to teaching practices that are most effective for improving student achievement. These practices include: a) Keeping mathematical tasks at high-cognitive demand (Henningsen & Stein, 1997; Silver & Stein, 1996); b) teachers and students attend explicitly to concepts (Hiebert & Grouws, 2007), and c) students wrestle with important mathematics (Hiebert & Grouws, 2007).
- See the evidence of ELLs' mathematical thinking, hear how ELLs use language to communicate about mathematics, understand the competence that ELLS bring to the classroom, build on this competence, and provide access to opportunities for advancing their mathematics learning.

Overall, research suggests that:

- Classroom instruction should allow bilingual students to choose the language they prefer for arithmetic computation. Language switching can be swift, highly automatic, and facilitate rather than inhibit solving word problems in the second language, as long as the student's language proficiency is sufficient for understanding the text of the word problem.
- Instruction should ensure that students understand the text of word problems before they attempt to solve them.
- Instruction should include a focus on "mathematical discourse" and "academic language" because these are important for English learners. Although it is crucial that students who are learning English have opportunities to communicate mathematically, this is not primarily a matter of learning vocabulary. Students learn to participate in mathematical reasoning, not by learning vocabulary, but by making conjectures, presenting explanations, and/or constructing arguments.
- While vocabulary instruction is important, it is not sufficient for supporting mathematical communication. Furthermore, vocabulary drill and practice are not the most effective instructional practices for learning vocabulary. Instead, research has demonstrated that vocabulary learning occurs most successfully through instructional environments that are language-rich, actively involve students in using language, require that students both understand spoken or written words and also express that understanding orally and in writing, and require students to use words in multiple ways over extended periods of time (Blachowicz, Camille, and Peter Fisher, 2000). To develop written and oral communication skills, students need to participate in negotiating meaning for mathematical situations and in mathematical practices that require output from students (Moschkovich, 2009).

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Access for Students with Disabilities

The Common Core Standards articulate rigorous expectations in the areas of mathematics, reading, writing, and speaking and listening in order to prepare students to be college- and career-ready. These standards identify the knowledge and skills students must acquire in order to be successful. Research shows that students with disabilities are capable of high levels of learning and should not be limited by low expectations and watered down curriculum. It is imperative that these highly capable students—regardless of their disability—are held to the same expectations articulated in the Core Standards as other students.[1]

However, *how* these high standards are taught is of the utmost importance in reaching students with special needs. When learning the knowledge and skills represented in the Core Standards, students with disabilities may need accommodations or—in exceptional cases—modified goals, incorporated in an individualized education program (IEP),[2] to help them access information or demonstrate their knowledge. Students might be precluded from reaching particular standards given the nature of the standard itself. In instances when a standard asks students to perform actions they are physically incapable of, students will need to be presented with alternative options to demonstrate similar knowledge and skills within the range of their abilities. Accommodations based on individual needs allow students of all disability levels to learn within the framework of the Core.

Meeting English Language Arts (ELA) Standards

Reading, writing, speaking, and listening standards often require accommodations for students with disabilities. In the case of students who are deaf, a standard that calls for "listening" should be interpreted to include reading sign language. In a similar vein, "speaking" as it occurs in standards for certain students with speech impairments should be read broadly to include "communication" or "self-expression." Students who are blind or have low vision should be able to read via Braille, screen reader technology, or other assistive technology to demonstrate their comprehension

[1] Research suggests that the vast majority of the population of students with intellectual impairments *can* achieve proficiency when they receive high quality instruction in the grade-level content and appropriate accommodations.
[2] According to the Individuals with Disabilities Act (IDEA), an IEP includes appropriate accommodations that are necessary to measure the individual achievement and functional performance of a child.

skills. "Writing" should not preclude the use of a scribe, computer, or speech-to-text technology for students with disabilities that interfere with putting pen to paper. In the case of students with intellectual impairments—less than 2 percent of the total population of all students and less than 20 percent of students with disabilities—accommodations should allow them to demonstrate their knowledge and skills through alternative modes like text to speech software or reading aloud. For these students, writing may involve the use of pictures to assist in illustrating plot or argument, or offering them the opportunity to "choose words and phrases" by selecting from options rather than generating direct answers. With appropriate accommodations and support, students with all levels of disabilities can participate in the general education curriculum and achieve grade-level proficiency with regard to the ELA content and skills articulated in the Core.

Meeting Mathematics Standards

In curriculum for students with disabilities, ELA skills often take precedence over mathematics understanding. However, most of these students can master mathematical concepts with accommodations in instructional delivery and the use of specialized technology, including computers and calculators. For example, students with visual disabilities might require enhanced verbal descriptions from teachers and the use of large-print to demonstrate subsequent knowledge. Students who are deaf might require visual aids such as charts, diagrams, and mental images and increased reliance on computers and calculators. Manipulatives can enable students with intellectual impairments to grasp abstract concepts and continue learning. Evidence suggests that students with disabilities, even those with full intellectual abilities, tend to lag behind their peers in mathematics achievement; strong curriculum that gives equal priority to mathematics and ELA will help these students succeed.

In short, while the standards remain and retain high expectations of students, they may need to be translated and occasionally modified to appropriately apply to students with disabilities, including all levels of intellectual impairment. Every student deserves to be treated with respect, and every student deserves an outstanding education. Promoting a culture of high expectations for all students is a fundamental goal of the Core Standards. Reaching students with disabilities requires broadening our understanding of what the standards say and being ready to make appropriate accommodations and/or modifications to meet individual students' needs.

How to read this document

The K–8 standards are organized by grade level. Within each grade level there are 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 standards**, divided into standards describing concepts students should understand and standards describing skills students should acquire. A typical progression spans a number of grades, but does not span all of K-8. The progressions and their grade spans are listed at the end of the document.

The high school standards are not organized by grade level or by course, but rather are organized under headings of the *College and Career Ready Standards for Mathematics*: Expressions, Equations, Functions, Coordinates, Modeling, Statistics, Probability, and Geometry.[3] Subheadings under each heading refer either to mathematical practices or to principle topics, and core standards are listed under each subheading, as in the K-8 standards. The subheadings are not necessarily curricular units, but rather can describe concepts and skills that are revisited throughout a student's high school career. This design necessitates a future effort to develop course sequences (either traditional or integrated).

[3] Number and Quantity are not included, since they are principally the domain of K–8. In response to feedback, the headings have been reordered and Shape has been renamed to Geometry.

Mathematical Practice[4]

Proficient students expect mathematics to make sense. They take an active stance in solving mathematical problems. When faced with a non-routine problem, they have the courage to plunge in and try something, and they have the procedural and conceptual tools to carry through. They are experimenters and inventors, and can adapt known strategies to new problems. They think strategically.

Students who engage in these practices discover ideas and gain insights that spur them to pursue mathematics beyond the classroom walls. They learn that effort counts in mathematical achievement.[a] These are practices that expert mathematical thinkers encourage in apprentices. Encouraging these practices in our students should be as much a goal of the mathematics curriculum as is teaching specific content topics and procedures.[b] Taken together with the Standards for Mathematical Content, they support productive entry into college courses or career pathways.

Core Standards · Students can and do:

1 Attend to precision.

Mathematically proficient students organize their own ideas in a way that can be communicated precisely to others, and they analyze and evaluate others' mathematical thinking and strategies noting the assumptions made. They clarify definitions. They state the meaning of the symbols they choose, are careful about specifying units of measure and labeling axes, and express their answers with an appropriate degree of precision. Rather than saying, "let v be speed and let t be time," they would say "let v be the speed in meters per second and let t be the elapsed time in seconds from a given starting time." They recognize that when someone says the population of the United States in June 2008 was 304,059,724, the last few digits indicate unwarranted precision.

2 Construct viable arguments.

Mathematically proficient students understand and use stated assumptions, definitions and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They break things down into cases and can recognize and use counterexamples. They use logic to justify their conclusions, communicate them to others and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.

3 Make sense of complex problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They consider analogous problems, try special cases and work on simpler forms. They evaluate their progress and change course if necessary. They try putting algebraic expressions into different forms or try changing the viewing window on their calculator to get the information they need. They look for correspondences between equations, verbal descriptions, tables, and graphs. They draw diagrams of relationships, graph data, search for regularity and trends, and construct mathematical models. They check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?"

4 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern. For example, in $x^2 + 5x + 6$ they can see the 5 as $2 + 3$ and the 6 as 2×3. They recognize the significance of an existing line in a geometric figure and can add an auxiliary line to make the solution of a problem clear. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects. For example, by seeing $5 - 3(x$

[4] Slated for review and editing, based on feedback to the College and Career Readiness Standards, and in order to apply more naturally to elementary school as well.

$-y)^2$ as 5 minus a positive number times a square, they see that it cannot be more than 5 for any real numbers x and y.[b]

5 Look for and express regularity in repeated reasoning.

Mathematically proficient students pay attention to repeated calculations as they carry them out, and look both for general algorithms and for shortcuts. For example, by paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, they might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel in the expansions of $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ leads to the general formula for the sum of a geometric series. As they work through the solution to a problem, proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.[b]

6 Reason quantitatively.

Quantitative reasoning is a way of thinking by which one reasons with quantities and about relations among quantities. It entails habits of creating a coherent image of the problem at hand; considering the units involved; continually attending to the meaning of quantities, not just how to compute them; and having multiple images of a concept and being flexible in transitioning among them. In problems dealing with quantitative relationships, students exercise two inseparable abilities: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referential meanings for the symbols involved in the manipulation.

7 Make strategic decisions about the use of technological tools.

Mathematically proficient students consider the available tools when solving a mathematical problem, whether pencil and paper, ruler, protractor, graphing calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. They are familiar enough with all of these tools to make sound decisions about when each might be helpful. They use mathematical understanding and estimation strategically, attending to levels of precision, to ensure appropriate levels of approximation and to detect possible errors. They are able to use these tools to explore and deepen their understanding of concepts.

Mathematics: Kindergarten[5]

Developing Coherent Understanding

[Temporarily removed for editing.]

Counting and Cardinality

Core Standards · Students understand that:

1. The number words have a standard order.
2. In counting, each object receives one and only one number word.
3. The last number word tells the number of objects.
4. Numbers said later in the count refer to larger quantities.
5. Counting on 1 more is the same as adding 1. That is, one more than a number is the next number in the count.

Core Standards · Students can and do:

a. Count by ones from 1 to 100; count by tens to 100.[6]
b. Count forward from a given number within the known sequence (instead of always counting forward from 1).[7]
c. See collections of up to 10 objects as being composed of subgroups.
d. Count 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.
e. Write numerals from 1 to at least 30.

Base Ten Computation

Core Standards · Students understand that:

1. Ten ones make a tens unit (ten things can be thought of as bundled into a single unit).
2. Decade words refer to groups of tens units. For example, thirty refers to a group of three tens units.
3. A teen number[8] is a ten and some ones. The number 10 can be thought of as a ten and no ones.
4. Any teen number is larger than any single digit number. Teen numbers are ordered according to their ones digits.
5. A two-digit number is some tens and some ones. For example, 29 is two tens and nine ones.

Core Standards · Students can and do:

a. Make 10 with each number from 1 to 9 (i.e., know the number that makes 10 with the given number).
b. Show each teen number as a ten and some ones.

Early Relations and Operations

Core Standards · Students understand that:

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[5] 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.

[6] To "count" here means only to say the number words, not to determine how many objects are in a collection.

[7] To "count" here means only to say the number words, not to determine how many objects are in a collection.

[8] Glossary: Teen number. A whole number that is greater than or equal to 11 and less than or equal to 19.

1. Adding is putting two groups together or putting some more with a group, and subtracting is taking some from a group.
2. Addition and subtraction can be represented with physical or mental objects (including fingers), pictures, drawings, sounds (e.g. number words), motions, or equations.
3. Adding can be recorded by an expression, as when "three more than six" is recorded as 6 + 3, or by an equation that also shows the answer (6 + 3 = 9). Likewise, subtracting can be recorded by an expression, as when "how much more than 9 is 5" is recorded as 9 – 5, or by an equation that also shows the answer (9 – 5 = 4).
4. Breaking apart a group can be recorded in an equation such as 8 = 5 + 3. Breaking apart a group in more than one way can be recorded in an equation such as 7 + 6 = 10 + 3.
5. In all equations, the equals sign indicates that the values on either side are the same.

Core Standards · Students can and do:

a. Use matching and counting strategies to decide whether one set is more than, less than, or equal to another set in number of objects (less than or equal to 10).
b. Compare and order numbers less than or equal to 10.
c. Use concrete objects to determine the answer to addition and subtraction word problems and additions and subtractions with totals less than or equal to 10.
d. Experience enough problem situations so that additions to five and the corresponding subtractions and some additions and subtractions within ten become well known.

Quantity and Measurement

Core Standards · Students understand that:

1. Things have attributes—such as length, weight, capacity, loudness, softness, and so on. A single thing might have several attributes of interest (as when we focus on a child's height and gender).

Core Standards · Students can and do:

a. Directly compare two objects to see which one has "more of" a shared attribute.
b. Rank three objects by a shared attribute (especially length), and use transitivity[9] to compare two objects indirectly.
c. ♦ Classify objects or people into predetermined categories, and count the numbers in each category. List the categories and counts in order by count. (Each category count less than or equal to 10.)[10]

Shapes

Core Standards · Students understand that:

1. Names refer to shapes regardless of orientation or overall size.[11]

Core Standards · Students can and do:

a. Study a range of 2D and 3D shapes, in different sizes and orientations, and discuss their properties, similarities, and differences using informal language.

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[9] Glossary: Transitive property of measurement order: If one object is bigger than a second, and the second object is bigger than a third object, then the first object is bigger than the third object.
[10] The symbol ♦ indicates material in data analysis and statistics that appears under another progression heading in order to make an important connection.
[11] For example, a square rotated to form a "diamond" is still a square, even though it is rotated. Students at this grade might need to physically rotate a shape until it is "level" before they can correctly name it.

b. Move shapes using translations, reflections and rotations.[12]

[12] This is not meant to be assessed by showing students a picture of a shape and asking them to draw or select a translated, reflected or rotated version of it.

Mathematics: First Grade[13]

Developing Coherent Understanding

[Temporarily removed for editing.]

Early Relations and Operations

Core Standards · Students understand that:

1. Counting on is an efficient method of counting all, in which the initial count of the first addend is omitted.
2. Addition and subtraction apply to situations of joining, separating, part-part-whole, and comparing quantities to one another.[14] These situations can be represented by addition and subtraction equations such as 7 + 5 = 12, 10 = 5 + 5, and so on.
3. Addition and subtraction are inverse operations; that is 10 – 8 can be found by thinking 8 + 2 = 10.
4. When any two of the numbers in an addition or subtraction equation are known, the unknown number can be found.
5. One-to-one dealing of objects in a collection (e.g., "One for you, one for me, one for him, …") creates fair shares.

Core Standards · Students can and do:

a. Use counting on strategies or decomposing strategies for additions and subtractions within 20.
b. Solve addition problems containing three addends.
c. Use objects, pictures and story contexts to explain what happens when the order of addends in a sum is changed, when 0 is added to a number, and when one addend in a sum is increased by 1 and another decreased by 1.
d. Experience enough problem situations so that many or all sums and differences within 20 become well known.
e. Use drawings and equations to represent and solve word problems involving addition and subtraction.[15]
f. ♦ Organize, represent and interpret data with several categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another
g. Create *n* fair shares from a collection of objects. Identify the size of one share, and recognize the original collection as *n* copies of a single share.

Quantity and Measurement

Core Standards · Students understand that:

1. Lengths can be added by placing long objects, rods, or unit cubes end to end in a straight line. The total length is the same in whatever order the rods are placed.

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[13] Some material is used verbatim from National Research Council. (2009, op. cit.)

[14] In join and separate problems, there is change over time. In part-part-whole problems, two quantities make up a whole in a static situation. Compare problems involve two quantities and the difference between them. Compare problems add specificity to the notions of greater than and less than.

[15] Include join, separate, part-part-whole, and compare problems, with unknowns in all positions. Represent these situations with equations that use a small square or a ? for the unknown.

2. Lengths can be compared by placing rods side by side, with one end lined up. The difference in length is how far the longer extends beyond the end of the shorter.
3. Lengths are measured (assigned numerical values) by comparing them to other lengths—that is, by using another object as a length unit. The length of an object can be expressed numerically by counting the number of length units that span it with no gaps or overlaps.
4. When an object or figure is decomposed into several pieces, the length of the whole can be found by placing the pieces end to end in any order.
5. A sum of two whole numbers represents a total length; a difference of two whole numbers represents a difference in length.
6. Durations of time are measured by comparing them to other durations of time, such as the earth's rotation period, or the time a minute hand takes to complete a circle around a clock face.

Core Standards · Students can and do:

a. Using an object as a length unit, measure, compare and estimate length.[16]
b. Using an object as a length unit, determine total length by adding lengths of two parts.[17] Compare lengths using addition and subtraction.
c. Decompose circles and rectangles into 2 and 4 equal parts. Describe the parts using the words "halves" and "quarters," and using the phrases "half of" and "quarter of." Describe the wholes as twice or four times as large as the parts.
d. Tell time in hours from clocks; subtract to find whole-hour durations on a clock (within AM or within PM).

Base Ten Computation

Core Standards · Students understand that:

1. In comparing two-digit numbers, the number with more tens units is larger; if the number of tens units is the same in each, the number of ones units decides.
2. In adding or subtracting 2-digit numbers, one adds or subtract like units (tens units and tens units, or ones units and ones units).

Core Standards · Students can and do:

a. Count to 100 or beyond, switching appropriately to the new decade after a 9 has been said in the ones place.
b. Compare and order numbers to 100 based on meanings of the tens and ones places.
c. Easily write numerals to 20; write numerals to 100.
d. Use break-apart and make-a-ten strategies to add and subtract with teen totals as in $7 + 6 = 10 + 3$ and $17 - 9 = 17 - 7 - 2$.
e. Find 10 more or 10 less than a number without having to count.
f. Add one-digit numbers to two-digit numbers, and add multiples of 10 to one-digit and two-digit numbers.
g. Represent addition of two-digit numbers using 10-rods and unit cubes,[18] including rearranging rods and cubes to show regrouping when needed.
h. Add two-digit numbers to two-digit numbers using strategies based on place value, Properties of Arithmetic, or the inverse relationship between addition and subtraction.

Shapes

[16] Select and iterate units, partition into equal parts, and compare lengths indirectly by using a reference length.
[17] Restrict to whole-unit lengths.
[18] Any concrete model that can show individual units and ten connected units will do.

Core Standards · Students understand that:

1. Several shapes can be joined together to form a larger shape. A single shape can also be visualized as a collection of smaller shapes joined together.
2. Decomposing larger shapes into equal-sized parts creates fair shares.
3. When an identical figure is decomposed into more fair shares, the shares are smaller than in the first instance.

Core Standards · Students can and do:

a. Form different 2D figures with cutouts of rectangles, squares, triangles, semicircles, and quarter-circles.[19]
b. Form different 3D figures with concrete models of cubes, rectangular prisms, cones, and cylinders.[20]
c. Decompose 2D shapes into rectangles, squares, triangles, semicircles, and quarter-circles, including decomposing into fair shares.

[19] From Singapore Primary 2
[20] From Singapore Primary 2

Mathematics: Second Grade

Developing Coherent Understanding

[Temporarily removed for editing.]

Operations and the Problems They Solve

Core Standards · Students understand that:

1. Addition and subtraction apply to situations of joining, separating, part-part-whole, and comparing quantities to one another.[21] These situations can be represented by addition and subtraction equations such as 17 + 5 = 22, 36 = 56 – 26, and so on.
2. Addition and subtraction are inverse operations; that is 100 – 98 can be found by thinking 98 + 2 = 100.
3. Numbers can be added and subtracted only when they refer to the same underlying unit.

Core Standards · Students can and do:

a. Use representations (objects, pictures, story contexts) to describe and justify properties of addition and subtraction.[22]
b. Produce full sets of related equations for addition and subtraction, 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.
c. Solve up to two-step addition/subtraction word problems with whole numbers and whole number quantities within 100.[23]

Base Ten Computation

Core Standards · Students understand that:

1. A three-digit number is made up of hundreds, tens and ones units. Digits in each place are worth ten times as much as digits in the place to the right.
2. Comparison of numbers is decided by the leftmost digit, with subsequent digits breaking ties.
3. Three-digit numbers can be expanded into sums of hundreds, tens and ones units. In adding or subtracting, one adds or subtracts the units of each size; regrouping might be needed to write a total in standard form if there are too many of a unit, or to get enough of a unit to subtract from it.
4. The scheme for regrouping is the same at each place, because each unit is composed of ten of the smaller unit.

Core Standards · Students can and do:

a. Compare and order numbers to 1,000.

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[21] In join and separate problems, there is change over time. In part-part-whole problems, two quantities make up a whole in a static situation. Compare problems involve two quantities and the difference between them. Compare problems add specificity to the notions of greater than and less than.

[22] Include properties such as that the sum is the same when multiple addends are added in a different order; if adding two numbers gives a certain sum, then subtracting one of the addends from the sum results in the other addend; that if more is subtracted from a number, the difference is decreased and if less is subtracted the difference is increased; that in an addition problem, each addend can be taken apart and the parts can be recombined in any order without changing the sum.

[23] Include join, separate, part-part-whole, and compare problems, with unknowns in all positions. Represent these situations with equations that use a small square or a ? for the unknown.

b. 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.
c. Rapidly add and subtract within 20.[24]
d. Add and subtract three-digit numbers to three-digit numbers using strategies based on place value, Properties of Arithmetic, or the inverse relationship between addition and subtraction.
e. Add and subtract three-digit numbers using an algorithm[25] based on place value and regrouping, such as the standard algorithm.
f. Explain why addition and subtraction strategies and algorithms work, using place value and the Properties of Arithmetic (including explanations supported by drawings or objects).

Quantity and Measurement

Core Standards · Students understand that:

1. 1 inch, 1 foot, 1 centimeter and 1 meter are conventionally defined lengths that allow standardized length measurements.
2. When measuring a length, if a smaller unit is chosen, more units must be iterated to measure the length in those units. But the length of an object itself does not depend on the choice of unit.
3. Units can be decomposed into smaller units, e.g. a foot contains 12 inches and a meter contains 100 centimeters. A small number of long units might form a greater total length than a large number of small units.
4. Sharing a circle or rectangle fairly among 2-6 shares creates equal parts, each of which is a single unit. Copying one unit by the number of pieces measures the whole in terms of the units.
5. A half, a third, or a quarter of a given rectangle encloses the same amount of space regardless of its shape.

Core Standards · Students can and do:

a. Measure, compare and estimate whole-unit lengths in units of inches, feet centimeters and meters.
b. Construct a number line with an origin (0) and a unit (1), marking off whole numbers one unit distance apart. Use a number line to represent sums and differences; determine lengths of intervals on the number line.
c. Decompose circles and rectangles into 2-6 equal parts. Describe the parts using the words "halves," "thirds," "half of," "a third of," etc. Describe the wholes as 2-6 times as large as the parts.
d. Construct a number line to 100 using tens-unit lengths, showing ones-unit lengths within a decade of interest. Explain regrouping by composing and decomposing concrete lengths.
e. ♦ Draw a bar graph (with single-unit scale) to represent a data set with several categories. Solve simple part-part-whole and compare problems using information presented in a bar graph.[26]
f. ♦ Identify correspondences in different representations of a data set with several categories.
g. Solve word problems involving dollar bills, quarters, dimes, nickels and pennies.

Shapes

Core Standards · Students understand that:

[24] Acceptable strategies include: mental strategies such as making a ten, use of fingers to assist in rapid counting-on, and producing sums or differences from memory.
[25] Glossary: Algorithm. A step by step routine that always gives some answer, rather than ever giving no answer; that always gives the right answer, and never gives a wrong answer; that can always be completed in a finite number of steps, rather than in an infinite number of steps; and that applies to all problems of a given type (e.g., adding any two multidigit whole numbers, or bisecting any angle). Cf. Wikipedia's "effective procedure," from which this definition is adapted.
[26] For part-part-whole problems, only sum-unknown problems are required to meet this standard. For compare problems, only difference-unknown problems are required to meet the standard.

1. A given category of shapes (e.g., triangles) can be divided into subcategories (e.g., isosceles triangles) on the basis of special properties. Conversely, different classes of shapes (e.g., squares and rectangles) can be united into a larger category (e.g., quadrilaterals) on the basis of shared properties.

Core Standards · Students can and do:

a. Draw and identify equilateral triangles, isosceles triangles,[27] squares and rectangles.[28]
b. Recognize squares and rectangles as examples of quadrilaterals; draw examples of quadrilaterals that are neither squares nor rectangles.
c. Draw and identify radii and diameters of a circle.
d. Recognize objects that resemble spheres, cylinders and rectangular prisms.

[27] Students at this grade need not understand that equilateral triangles are isosceles.
[28] Students at this grade need not understand that squares are rectangles.

Mathematics: Third Grade

Developing Coherent Understanding

[Temporarily removed for editing.]

Operations and the Problems They Solve

Core Standards · Students understand that:

1. Multiplication and division apply to situations of equal grouping, fair sharing, measuring, and comparing ("times as much").
   - An equation of the form $a \times b = n$ applies to a situation in which a groups of b things each make n things in all, or in which a copies of a continuous quantity of size b form a continuous quantity of size n. (See table for examples.)
   - An equation of the form $n \div a = b$ tells how many things, b, are in each group when n things are divided equally into a groups, or tells how large a quantity b results when a continuous quantity of size n is shared fairly into a shares. (See table for examples.)
   - An equation of the form $n \div b = a$ tells how many groups, a, result when n things are divided into equal groups of b things each, or tells how many fair shares, a, a quantity of size n yields when each share has size b. (See table for examples.)
   - Two quantities can be compared by multiplication or division. An equation of the form $a \times b = n$ means n is a times as much as b and b times as much as a.
2. Multiplication is commutative: 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, $a \times b = b \times a$. Likewise, a copies of a continuous quantity of size b are equal in size to b copies of a continuous quantity of size a.
3. The area of a rectangle with whole number side lengths can be calculated by multiplying because the rectangle can be decomposed into equal rows (or columns) of unit squares.
4. Multiplication and division are inverse operations; that is $35 \div 7$ can be found by thinking $5 \times 7 = 35$. When any two of the numbers in a multiplication or division equation are known, the unknown number can be found.

	$3 \times 6 = 18$	$18 \div 3 = 6$	$18 \div 6 = 3$
Collections	3 rows of apples with 6 apples in each row are 18 apples.	If 18 apples are arranged into 3 equal rows, each row will have 6 apples in it.	If 18 apples are arranged into equal rows of 3 apples, there will be 6 rows.
Continuous Quantities	If you have enough ribbon to make 6 bows, then 3 times as much ribbon will make 18 bows.	If you have enough ribbon to make 18 bows and share the ribbon fairly among 3 kids, then each kid has enough ribbon to make 6 bows.	If each kid wants to make 6 bows and there's enough ribbon to make 18 bows, then 3 kids can make bows.

Core Standards · Students can and do:

a. Use representations (objects, pictures, story contexts) to describe and justify properties of multiplication and division.[29]
b. Solve simple multiplication and division word problems involving equal groups, length and area.
c. Solve up to two-step word problems involving the four operations with whole numbers and whole number quantities. (Whole number quotients only)
d. Solve multiplicative comparison problems with whole numbers (problems involving the notion of "times as much").
e. ♦ Draw a scaled bar graph to represent a data set with several categories. Solve "how many more"/"how many less" problems (two-step problems) using information presented in scaled bar graphs.[30]

Base Ten Computation

Core Standards · Students understand that:

1. Patterns in the multiplication table can be explained by the Properties of Arithmetic. For example, the distributive property explains why, for any row, the entries in the 7 column are the sums of the entries in the 5 and 2 columns.
2. The Properties of Arithmetic can be used to derive new multiplications and divisions from known ones.

Core Standards · Students can and do:

a. Explain strategies for multiplying and dividing that use the Properties of Arithmetic and properties of the base ten system.
b. Rapidly multiply and divide within 100.[31]
c. Produce full sets of fact families for multiplication and division, as in the set $6 \times 7 = 42$, $7 \times 6 = 42$, $42 = 7 \times 6$, $42 = 6 \times 7$, $42 \div 7 = 6$, $42 \div 6 = 7$, $6 = 42 \div 7$, $7 = 42 \div 6$.
d. Find the factor pairs for a given number, as in the factor pairs for the number 42: {42, 1}, {21, 2}, {14, 3}, {7, 6}.

Fractions

Core Standards · Students understand that:

1. When a whole, 1, is divided into b equal parts, the size of the parts is written $1/b$. To show $1/b$ of something, divide the thing into b equal parts.
2. For a whole number a and a positive whole number b, a/b is defined as a copies of $1/b$.[32] This can be thought of as the sum $1/b + 1/b + \ldots + 1/b$ (with a summands).
3. Whole numbers can be written as fractions, as in $b/b = 1$, $n/1 = n$, and cases such as $(4 \times 7)/4 = 7$.
4. Fractions are numbers and can be seen as lengths on a number line.[33]

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[29] Include properties such as that the product is the same when the order of the factors is changed; that multiplication problems involving 1-digit numbers can be solved by breaking one factor apart additively and multiplying each part by the other factor; and that multiplying a quantity by a number, then dividing by the same number, leaves the original quantity unchanged.

[30] Include single-unit scales and multiple-unit scales. For multiple-unit scales, all counts should be evenly divisible by the scale factor. No count should represent more than ten of the scale unit, and no scale unit should represent more than ten counts.

[31] A variety of mental strategies are acceptable, including derived fact strategies and producing products or quotients from memory.

[32] This includes fractions greater than 1. For example, $17/5$ is 17 copies of $1/5$.

[33] For example, $17/5$ is 17 copies of the subinterval $1/5$ laid end to end.

5. Two fractions are equal when they represent the same portion of a whole, or when they have the same length on a number line. One fraction is greater than another when it represents a greater portion of the whole than the other, or lies to the right of the other on the number line.

6. Given two unit fractions, the fraction with the larger denominator is smaller, because dividing a whole into a larger number of parts leads to smaller parts.

7. Fractions with the same denominator can be added or subtracted by adding or subtracting the units indicated by the unit fraction. For example, $2/3 + 4/3$ is 2 copies of $1/3$ plus 4 copies of $1/3$, or 6 copies of $1/3$ in all, that is $6/3$.

8. The decimal 0.1 denotes the fraction $1/10$, 0.2 denotes $2/10$, and so on through 0.9, which denotes $9/10$.

Core Standards · Students can and do:

a. Use fractions to describe quantities and parts of wholes.
b. Compare and order fractions with equal numerators or equal denominators, including in contextual situations, using the fractions themselves, bar strip drawings, number line representations, and area models.
c. Reason about fractions to establish equivalences between fractions with unlike denominators 2, 3, 4 and 6 (e.g. $1/2 = 2/4$, $4/6 = 2/3$).
d. Add and subtract fractions with like denominators.
e. Solve word problems that involve adding, subtracting, ordering and comparing fractions.
f. Represent fractions of the form $a/10$ in decimal notation; compare and order to tenths in decimal notation.

Quantity and Measurement

Core Standards · Students understand that:

1. A unit of measure can be partitioned into equal-sized parts, whose sizes can be represented as fractions of the unit.

2. The area of a closed plane figure is a measure of how much space it encloses. A square with side length 1 unit is said to enclose "one square unit" of area.

3. 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.

4. Area is a model for multiplication because 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.

Core Standards · Students can and do:

a. Measure lengths using rulers marked with halves and fourths of inches. Make a dot plot to show repeated measurements.
b. Convert compound units to a smaller or a larger unit, and solve problems involving mixed units (feet and inches, yards and feet).
c. Using customary units, demonstrate and justify correct processes for measuring, comparing, and estimating length, mass, capacity, and durations of time, including unit selection, partitioning and iterating units, and transitivity.
d. Compute perimeters of polygons by adding given side lengths, and find an unknown length in a polygon given the perimeter and all other side lengths. Represent these problems with equations involving a symbol for the unknown quantity.
e. Determine and compare areas by counting square units (improvised units, cm^2, m^2, in^2, ft^2).
f. Compute elapsed time and solve problems involving elapsed time (to the nearest minute).

Mathematics: Fourth Grade

Developing Coherent Understanding

[Temporarily removed for editing.]

Operations and the Problems They Solve

Core Standards · Students understand that:

1. 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 whatever numbers are involved.
2. The distributive property (of multiplication over addition) relates addition and multiplication. The distributive property can be shown numerically and visually, using arrays and area models.

Core Standards · Students can and do:

a. Solve multistep word problems involving the four operations with whole numbers.[34]
b. Estimate answers to computations and compute mentally to assess reasonableness of results.
c. Solve problems that involve comparing, ordering, adding and subtracting fractions with like denominators. Compare fractions to benchmark fractions.
d. Solve problems that involve comparing and ordering decimal numbers to hundredths. Compare decimals to benchmark decimals.
e. ♦Make a table from given data, ask and answer questions about data in a table, solve multi-step problems using information presented in tables, and find patterns in tables.[35]

Fractions

Core Standards · Students understand that:

1. The fraction a/b can be written as $a \times 1/b$ because a/b is a copies of $1/b$.
2. When a identical things are divided into b equal parts, each of a things contributes $1/b$. So $a \div b = a/b$.[36]
3. A fraction can be multiplied by a whole number as $n \times a/b = n \times a/b$. For example, $3 \times 2/5$ can be seen as 3 groups of 2 unit fractions $1/5$.[37]
4. A decimal of two digits stands for a sum of fractions whose denominators are 10 and 100. For example, 0.34 stands for $3/10 + 4/100$.

Core Standards · Students can and do:

a. Reason about fractions to establish equivalences between related fractions[38] (e.g. $3/10 = 30/100$, $9/12 = 3/4$).

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[34] Use the properties of multiplication (commutative, associative, identity) or the inverse relationship between multiplication and division (multiplying a number by b then dividing by b, and vice versa, leaves the number unchanged) to make sense of single digit multiplication and division situations and solve problems.
[35] Include tables with data from proportional relationships.
[36] This definition agrees with previous understandings of division in cases like 28 ÷ 7 (i.e., when a is a multiple of b), but also gives meaning to quotients such as 3 ÷ 4 or 7 ÷ 2.
[37] Using the Properties of Arithmetic, $n \times a/b = n \times (a \times 1/b) = (n \times a) \times 1/b = (n \times a)/b$.

b. Add and subtract related fractions in simple cases within one whole (e.g. $1/2 + 1/4$, $3/10 + 4/100$).
c. Solve word problems posed with whole numbers that have fractional answers.
d. Represent multiplication of whole numbers by fractions and fractions by whole numbers, using length and area models.
e. Solve word problems involving multiplying fractions by whole numbers and multiplying whole numbers by fractions.[39]
f. Use decimals to hundredths to describe quantities and parts of wholes, compare and order decimals to hundredths, and write fractions of the form $a/10$ or $a/100$ in decimal notation.
g. Round decimals (to hundredths) to the nearest whole number.
h. Solve addition and subtraction story problems involving fractions with related denominators (situations familiar from whole number work).

Base Ten Computation

Core Standards · Students understand that:

1. The product of a one-digit number times a multidigit number is the sum of the products of the one-digit number times each place value component. This is an instance of the distributive property.
2. Multi-digit multiplication algorithms can be derived and explained by decomposing numbers into their place value components and applying the distributive property.
3. Digits in each place are worth ten times as much as digits in the place to the right and a tenth as much as digits to the left; comparison of numbers is decided by the leftmost digit, with subsequent digits breaking ties.
4. Given whole numbers a and b, find whole numbers Q and R so that $a = Q \times b + R$. For example, given 325 and 7, express 325 in the form $325 = 46 \times 7 + 3$.

Core Standards · Students can and do:

a. Demonstrate place value understanding for whole numbers to 1,000,000 and compare numbers within this range.
b. Round whole numbers to the nearest 10 or 100 and use rounding to estimate computations.
c. Multiply single place numbers (to 9000) by single digit numbers.[40]
d. Multiply two-, three- and four-digit numbers by single-digit whole numbers, and multiply two-digit numbers by two-digit numbers, using strategies based on place value, Properties of Arithmetic, or the inverse relationship between multiplication and division.
e. Multiply two-digit numbers by two-digit numbers using an algorithm based on place value and regrouping, such as the standard algorithm.
f. Divide two-, three- and four-digit numbers by single-digit numbers, with or without remainder. In the case of remainders, express results in the form of an equation, as in $325 = 46 \times 7 + 3$.
g. Explain why multiplication and division strategies and algorithms work, using place value and the Properties of Arithmetic (including explanations supported by drawings or objects).

Quantity and Measurement

Core Standards · Students understand that:

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[38] Glossary: Related fractions. Two fractions are *related* if one denominator is a factor of the other. (See Ginsburg, Leinwand and Decker (2009), *Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned from High-Performing Hong Kong, Korea, and Singapore?*, Table A1, p. A-5, grades 3 and 4.)
[39] Include sharing multiple continuous wholes a fairly among b people, naming an individual share as a/b. For example 5 meters of pink ribbon shared among 3 people results in $5/3$ meters each.
[40] Glossary: Single-place number. The numbers that result when a whole number between 1 and 9 (inclusive) is multiplied by the numbers 10, 100, 1000, etc.

1. 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).
2. An angle is two rays with a common endpoint, and is measured by the relative amount of a circle that you trace when turning from one ray to the other.
3. A one-degree angle turns through 1/360 of a circle, where the circle is centered at the origin of the rays; the measure of an angle is the number of one-degree angle turned with no gaps or overlaps.

Core Standards · Students can and do:

a. Apply the formula for area of squares and rectangles. Measure and compute whole-square-unit areas of objects and geometric figures decomposable into rectangles.[41]
b. ♦ Make a dot plot to show repeated measurements in common fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in dot plots (e.g., finding the difference in length between the longest and shortest specimens in an insect collection).
c. Draw scales (number line representations) of problem situations involving length, height and distance including fractional units or decimal numbers.
d. Find one dimension of a rectangle given the other dimension and its area or perimeter; find the length of one side of a square given its area or perimeter. Represent these problems with equations involving a symbol for the unknown quantity.
e. Measure angles in whole-number degrees using a protractor; sketch angles of specified measure. Find the measure of a missing part of an angle, given the measure of the angle and the measure of a part of it; represent these problems with equations involving a symbol for the unknown quantity.

Shapes

Core Standards · Students understand that:

1. Shapes can be analyzed and classified using concepts of parallelism, perpendicularity and angle measure.

Core Standards · Students can and do:

a. Draw points, lines, line segments, rays and angles; identify these in geometric figures.
b. Associate angles of a quarter turn (subtending ¼ of a circle) with angle measure 90°, a half turn (½ of a circle) with angle measure 180°, ¾ turn (¾ of a circle) with angle measure 270°, and a full turn (complete circle) with angle measure 360°.[42]
c. Draw perpendicular and parallel lines; identify these in geometric figures.
d. Identify right angles and angles smaller than/greater than a right angle in geometric figures; recognize right triangles.
e. Given a quadrilateral, say whether it is a square, whether it is a rectangle, and whether it is a parallelogram (with an understanding that a given shape may fit more than one category).

[41] using one-digit or two-digit numbers times two-digit numbers
[42] From Singapore Primary 4

Mathematics: Fifth Grade

Developing Coherent Understanding

[Temporarily removed for editing.]

Fractions

Core Standards · Students understand that:

1. Fractions a/b and $(n\times a)/(n\times b)$ are equal: for $1/b$ is n copies of $1/(n\times b)$, so a/b is $n \times a$ copies of $1/(n\times b)$. Example: $1/3$ is 4 copies of $1/12$, so $2/3$ is 8 copies of $1/12$; thus $2/3 = 8/12$.
2. Fractions can be added or subtracted by replacing each with an equal fraction so that the resulting fractions have the same denominator. Example: $2/3 + 5/4 = 8/12 + 15/12 = 23/12$.
3. Multiplying unit fractions gives a new unit fraction with denominator equal to the product of the initial denominators. For example, $1/3 \times 1/2 = 1/(3\times 2)$. The product $1/3 \times 1/2$ is 1 part when a whole of size $1/2$ is divided into 3 parts, i.e. it is "$1/3$ of $1/2$."[43]
4. Multiplying unit fractions can be extended to multiplying fractions in general. For example, $2/3 \times 4/5$ can be seen as 2 groups of 4 unit fractions $1/15$, hence the product is $8/15$.[44] The product $2/3 \times 4/5$ is 2 parts when a whole of size $4/5$ is divided into 3 parts, i.e. it is "$2/3$ of $4/5$."[45]
5. Dividing a unit fraction $1/b$ by a whole number n gives a unit fraction with denominator $n \times b$, because when $1/b$ is divided into n equal parts, the size of each part is $1/(n\times b)$. For example, $1/3 \div 2 = 1/6$.
6. Dividing a whole number n by a unit fraction $1/b$ gives a whole number $n \times b$, because, as there are b units of $1/b$ in 1, there are $n \times b$ units of $1/b$ in n. For example, $2 \div 1/3 = 6$.
7. A mixed number stands for the sum of its whole number part and a fractional part less than 1. A mixed number can be written as a fraction greater than 1, such as $17/5$. This equivalence can be shown using area, length, and number line models.
8. The ratio of two whole number quantities a and b, written $a{:}b$ or a/b, is a multiplicative comparison telling how much of one quantity there is for a given amount of the other, or how many times as much one is than the other.[46]

Core Standards · Students can and do:

a. Use area models and length models (such as strip drawings or the number line) to represent multiplication of fractions, division of unit fractions by whole numbers, and division of whole numbers by unit fractions.
b. Multiply fractions, divide unit fractions by whole numbers, and divide whole numbers by unit fractions, and solve word problems involving these operations.
c. Divide whole numbers by single digit decimals by seeing that they are fractions with denominator 10 or 100.
d. Rename fractions and mixed numbers to equivalent forms and identify equivalent fractions.
e. Compare and order fractions and mixed numbers with like or unlike denominators, including in contextual situations, using the fractions themselves, strip drawings or number line representations, and area models. Describe the size of fractional quantities with reference to the problem situation.
f. Make tables of equal ratios relating whole number quantities, and find missing values in the tables. Plot pairs of values on the coordinate plane. Example

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[43] On the number line, $1/n \times 1/d$ is 1 part when the interval from 0 to $1/d$ is divided into n parts. This is the same as 1 part when the interval from 0 to 1 is divided into $n \times d$ parts, and thus $1/n \times 1/d = 1/n\times d$.

[44] Using the Properties of Arithmetic, $2/3 \times 4/5 = (2 \times 1/3) \times (4 \times 1/5) = (2 \times 4) \times (1/3 \times 1/5) = (2 \times 4) \times 1/3\times 5 = 2\times 4/3\times 5$.

[45] On a number line, $m/n \times c/d$ means m parts when the interval from 0 to c/d is divided into n parts.

[46] For example, in a mixture of 5 cups of flour and 2 cups of sugar, the ratio is 5 cups flour to 2 cups sugar. There is $5/2$ times as much flour as sugar (equivalently, $2\ 1/2$ times as much or 2.5 times as much).

Cups of Flour	5	10	?	20
Cups of Sugar	2	?	6	8
Flour:Sugar (fraction form)	5/2	10/4	?	20/8
Flour:Sugar (decimal form)	?	?	?	?

Hours of Snowfall	5	10	?	20
Inches of Snow	2	?	6	8
Inches:Hours (fraction form)	2/5	4/10	?	8/20
Inches:Hours (decimal form)	?	?	?	?

Base Ten Computation

Core Standards · Students understand that:

1. The standard division algorithm is based on successively finding the largest single digit multiple of the divisor that is less than the dividend, regrouping to the next lower unit if necessary, and then subtracting the multiple and repeating to find the next digit in the quotient.
2. The division algorithm can be used to express a fraction in decimal form by carrying the division into the decimal places.
3. The features of the place value system for whole numbers extend to the decimal positions and the combined system is symmetric around the ones place.
4. 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 next smaller unit.
5. Numbers in decimal notation can be shown on the number line by dividing and sub-dividing the unit intervals as many times as needed to locate the number. This process can be visualized as zooming in on the number line.

Core Standards · Students can and do:

a. Divide two, three and four digit numbers by two digit numbers, with remainder, using an algorithm based on place value and regrouping, such as the standard algorithm. In the case of remainders, express results in the form of an equation, as in $145 = 11 \times 13 + 2$.
b. Understand very large and very small numbers (from millionths to hundreds of millions); round very large numbers.
c. Quickly find 0.1 more than a number and 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.
d. Add and subtract decimals using an algorithm based on place value and regrouping, such as the standard algorithm, and solve problems involving these operations.
e. Write fractions in decimal notation for denominators 2, 3, 4, 5, 6, 8, 10 and 100.
f. Explain why strategies and algorithms for decimals work, using place value and the Properties of Arithmetic (including explanations supported by drawings or objects).

Quantity and Measurement

Core Standards · Students understand that:

1. The volume of a solid figure is a measure of how much space it encloses. 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.
2. Packing a rectangular prism with unit cubes and decomposing the prism into layers shows that a rectangular prism ℓ units long by w units wide by h units tall contains a volume $V = \ell \times w \times h$ cubic units. The base of the

prism has area $A = \ell \times w$ square units, and the prism can be viewed as h layers, each containing $\ell \times w$ cubic units,

so the volume of the prism can also be expressed as $V = A \times h$ cubic units.

3. 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).
4. Quantities with like units can be added or subtracted giving a sum or difference with the same unit; quantities with unlike units can be multiplied or divided giving products or quotients with derived units.
5. The ratio of a length, area or amount to another length, area or amount is the same regardless of the size of the unit used for measurement.
6. The number line is a scale that can be used to show units such as pounds, liters, etc.

Core Standards · Students can and do:

a. Measure and compute whole-cubic-unit volumes for rectangular prisms and for objects well described as rectangular prisms.
b. Convert among different-sized standard measurement units within a given measurement system (e.g. feet to yards, centimeters to meters) and use conversion to solve story problems.
c. Form ratios of lengths, areas, and other quantities, including when quantities being compared are measured in different units.
d. Solve word problems involving addition, subtraction, multiplication and/or division using quantities expressed as whole numbers, fractions, or decimals with measurement units.
e. Solve multi-step problems involving units of weight, capacity, money, volume and area.

Coordinate Geometry

Core Standards · Students understand that:

1. A pair of perpendicular number lines ("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.
2. Graphs on coordinate axes can be used to make sense of relationships among quantities in complex problems.

Core Standards · Students can and do:

a. Graph points in the first quadrant the coordinate plane, and read off the coordinates of graphed points.[47]
b. Determine the lengths of horizontal and vertical segments in the plane, given the coordinates of their endpoints.
c. ♦ Collect data on continuous covarying quantities and display the data in a line graph with broken lines; distinguish bar graphs from line graphs; ask and answer questions from line graphs, including comparisons of ratios.

Statistics

Core Standards · Students understand that:

[47] The axes should sometimes represent dimensioned quantities, and the units of measure should not always be the same for both axes. Coordinates may be whole numbers, fractions or decimals.

1. Data are collected purposefully to answer a predefined question (e.g., "How tall are the fifth graders in our school?")
2. A set of data typically shows variability—not all of the values are the same—and yet the values also typically show some tendency to cluster. Identifying a "center" for a data set is a way to describe its many values using a single number.
3. The median is a measure of center in the sense that approximately half the data values are less than median, while approximately half are greater.
4. Variation in a data set can be measured by the range and by typical deviations from the center.

Core Standards · Students can and do:

a. Collect data to answer a predefined question about a measurement quantity. Make a dot plot to display the data, and describe the data using the median and typical deviations from the it.

Mathematics: Sixth Grade

Developing Coherent Understanding

[Temporarily removed for editing.]

Ratios and Proportional Relationships

Core Standards · Students understand that:

1. Multiplicative comparisons can be extended from whole numbers to fractions and decimals. When the ratio q/m is formed, or when q is r times as much as m, the numbers q, r and m can be fractions or decimals.
2. p% of a quantity means $p/100$ times as much as the quantity. The number p can be a fraction or decimal, as in 3.75%.
3. A unit rate is the multiplicative factor relating the two quantities in a ratio. Two quantities q and m can be compared by $q = r \times m$, where the unit rate r tells how much q per m.
4. Given two quantities in a ratio (e.g. distance and time), finding the unit rate produces a new type of quantity (e.g. speed).

Core Standards · Students can and do:

a. Solve for an unknown quantity in a problem involving two equal ratios.
b. Find a percentage of a quantity; solve problems involving finding the whole given a part and the percentage.
c. Solve unit rate problems including unit pricing and constant speed. (See table.)

$D = s \times T$	$D \div T = s$	$D \div s = T$
A car driving at a speed of 30 miles per hour for 6 hours travels a distance of 180 miles.	If a car drives 180 miles for 6 hours at a constant speed, that speed is 30 miles per hour.	When a car drives 180 miles at a speed of 30 miles per hour, the trip takes 6 hours.

d. Represent unit rate problems on a coordinate plane where each axis represents one of the two quantities involved, and find unit rates from a graph. Explain what a point (x, y) means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.

The Number System

Core Standards · Students understand that:

1. The Properties of Arithmetic govern operations on all numbers.
2. Division of fractions follows the "invert and multiply" rule because multiplication and division are inverse operations. For example, $(2/3) \div (5/7) = 14/15$ because $(14/15) \times (5/7) = 2/3$.
3. Every nonzero fraction has a unique multiplicative inverse,[48] namely its reciprocal. Division can be defined as "multiplying by the multiplicative inverse." Then $(2/3) \div (5/7) = 14/15$ because the division symbol indicates multiplication by the multiplicative inverse.
4. A two-sided number line can be created by reflecting the fractions across zero. Numbers located to the left of zero on the number line are called negative numbers and are labeled with a negative sign.

[48] Glossary: Multiplicative inverses. Two numbers whose product is 1 are multiplicative inverses of one another. Example: $3/4$ and $4/3$ are multiplicative inverses of one another because $3/4 \times 4/3 = 4/3 \times 3/4 = 1$.

5. Two different numbers, such as 7 and –7, that are equidistant from zero are said to be opposites of one another. The opposite of 7 is –7 and the opposite of –7 is 7. The opposite of the opposite of a number is the number itself. The opposite of 0 is 0. The operation of attaching a negative sign to a number can be interpreted as reflecting the number across zero on the number line.
6. The absolute value of a number is its distance from zero on the number line. For any positive number q, there are two numbers whose absolute value is q, namely q and $-q$.
7. The absolute value of a signed quantity (e.g. account balance, elevation) tells the size of the quantity irrespective of its sense (debit or credit; above or below sea level).
8. Comparison of numbers can be extended to the full number system. The statement $p > q$ means that p is located to the right of q on the number line, while $p < q$ means that p is located to the left of q on the number line. The statement $p > q$ does not mean $|p| > |q|$.

Core Standards · Students can and do:

a. Divide fractions, and divide finite decimals by expressing them as fractions.
b. Solve problems requiring arithmetic with fractions presented in various forms, converting between forms as appropriate and estimating to check reasonableness of answers.
c. Find and position rational numbers[49] on the number line.
d. Use rational numbers to describe quantities such as elevation, temperature,[50] account balance and so on. Compare these quantities using > and < symbols and also in terms of absolute value.
e. Graph points and identify coordinates of points on the Cartesian coordinate plane in all four quadrants.

Statistics

Core Standards · Students understand that:

1. The mean is a measure of center in the sense that it is the balance point; the mean is the value each data point would take on if the total value of all the data points were redistributed fairly.
2. When the mean and median of a data set differ substantially, both measures should be provided, and the difference explained in terms of the data values.

Core Standards · Students can and do:

a. Collect data to answer a predefined question about a measurement quantity. Make a dot plot to display the data, and describe the data using measures of center and measures of variation.[51]

Geometry

Core Standards · Students understand that:

1. Triangles and parallelograms can be dissected and reassembled into rectangles with the same area; this leads to a formula for area in terms of base and height.
2. Polygons can be dissected into triangles in order to find their area.

Core Standards · Students can and do:

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[49] Glossary: Rational number. A number expressible in the form a/b for integers a and $b \neq 0$. The rational numbers include positive and negative integers, positive and negative fractions, and 0.
[50] A caution for temperature problems: The rational numbers are not a good model for a temperature scale. There is no temperature that solves the equation $T + 1000^{\circ}\text{C} = 0$.
[51] Data sets should include fractional values at this grade but not negative values.

a. Find the area of right triangles, other triangles, special quadrilaterals, and polygons (by dissection into triangles and other shapes).
b. Find surface area of cubes, prisms and pyramids (include the use of nets to represent these figures).
c. Solve problems involving area, volume and surface area of objects.
d. Examine the relationship between volume and surface area. Exhibit rectangular prisms with the same surface area and different volume, and with the same volume and different surface area.
e. Use exponents and symbols for square roots and cube roots to express the area of a square and volume of a cube in terms of the side length, and to express the side length in terms of the area or volume.

Expressions and Equations

Core Standards · Students understand that:

1. A number that is the result of a sequence of operations with other numbers can be expressed in different ways using conventions about order of operations and parentheses, rules for working with fractions, and the Properties of Arithmetic. All such expressions are equivalent.
2. A letter is used to stand for a number in an expression in cases where one doesn't know what the number is, or where, for the purpose at hand, it can be any number in the domain of interest. Such a letter is called a variable.
3. An equation is a statement that two expressions are equal, and a solution to an equation is a value of the variable (or a set of values for each variable if there is more than one variable) that makes the equation true.

Core Standards · Students can and do:

a. Represent an unknown number using a letter in simple expressions such as $y + 2$, $y - 3$, $6 + y$, $5 - y$, $3y$, $y/2$, and $(3 \pm y)/5$.
b. Interpret $3y$ as $y + y + y$ or $3 \times y$, $y/2$ as $y \div 2$ or $1/2 \times y$, $(3 \pm y)/5$ as $(3 \pm y) \div 5$ or $1/5 \times (3 \pm y)$.[52]
c. Evaluate simple expressions when values for the variables in them are specified (exclude expressions with a variable in denominator).
d. Choose variables to represent quantities in a word problem and construct simple equations to solve the problem by reasoning about the quantities.
e. Solve equations of the form $x + p = q$ (for $p < q$) and $px = q$ where p and q are fractions.

[52] From Singapore Secondary 1

Mathematics: Seventh Grade

Developing Coherent Understanding

[Temporarily removed for editing.]

Ratios and Proportional Relationships

Core Standards · Students understand that:

1. Two variable quantities x and y are said to be proportional to one another if the ratio x/y is always equal to the same quantity k, so that $y = kx$. The constant k is the unit rate, and tells how much of y per unit of x.

Core Standards · Students can and do:

a. Compare proportional relationships represented in different ways (e.g. compare a graph to an equation to determine which of two objects has greater speed).
b. Decide whether two quantities that vary together have a proportional relationship, analyze proportional relationships using the unit rates that characterize them, and solve word problems involving proportional relationships.
c. Plot pairs (x, y) from a proportional relationship $y = kx$, and pass a straight line through them and the origin. Observe that increases in y are proportional to increases in x, and calculate [increase in y]/[increase in x] = k.

The Number System

Core Standards · Students understand that:

1. On the number line, the sum $p + q$ is defined to be the number lying distance $|q|$ from p, to the right of p if q is positive and to the left of p if q is negative. A number and its opposite are additive inverses (add to zero).[53]
2. Sums of signed numbers can be computed using the Properties of Arithmetic.[54]
3. The additive inverse of a sum is the sum of the additive inverses.[55]
4. Subtraction is defined as adding the additive inverse. This definition of subtraction allows subtraction of rational numbers and agrees with previous understandings of subtraction with positive numbers.[56] On the number line, the difference $p - q$ lies distance $|q|$ from p, to the left of p if q is positive and to the right of p if q is negative.
5. The absolute value of $p - q$ equals the distance between p and q on the number line.
6. Products of signed numbers can be computed using the Properties of Arithmetic.[57] In particular, multiplying a number by -1 produces its additive inverse.[58]

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[53] Glossary: Additive inverses. Two numbers whose sum is 0 are additive inverses of one another. Example: $^3/4$ and $-^3/4$ are additive inverses of one another because $^3/4 + (-^3/4) = (-^3/4) + ^3/4 = 0$.

[54] For example, $7 + (-3) = 4$ because $7 + (-3) = (4 + 3) + (-3) = 4 + [3 + (-3)] = 4 + [0] = 4$. And $(-2) + (-3) = -5$ because $5 + [(-2) + (-3)] = (2 + 3) + [(-2) + (-3)] = [2 + (-2)] + [3 + (-3)] = [0] + [0] = 0$ so $(-2) + (-3)$ is the additive inverse of 5, that is -5.

[55] For example, $-(6 + -2) = (-6) + 2$ because $[6 + (-2)] + [(-6) + 2] = [6 + (-6)] + [(-2) + 2] = [0] + [0] = 0$.

[56] For example, the subtraction $7 - 3$ means 7 plus the additive inverse of 3, i.e. $7 + (-3)$, which equals 4. The subtraction $9 - (-4)$ means 9 plus the additive inverse of -4, i.e. $9 + 4$, which equals 13.

[57] For example, $(-1) \times (-1) = 1$ because $(-1) + (-1) \times (-1) = 1 \times (-1) + (-1) \times (-1) = [1 + (-1)] \times (-1) = 0 \times (-1) = 0$.

[58] Because $(-1) \times a + a = (-1) \times a + (1) \times a = [(-1) + (1)] \times a = 0 \times a = 0$.

7. Every nonzero rational number has a multiplicative inverse. Division of rational numbers is defined as multiplying by the multiplicative inverse.
8. The operation of adding the rational number q to points on the number line is a translation; it shifts points to the right if $q > 0$, to the left if $q < 0$, and not at all if $q = 0$. The operation of adding $-q$ undoes the operation of adding q.
9. The operation of multiplying points on the number line by a positive rational number k is a dilation; it scales points further away from zero if $k > 1$, closer to zero if $k < 1$, and not at all if $k = 1$. The operation of multiplying by $1/k$ undoes the operation of multiplying by k.

Core Standards · Students can and do:

a. Explore and explain with number lines the rules for adding rational numbers, e.g., $r + s = s + r$; $r + (-s) = r - s$; $p - (q + r) = p - q - r$.
b. Use the rules of arithmetic to explore and explain with specific numbers the rules for multiplying rational numbers, e.g., 4×-5 is -5 added to itself 4 times, so equal to -20; $-3 \times (-2 + 2) = -3 \times 0 = 0$, so $-3 \times -2 = -(-3)\times 2 = -(-6) = 6$.
c. Add and subtract rational numbers, and use these operations to solve word problems (including signed quantities such as elevation, temperature, account balance, and so on).
d. Multiply and divide rational numbers, and use these operations to solve word problems (including signed quantities).

Expressions and Equations

Core Standards · Students understand that:

1. Expressing a quantity in different forms serves a purpose in analyzing quantitative situations.
2. The distributive property can be used in two directions, both to expand linear expressions, and to factor a sum of terms with a common factor.

Core Standards · Students can and do:

a. Construct algebraic expressions for simple real-world situations and generate equivalent expressions to interpret their meaning (e.g., $P + 0.05P = 1.05P$ means that "increase by 5%" is the same as "multiply by 1.05").
b. Generate equivalent expressions from a given expression, including putting linear expressions in standard form and taking out a common factor. Include expressions involving negative numbers and exponents 2 and 3.
c. Solve multi-step word problems that lead to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are rational numbers, by undoing the operations involved in producing the expression on the left, using additive and multiplicative inverses.
d. Solve simple absolute value equations of the form $|x + h| = j$ and $|x - h| = j$, where h and j are integers.
e. 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.

Statistics

Core Standards · Students understand that:

1. In addition to measurement variability, another source of variation in data is randomness.

Core Standards · Students can and do:

a. Collect experimental or simulation data from repeated random trials. Make a histogram showing absolute frequencies and a bar graph of relative frequencies. Discuss the patterns and make predictions for further experiments or simulations.

Probability

Core Standards · Students understand that:

1. Chance events fall along a spectrum: nearly impossible | unlikely | neither likely nor unlikely | likely | nearly certain.
2. Probability is a quantitative measure of likelihood. Probabilities are numbers lying between 0 and 1, with 0 representing impossible and 1 representing certain (in the case of a finite sample space).
3. The experimental probability of a specified outcome is the observed fraction of the outcome in a data set collected from a process involving randomness or chance.
4. In a random process, the individual outcomes are unpredictable, but patterns may emerge after repeated trials. Experimental probabilities in random experiments tend to approach stable values as more and more data is generated.
5. In a theoretical probability model, the set of distinct possible outcomes for a random experiment is called the sample space. An event is a set of sample points; a sample point may belong to several events. A specified event occurs in some fraction of the sample space. This fraction is called the theoretical probability of the event.
6. When computing theoretical probabilities, all members of the sample space are assumed equally probable. Theoretical probabilities will not match long-run experimental probabilities if this assumption is inappropriate (e.g., as in the case of a loaded die).

Core Standards · Students can and do:

a. Compute experimental probabilities from data sets, including data sets generated by simulations or sampling experiments.
b. Compute experimental probabilities to estimate theoretical probabilities when no theoretical probability model is apparent.
c. Represent sample spaces for one-stage random experiments; identify members of the sample space in which specified events occur.
d. Use a theoretical probability model to compute theoretical probabilities for one-stage random experiments, expressing theoretical probabilities as fractions, decimals and percents.
e. Compare experimental probabilities to theoretical probabilities for one-stage random experiments, examining and if feasible revising the assumptions of the theoretical model when the two conflict.

Geometry

Core Standards · Students understand that:

1. Two polygons are congruent[59] if and only if there is a correspondence between vertices so that the corresponding sides are equal and the corresponding angles are equal.
2. A plane or solid figure is similar to another if the second can be obtained from the first by a similarity transformation.[60] All ratios of lengths in the second figure to corresponding lengths in the first figure are equal to the scale factor of the dilation.

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[59] Glossary: Congruent. Two plane or solid figures are *congruent* if one can be obtained from the other by a sequence of rigid motions (rotations, reflections, and translations).
[60] Glossary: Similarity transformation. A rigid motion followed by a dilation. Glossary: Dilation. A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

3. Congruent figures have the same area or volume. A similarity transformation with a scale factor of k leaves angle measures unchanged, changes lengths by a factor of k, changes areas by a factor of k^2, and changes volumes by a factor of k^3.

4. Given a line in the coordinate plane not parallel to either axis, any two right triangles with legs parallel to the axes and hypotenuse on the given line are similar, and so the slope of the line (rise over run) is the same regardless of which two distinct points are used to compute it.

Core Standards· Students can & do:

a. Solve problems involving similar triangles and scale drawings (including computing actual lengths, areas and volumes from a scale drawing and reproducing a scale drawing at a different scale).
b. Explore using hands-on activities the area of non-rectangular figures and the perimeter of curvilinear figures, and the fact that a dilation of the plane changes areas by the square of the scale factor.[61]
c. Use scale factors to find lengths and areas of similar figures, including an informal derivation of the formulas relating the area, radius and circumference of a circle.
d. Give an explanation of why the volume of a cylinder is the area of the base times the height, using informal arguments involving slices.
e. Use coordinate grids to transform figures and to predict the effect of dilations, translations, rotations and reflections.
f. Use two-dimensional representations of three-dimensional objects (schematics, assembly instructions, perspective drawings and multiple views) to solve problems.
g. Explore three-dimensional figures formed by translations and rotations of plane figures through space.
h. Sketch and describe cross-sections of cones, cylinders, pyramids and prisms.

[61] Include using grids of squares with fractional side lengths to estimate area, and measuring the length of strings wrapped around the perimter.

Mathematics: Eighth Grade

Developing Coherent Understanding

[Temporarily removed for editing.]

Functions and the Situations They Model

Core Standards · Students understand that:

1. A function is a rule, often defined by an expression, that states a relationship between the values of two variable quantities.
2. A linear function models a situation where the change in one quantity is proportional to the corresponding change in the other quantity. The constant of proportionality, m, is the rate of change of the function. If x is the input and y is the output then the function is defined by $y = mx + b$ for some constant b, which is called the initial value of the function (the value of the function when x is 0).
3. The graph of a linear function $y = mx + b$ is a straight line, and the slope of the line is the function's rate of change.
4. The problem of finding where two linear functions have the same output value for a common input value leads to an equation in one variable; the solution or solutions (if any) can be visualized as the input value(s) where the graphs of the functions intersect.
5. A linear equation in one variable can be solved by successively transforming it into simpler equations with the same solutions using the Properties of Arithmetic and the Properties of Equality, until an equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

Core Standards · Students can and do:

a. Compare features of two or more functions that may be presented in different representations (as formulas, graphs, tables of values, or verbally).
b. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship; from two (x, y) values (including reading these from a table); or from a graph.
c. 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 or a table of values.
d. Solve linear equations with rational number coefficients, including equations that require expanding expressions using the distributive law and collecting like terms.

The Number System

Core Standards · Students understand that:

1. The number line has numbers that are not rational, such as 2π or $2 + \sqrt{3}$, called irrational numbers.
2. An irrational number can be approximated to arbitrary precision by rational numbers.
3. If $n > 0$ is an integer and $\sqrt{n}$ is not an integer, then $\sqrt{n}$ is irrational. If q is rational and r is irrational, then $q + r$ is irrational, and so is qr provided $q \neq 0$.

Core Standards · Students can and do:

a. Use rational approximations to compare the size of irrational numbers, locate them approximately on a number line and estimate the value of expressions (e.g. π^2).

Geometry

Core Standards · Students understand that:

1. Angle measures formed by a configuration of lines in a plane can often be deduced from other angle measures (e.g., vertically opposite angles, angles produced when a transversal line cuts two parallel lines).
2. The side lengths of a right triangle are related by the Pythagorean theorem.

Core Standards · Students can and do:

a. Explore and explain by hands-on activities facts about the angle sum of triangles, exterior angles, and alternate interior angles of parallel lines. Use these facts to determine the angle sum of interior angles of convex polygons, and the angle sum of exterior angles of convex polygons.[62]
b. Explore and explain using hands-on activities: parallel lines in space, line perpendicular to a line through a given point, 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.
c. Use facts about angles to write and solve simple equations for an unknown angle in a figure.
d. Explain a proof of the Pythagorean theorem.[63]
e. Use the Pythagorean theorem to determine missing side lengths in right triangles and to solve problems in two and three dimensions.
f. Use the Pythagorean theorem to find the distance between two points in a coordinate system.
g. Draw (freehand, with ruler and protractor, and with technology) geometric shapes from given conditions. (Focus on constructing triangles from three measures of angles or sides, noticing when the triangle is uniquely defined, ambiguous, or impossible.)
h. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc): copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
i. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Statistics

Core Standards · Students understand that:

1. Scatterplots for bivariate continuous data may reveal patterns of association between two quantities. This kind of relationship between quantities is not a functional relationship—and yet, a function might be a valuable way to describe a statistical relationship.

Core Standards · Students can and do:

a. Construct and interpret scatterplots for bivariate measurement data.
b. Describe patterns that appear in scatterplots, such as clustering, outliers, positive/negative association, linear association, nonlinear association.
c. For scatterplots that suggest a linear association, model the relationship with a linear function using an informal fitting procedure. Use the model function to solve problems in the context of the data,

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[62] Use physical models, transparencies, or dynamic geometry software to make rigid motions and give informal arguments, for example, arrange three copies of the same triangle so that the three angles form a line, and give an argument in terms of transversals why this is so.
[63] For example, by the method of right triangles in a square.

interpreting the slope/rate of change and intercept/initial value. Informally assess the goodness of the model by judging the closeness of the data points to the graph of the function.

Probability

Core Standards · Students understand that:

1. The framework for theoretical probability models is the same for compound events as for simple events: the theoretical probability is the fraction of the sample space in which the compound event occurs.

Core Standards · Students can and do:

a. Compute experimental probabilities from data sets, including data sets generated by simulations or repeated sampling experiments.
b. Compute experimental probabilities to estimate theoretical probabilities of compound events when no theoretical probability model is apparent.
c. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams; identify members of the sample space in which specified events occur.
d. Compute theoretical probabilities for compound events by counting members of the sample space.
e. Compare experimental probabilities to theoretical probabilities for multi-stage random experiments, examining the assumptions of the theoretical model when the two conflict.

Mathematics: High School—Expressions

A Coherent Understanding of Expressions

[Final draft of CCR narrative goes here.]

Seeing structure in expressions

Core Standards · Students understand that:

1. Different forms of expression for functions reveal different properties of the function; a purpose in transforming expressions is to find those properties.

   For example, factoring a quadratic expression reveals the zeros of the function it defines, and putting the expression in vertex form reveals the maximum or minimum of the function; the expression 1.15^t can be rewritten in the form $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate monthly interest rate if the annual rate is 15%.

2. The laws of exponents for whole number exponents follow from an understanding of exponents as indicating repeated multiplication, and from the associative property of multiplication.

3. The interpretation of zero, fractional and negative exponents follows from extending the laws of exponents to those values.

   For example, since $(x^{1/3})^3 = x^{(1/3)\cdot 3} = x^1 = x$, $x^{1/3}$ is the cube root of x.

4. Complex expressions can be interpreted by "chunking": temporarily viewing a part of the expression as a single entity.

Core Standards · Students can and do:

a. Factor, expand, and complete the square in quadratic expressions.
b. Use chunking to see expressions in different ways that suggest ways of rewriting them.

   For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

c. Rewrite expressions using the laws of exponents.

   For example $(x^{1/2})^3 = x^{3/2}$ and $1/x = x^{-1}$.

d. Use the laws of exponents to interpret expressions for exponential functions, recognizing fractional exponents as indicating roots of the base and negative exponents as indicating the reciprocal of a power.

   For example, identify the relative rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.2)^{10t}$, $y = (1.01)^{t/12}$, and recognize that any non-zero number raised to the 0 power is 1 (for example, $12(1.05)^0 = 12$). Avoid common errors such as confusing as $6(1.05)^t$ with $(6\cdot 1.05)^t$ and $5(0.03)^t$ with $5(1.03)^t$.

e. Given an expression for an exponential function, identify whether it represents exponential growth or decay.
f. Using a method such as the factorization $(x^n-1) = (x-1)(x^{n-1} + \ldots + 1)$ where n is a whole number, prove the formula for the sum of a geometric series, and use the formula to solve problems.

   Include problems involving compound interest and mortgage payments.

The arithmetic of polynomials and rational functions

Core Standards · Students understand that:

1. Polynomials form a system analogous to the integers, closed under the operations of addition, subtraction, and multiplication.

2. A polynomial of degree n has n complex roots, where roots are counted according to multiplicity.
3. For a polynomial $p(x)$, $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
4. The Binomial Theorem gives the expansion of $(x + a)^n$ in powers of x for a whole number n and a real number a, with coefficients determined for example by Pascal's triangle. The Binomial Theorem can be proved by mathematical induction.
5. Rational functions are fractions whose numerator and denominator are polynomials, and the rational functions are closed under the operation of division by a nonzero rational function.

Core Standards · Students can and do:

a. Add, subtract and multiply polynomials.
b. Identify zeros of polynomials when suitable factorizations are available, and graph polynomials.
c. Transform simple rational functions using the Properties of Arithmetic and the rules for operations on fractions.
d. Identify zeros and asymptotes of rational functions, when suitable factorizations are available, and graph rational functions.
e. Divide polynomials by monomials

Mathematics: High School—Equations

A Coherent Understanding of Equations

[Final draft of CCR narrative goes here.]

Building equations to model relations between quantities

Core Standards · Students understand that:

1. Choosing a unit for a general quantity (e.g. length) establishes a correspondence between specific instances of the quantity (e.g. lengths of specific objects) and numbers called coordinates.
2. A relation between two quantities can be represented by an equation in variables representing coordinates for the quantities; by a graph on a pair of axes marked with units for the quantities; and by a table of coordinate pairs from the relation. The graph and the table show pairs that are solutions to the equation.

Core Standards · Students can and do:

a. Build equations to express relations between quantities and solve problems.

Include equations arising from situations involving linear, quadratic, simple rational, and exponential functions.

b. Rearrange formulas to isolate a quantity of interest.
c. Build systems of equations and solve problems involving systems of equations.

Reasoning with equations and inequalities

Core Standards · Students understand that:

1. To solve an equation algebraically, one assumes it is true and deduces the solutions, often in steps that replace it with a simpler equation whose solutions include the solutions of the original one.
2. Adding a number to both sides of an equation, or multiplying both sides by a nonzero number, leads to an equation that has exactly the same solutions as the original.
3. If the product of two numbers is zero, then at least one equals zero, and conversely. This principle is the basis for solving equations by factoring.
4. Multiplying both sides of an equation by an expression that can be zero for certain values of the variables in it, or squaring both sides of an equation, can lead to an equation that has more solutions than the original. Evaluating these in the original equation eliminates extraneous solutions.
5. The method of completing the square can transform any quadratic equation in x into an equivalent equation of the form $(x - p)^2 = q$. This leads to the quadratic formula.
6. Equations not solvable in one number system may have solutions in a larger number system.
7. Equations of the form $f(x) = g(x)$ can be solved graphically by finding the intersections (if any) of the graphs of $f(x)$ and $g(x)$.
8. The relationship between a function f and its inverse (if it has one) can be used to solve equations of the form $f(x) = c$. For example, a logarithmic function can help solve exponential equations, and an inverse trigonometric function can help solve trigonometric equations.
9. Given a system of linear equations, adding a multiple of one equation to another produces a system with the same solutions. This principle, combined with principles already encountered with equations in one variable, allows for the simplification of systems.

10. The solutions to an equation in two variables form a graph—a set of points, often a curve or a line, in the coordinate plane.
11. The solutions to two equations in two variables (if any) can be visualized as the points of intersection of their graphs, because those points satisfy both equations simultaneously.
12. The solution to a system of inequalities in two variables can be visualized as the intersection of the regions in the plane defined by the inequalities.

Core Standards · Students can and do:

a. Solve simple rational and radical equations, noting and explaining extraneous solutions.
b. Solve quadratic equations over the real numbers by completing the square, using the quadratic formula and factoring.
c. Solve linear inequalities in one variable and graph the solution set on a number line.

   Emphasize solving the associated equality and determining on which side of the solution of the associated equation the solutions to the inequality lie.

d. Solve linear systems of equations algebraically, focusing on pairs of linear equations in two variables.
e. Graph a system of two linear or quadratic equations in two unknowns and estimate the solution from a graph.
f. Graph the solution set of a linear inequality in two variables.
g. Use the properties of logarithms to solve equations involving exponential functions.
h. Use inverse trigonometric functions to solve equations of the form $A\sin(Bx + C) = D$.
i. Find complex roots of quadratic equations.
j. Solve a system of two quadratic equations in two unknowns.

Mathematics: High School—Functions

A Coherent Understanding of Functions

[Final draft of CCR narrative goes here.]

Interpreting functions

Core Standards · Students understand that:

1. The domain of a function is the set of its inputs, and the range is the set of its outputs.
2. Function notation uses a letter to stand for a function. If f is a function and x is a number in its domain, then $f(x)$ indicates the output of f corresponding to the input x.
3. Functions can be described by key characteristics, including: zeros; vertical intercept; extreme points; average rates of change (over intervals); intervals of increasing, decreasing and/or constant behavior; and end behavior.
4. Linear, quadratic and exponential functions are defined by expressions that have forms specific to each type, in which the parameters can often be interpreted in terms of characteristics of the graph.
5. An equation in two variables implicitly expresses one variable as a function of the other if there are no points on the graph having the same value of the first variable but different values of the second.
6. When x is a power of ten, the common logarithm $\log(x)$ tells the exponent. When x lies between 10^n and 10^{n+1}, $\log(x)$ lies between n and $n+1$.

Core Standards · Students can and do:

a. Describe qualitatively the functional relationship between two quantities by reading a graph; e.g., where the function is increasing or decreasing, what its long run behavior appears to be, and whether it appears to be periodic.
b. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
c. Compare values and properties of two functions represented in different ways (algebraically, graphically, numerically in tables, or by verbal descriptions).
d. Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes.
e. Describe the qualitative behavior of common types of functions using graphs and tables.

   Identify: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. Use technology to explore the effects of parameter changes on the graphs of linear, power, quadratic, square root and cube root, polynomial, simple rational, exponential, logarithmic, sine and cosine, absolute value and step functions.

f. Interpret the parameters in the general expressions for linear, quadratic, and exponential functions, and draw conclusions about the parameters by inspection of the graph.
g. Given a function f, and given a constant c, evaluate $f(c)$ if possible and find solutions to $f(x) = c$ (if they exist). Where appropriate, relate the possibility of evaluation to the domain and the existence or nonexistence of solutions to the range.

Building functions

Core Standards · Students understand that:

1. Varying a parameter in the general expression for a linear, quadratic or exponential function can (often) be interpreted as performing a geometric transformation on the graph. This can be used to adjust a function to model a particular situation.

2. Composing a function f with a function g creates a new function called the composite function—for an input number x, the output of the composite function is $f(g(x))$.
3. The inverse of a function "undoes" what the function does; that is, composing the function with its inverse in either order returns the original input.
4. Sequences are functions whose domain is the whole numbers, and they can be defined recursively as well as explicitly. Arithmetic sequences are linear functions and geometric sequences are exponential functions.

Core Standards · Students can and do:

a. Make graphs of linear, quadratic, cubic, absolute value and exponential functions, and, given the graph of one of these types, identify the type.
b. Sketch graphs of quadratic functions presented in the form $y = ax^2+bx+c$, $y = a(x-h)^2+k$ and $y = a(x-p)(x-q)$ (without plotting points).
c. Solve problems involving quadratic functions, such as analyzing projectile motion and maximizing profit.
d. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$. Include both positive and negative k; find the value of k given the graphs.
e. Write an expression of the form $a(1+r)^t$ or ab^t for an exponential function to express a constant percent growth rate or a constant growth factor.
f. Evaluate composite functions and compose functions symbolically in simple cases (e.g. one or both functions linear).
g. Read values of an inverse function from a graph or a table, given that the function has an inverse.
h. For linear or simple exponential functions, find a formula for an inverse function by solving an equation.
i. For linear functions or simple exponential functions, verify symbolically by composition that one function is the inverse of another.
j. Write arithmetic and geometric sequences both recursively and in closed form, and translate between the two forms.

Linear vs. exponential behavior

Core Standards · Students understand that:

1. Linear functions grow by equal differences in equal time periods; exponential functions grow by equal factors in equal time periods.
2. The rate of change of a linear function is constant; the rate of change of an exponential function is proportional to the value of the function.
3. Exponential growth eventually outstrips polynomial growth (including, in particular, linear growth).

Students can and do:

a. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
b. Interpret absolute and relative rates of change and use them to make predictions.
c. Identify the initial value and growth or decay rate from a table or graph of an exponential function.
d. Calculate and interpret the growth factor for an exponential function (presented symbolically or as a table) given a fixed time interval. Estimate the growth factor from a graph.
e. Recognize a quantitative relationship as linear or exponential from description of a situation.

Trigonometric functions

Core Standards · Students understand that:

1. The unit circle in the coordinate plane enables one to extend the domains of the sine, cosine and tangent functions of right-triangle trigonometry to the real numbers.
2. Trigonometric functions are periodic by definition, and sums and products of these functions are periodic.
3. Restricting trigonometric functions to a domain on which they are always increasing or always decreasing allows for the construction of an inverse function.

Core Standards · Students can and do:

a. Use radian measure and revisit graphs of trigonometric functions in terms of radians.
b. Use the unit circle to determine geometrically the values of sine, cosine, tangent for multiples of $\pi/4$ and $\pi/3$; commit sines and cosines of principal angles to memory.
c. Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.
d. Solve simple trigonometric equations formally using inverse trigonometric functions;[64] evaluate solutions using technology.
e. Explain relationships between the identity $\sin^2 x + \cos^2 x = 1$, the equation of a circle, and the Pythagorean theorem.
f. Explain proofs of the sine and cosine addition and subtraction formulas.
g. Use trigonometric identities to simplify expressions.
h. Use trigonometric functions to solve problems in science, economics or other fields where periodic phenomena occur.

[64] Solving trigonometric equations by means of the quadratic formula is optional.

Mathematics: High School—Coordinates

A Coherent Understanding of Coordinates.

[Final draft of CCR narrative goes here.]

Expressing geometric properties with equations

Core Standards · Students understand that:

1. The graph of a linear equation is the straight line through any two of its solutions. Conversely, any line is the set of solutions to some linear equation.
2. Two lines with well-defined slopes are parallel if their slopes are equal and perpendicular if their slopes multiply to –1.
3. The equation of a circle can be found using its definition and the Pythagorean theorem.
4. Transforming the graph of an equation by reflecting in the axes, translating parallel to the axes, or applying a dilation to one of the axes correspond to substitutions in the equation.

   For example, reflection in the y axis corresponds to $(x,y) \rightarrow (-x,y)$, translation vertically down by three units corresponds to $(x,y) \rightarrow (x,y+3)$, and dilating by a factor of 2 parallel to the x-axis corresponds to $(x, y) \rightarrow (x/2, y)$.
5. An ellipse is obtained by stretching a circle, leading to an equation of the form $x^2/a^2 + y^2/b^2 = 1$.
6. The formula $A = \pi ab$ for the area of an ellipse can be derived from the formula for the area of a circle.

Core Standards · Students can and do:

a. Write the equation of a line in point-slope form, slope-intercept form, or standard form.
b. Identify parallel and perpendicular lines in a coordinate plane, and use the relationship between slopes of parallel and perpendicular lines to solve problems. Know the equations of vertical and horizontal lines.
c. Find the point on the segment between two given points that divides the segment in a given ratio.
d. Complete the square to find the center and radius of a circle given by an equation.
e. Find an equation for an ellipse given the lengths of its major and minor axes; calculate the area of an ellipse.
f. Use coordinates to solve geometric problems.

   Include proving simple geometric theorems algebraically, using coordinates to compute perimeters and areas for triangles and rectangles, finding midpoints of line segments, finding distances between pairs of points and determining when two lines are parallel or perpendicular.

Vectors and matrices[65]

Core Standards · Students understand that:

1. Vectors are quantities having both magnitude and direction. They are typically represented by directed line segments.
2. On a coordinate plane, vectors are determined by the coordinates of their initial and terminal points or by their x- and y-components.

[65] Limit to vectors in the plane and 2x2 matrices.

3. Vectors can be added end-to-end, component-wise, or by the parallelogram rule. The length of the sum of two vectors is typically not the sum of the lengths.
4. Translations of the plane can be represented by vectors.
5. Vectors are often used to describe "directed quantities" in physics, such as position, velocity, acceleration and force. Vector addition is used to find resultant forces or compute displacements.
6. Multiplying a 2x2 matrix into a vector produces another vector. This can be viewed as a transformation of the plane.
7. A system of two linear equations in two variables can be represented as a single matrix equation in a vector variable.
8. Matrices can be added, subtracted and multiplied.
9. The zero and identify matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a 2x2 matrix determines whether it has a multiplicative inverse.

Core Standards · Students can and do:

a. Represent vectors graphically.
b. Perform basic vector operations (addition, subtraction, scalar multiplication) both graphically and algebraically.
c. Use vectors to model and solve problems.
d. Use trigonometry to decompose a vector into perpendicular components.
e. Add, subtract and multiply matrices.
f. Represent systems of equations as matrix equations.
g. Find the inverse of a matrix if it exists and use it to solve equations.

Complex Numbers

Core Standards · Students understand that:

1. To solve quadratic equations that have no solutions in the real numbers, the number system can be extended to include the square roots of –1, creating a closed number system called the complex numbers.
2. The Properties of Arithmetic and the relation $i^2 = -1$ can be used to perform operations on complex numbers.
3. All polynomials can be factored over the complex numbers, e.g. as in $x^2 + 4 = (x + 2i)(x - 2i)$.
4. Complex numbers can be visualized on the complex plane. Real numbers fall on the horizontal (real) axis, and imaginary numbers fall on the vertical axis.
5. On the complex plane, arithmetic of complex numbers can be interpreted geometrically: addition is analogous to vector addition, and multiplication can be understood as rotation and dilation about the origin. Complex conjugation is reflection across the real axis.
6. The absolute value (or modulus) of a complex number is defined as its distance from the origin in the complex plane. On the complex plane, as on the real line, the distance between numbers is the absolute value of the difference, and the midpoint of a segment is the average of the numbers at its endpoints.
7. Euler's formula $e^{i\theta} = \cos\theta + i \sin\theta$ links complex numbers to trigonometry.

Core Standards · Students can and do:

a. Add, subtract and multiply complex numbers.
b. Find the conjugate of complex a number and use it to find absolute values and divide complex numbers.
c. Graph complex numbers in both rectangular and polar form and interpret arithmetic of complex numbers geometrically.

d. Solve quadratic equations over the complex numbers.
e. Convert complex numbers between rectangular and polar form.
f. Re-derive trigonometric identities using complex methods.

Mathematics: High School—Modeling

A Coherent Understanding of Modeling.

Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

A model can be very simple, such as a geometric shape to describe a physical object like a coin. Even so simple a model involves making choices. It is up to us whether to model the solid nature of the coin with a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. For some purposes, we might even choose to adjust the right circular cylinder to model more closely the way the coin deviates from the cylinder.

In any given situation, the model we devise depends on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models we can create and analyze is constrained as well by the limitations of our mathematical and technical skills. For example, modeling a physical object, a delivery route, a production schedule, or a comparison of loan amortizations each requires different sets of tools. Networks, spreadsheets and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations. One of the insights provided by mathematical modeling is that essentially the same mathematical structure might model seemingly different situations.

The basic modeling cycle is one of (1) identifying the key features of a situation, (2) creating geometric, algebraic or statistical objects that describe key features of the situation, (3) analyzing and performing operations on these objects to draw conclusions and (4) interpreting the results of the mathematics in terms of the original situation. Choices and assumptions are present throughout this cycle.

The modeling cycle and general tools

Core Standards · Students understand that:

1. The behavior of quantities in physical, economic, public policy, social and everyday situations can be modeled using mathematics. Mathematics is used to model relationships among quantities, constraints and objectives.
2. Models are formulated to answer questions about the world based on an analysis of the situation and a conceptual model that involves assumptions and choices.
3. Quantities in the situation are represented by variables in the model, usually through measurement. Modeling includes decisions about what to measure and how, and how well the measurements work for the purpose.
4. Mathematical knowledge and skill are required in order to get results from a mathematical model—even to devise a model in the first place. Areas of mathematics commonly used in modeling include linear, quadratic, exponential or other functions; probability and statistics; and geometry (solid, plane and coordinate). In active modeling, fluency with math content is required in order to focus on the larger problem.
5. Technology is often required in order to obtain results from a model.
6. The results of a mathematical model must be evaluated against evidence and the phenomena at hand. If the mathematics is correct, then unreasonable results point to unreasonable assumptions and the need to revise the model.
7. Real-world problems do not announce that they are amenable to mathematical analysis and solution; bringing mathematics to bear on such a problem is a highly creative act.

Core Standards · Students can and do:

a. Creatively apply the mathematics they know to situations in which it only imperfectly applies—and achieve useful results by doing so.

For example, independently choose to describe HIV transmission as a random event with a fixed probability per sexual encounter.

b. Decide what measures are relevant to a problem.

For example, given the purpose at hand, is traffic safety best measured in terms of fatalities per year or fatalities per vehicle-mile? (or fatalities per 100 million vehicle-miles?)

c. Use network diagrams or other techniques to visualize complex situations with many factors, causes or agents.

For example, what agents and factors are responsible for setting the price of gasoline? How do they interact?

d. In situations with many factors, causes or agents, organize the factors/causes/agents into a hierarchy of importance.

For example, what are the primary, secondary, and relatively rare causes of lung cancer?

e. Use order of magnitude estimates, unprompted, to identify important effects, disregard unimportant effects and predict results of a more detailed model.
f. Use 2-by-2 tables, flowcharts, and other strategies to organize information and manage scenarios.

Modeling with geometry, equations, functions, probability, and statistics

Core Standards · Students can and do:

a. Model physical objects with geometric shapes.

Include common objects that can reasonably be idealized as two- and three-dimensional geometric shapes. Identify the ways in which the actual shape varies from the idealized geometric model.

b. Model situations with equations and inequalities.

Include situations well described by a linear inequality in two variables or a system of linear inequalities defining a region in the plane.

c. Model situations with common functions.

Include situations well described by linear, quadratic or exponential functions; and situations that can be well described by inverse variation ($f(x) = k/x$). Include identifying a family of functions that models features of a problem, and identifying a particular function of that family and adjusting it to fit by changing parameters. Understand the recursive nature of situations modeled by linear and exponential functions.

d. Model situations using probability and statistics.

Include using simulations to model probabilistic situations; describing the shape of a distribution of values and summarizing a distribution with measures of center and variability; modeling a bivariate relationship using a trend line or a regression line.

Mathematics: High School—Statistics

A Coherent Understanding of Statistics.

[Final draft of CCR narrative goes here.]

Summarizing and interpreting categorical, count and measurement data

Core Standards · Students understand that:

1. Statistical methods take variability into account to support making informed decisions based on quantitative studies designed to answer specific questions.
2. Visual displays and summary statistics condense the information in data sets into usable knowledge.

Core Standards · Students can and do:

a. Summarize comparative or bivariate categorical data in two-way frequency tables; interpret joint, marginal and conditional relative frequencies in the context of the data.
b. Compare data on two or more count or measurement variables by using plots on the real number line (dot plots, histograms and box plots); use appropriate statistics to summarize center (median, mean) and spread (interquartile range, standard deviation) of the data sets; interpret changes in shape, center and spread in the context of the data sets, accounting for possible effects of extreme data points.
c. Summarize bivariate quantitative data by giving a regression line and a measure of goodness of fit.

Making inferences and justifying conclusions drawn from data

Core Standards · Students understand that:

1. Statistics is a process for making inferences about population parameters based on a sample from that population; randomness is the foundation for statistical inference.
2. The design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions.

Core Standards · Students can and do:

a. Use probabilistic reasoning to decide if a specified model is consistent with a given data-generating process.
b. Recognize the purposes of and differences among sample surveys, experiments and observational studies; explain how randomization relates to each.
c. Use data from a sample survey to estimate a population parameter.
d. Use data from a randomized experiment to compare two treatments.
e. Evaluate reports based on data.

Mathematics: High School—Probability

A Coherent Understanding of Probability.

[Final draft of CCR narrative goes here.]

Modeling random events with finite sample spaces

Core Standards · Students understand that:

1. Random phenomena can be modeled mathematically using a sample space in which sample points represent distinct outcomes, and in which each sample point is assumed to have the same probability.
2. Events are subsets of a sample space that can be defined using characteristics (or categories) of the sample points, as well as unions, intersections, or complements thereof ('and', 'or', 'not'). A sample point may belong to several events (categories).
3. If A and B are two events (categories), then the conditional probability of A given B, denoted by $p(A \mid B)$, is the fraction of sample points in B that also lie in A.
4. The laws of probability can be used to generate new probabilities from known probabilities.

Core Standards · Students can and do:

a. Compute theoretical probabilities of compound events by constructing and analyzing representations, including tree diagrams, systematic lists, and Venn diagrams
b. Use the addition and multiplication laws of probability to compute probabilities of complementary, disjunctive, and compound events.
c. Apply concepts such as intersections, unions and complements of events, and conditional probability and independence, to define or analyze compound events, calculate probabilities, and solve problems.
d. Construct and interpret two way tables to show probabilities when two characteristics (or categories) are associated with each sample point. Use a two way table to determine conditional probabilities.
e. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.
f. Use permutations and combinations to compute probabilities of compound events and solve problems.

Experimenting and simulating to model probabilities

Core Standards · Students understand that:

1. Sets of data obtained from surveys, simulations, or other means, can be used as probability models, by treating the data set itself as a sample space, in which the sample points are the individual pieces of data. The probability of an event within the data set is its relative frequency.
2. The law of large numbers provides the basis for estimating certain probabilities by use of empirical relative frequencies.
3. The probability of an outcome can be interpreted as an assertion about the long-run proportion of the time the outcome will occur if the random experiment is repeated a large number of times. The observed proportion of occurrence for the outcome of interest can be used as an estimate of the relevant probability.

Core Standards · Students can and do:

a. Calculate experimental probabilities by performing simulations or experiments involving a probability model and using relative frequencies of outcomes.

b. Compare the results of simulations (e.g., random number tables, random functions, and area models) with predicted probabilities. When there are substantial discrepancies between predicted and observed probabilities, explain them in terms of the assumptions of the probability model.
c. Use the relationship between conditional probabilities and relative frequencies in contingency tables to analyze decision problems.
d. Use the mean and standard deviation of a data set to fit it to a normal distribution (bell-shaped curve) and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets and tables to estimate areas under the normal curve.
e. Apply the binomial theorem to solve probability problems.

Using probability to make decisions

Core Standards · Students understand that:

1. A probability distribution is a collection of probabilities $\{p_1, \ldots, p_n\}$ for a set of mutually exclusive and jointly exhaustive events $\{E_1, \ldots, E_n\}$. The probabilities in a probability distribution sum to unity.
2. A random variable attaches a value to each event in a probability distribution. The expected value of the random variable is the weighted average of its possible values, with weights given by their respective probabilities.
3. When the possible outcomes of a decision can be assigned probabilities and payoff values, the decision can be analyzed as a random variable with an expected value, e.g. of a wager. If possible, this is the first thing to compute in a decision context.

Core Standards · Students can and do:

a. Calculate expected value to analyze mathematical fairness, payoff.
b. Evaluate and compare options in situations where all of the available options share the same expected value but carry different levels of risk.
c. Analyze each of two options and make a quantitatively informed decision in situations where one option has both a higher expected return and a higher level of risk. Include both low-stakes and high-stakes decisions.
d. Analyze decision problems using probability concepts.

Mathematics: High School—Geometry

A Coherent Understanding of Geometry.

[Final draft of CCR narrative goes here.]

Triangle Congruence

Core Standards · Students understand that:

1. Rigid motions move lines to lines and segments to segments; preserve the distance between points; and preserve measures of angles.
2. Two geometric figures are congruent if there is a sequence of rigid motions that carries one onto the other. This is the principle of superposition.
3. Criteria for triangle congruence can be thought of as answers to the following question: What information about the measures in a triangle ensures that all triangles drawn with those measures are congruent?
4. Criteria for triangle congruence can be established using rigid motions.

Core Standards · Students can and do:

a. Use (in reasoning and problem solving) precise definitions of angles, polygons, parallel and perpendicular lines, rigid motions (rotations, reflections, translations), parallelograms and rectangles; commit these definitions to memory.

b. Prove theorems about lines and angles; test conjectures and identify logical errors in fallacious proofs.

Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; measures of supplementary angles sum to 180°; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are exactly those equidistant from the segment's endpoints.

c. Prove theorems about triangles; test conjectures and identify logical errors in fallacious proofs.

Theorems include: measures of interior angles of a triangle sum to 180°, base angles of isosceles triangles are equal, the triangle inequality, the longest side of a triangle faces the largest side and vice-versa, the exterior-angle inequality, and the segment joining midpoints of two sides of a triangle parallel to the third side and half the length.

d. Use and prove properties of and relationships among special quadrilaterals: parallelogram, rectangle, rhombus, square, trapezoid and kite.

e. Characterize parallelograms in terms of equality of opposite sides, in terms of equality of opposite angles, and in terms of bisection of diagonals; characterize rectangles as parallelograms with equal diagonals.

Similarity, Right Triangles and Trigonometry

Core Standards · Students understand that:

1. The dilation of a given line is parallel to the given line. (In particular, lines passing through the center remain unchanged.)
2. The dilation of a given segment is parallel to the given segment and longer or shorter in the ratio given by the scale factor. A dilation leaves a segment unchanged if and only if the scale factor is 1.
3. The assumed properties of dilations can be used to establish the AA, SAS and SSS criteria for similarity of triangles.
4. Similarity allows one to view side ratios in right triangles as properties of the angles themselves, leading to elementary definitions of sine, cosine and tangent.

Core Standards · Students can and do:

a. Use triangle similarity criteria to solve problems and to prove relationships in geometric figures.
b. Prove that two lines with well-defined slopes are parallel if and only if they have the same slope, and perpendicular if and only if the product of their slopes is equal to –1.
c. Give an informal explanation using successive approximation that a dilation of scale factor r changes the length of a curve by a factor of r and the area of a region by a factor of r^2.
d. Use and explain the relationship between the trigonometric ratios of complementary angles.
e. Use trigonometric ratios and the Pythagorean theorem to solve right triangles[66] in applied problems.

Circles

Core Standards · Students understand that:

1. All circles are similar.
2. There is a unique circle through three non-collinear points, or tangent to three non-concurrent lines.

Core Standards · Students can and do:

a. Identify and describe relationships among angles, radii, and chords.

   Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

b. Identify and define radius, diameter, chord, tangent, secant and circumference.
c. Determine the arc lengths and the areas of sectors of circles, using proportions.
d. Construct a tangent line from a point outside a given circle to the circle.
e. Prove and use basic theorems about circles, and use these theorems to solve problems. Include:

   - Symmetries of a circle
   - Similarity of a circle to any other
   - Tangent line, perpendicularity to a radius
   - Inscribed angles in a circle, relationship to central angles, and equality of inscribed angles
   - Properties of chords, tangents and secants as an application of triangle similarity.

Axiomatic Systems

Core Standards · Students understand that:

1. Mathematical statements are proven or disproven by deductive reasoning. Conjectures can arise from inductive reasoning, but they cannot be proven that way.
2. Precise definitions make possible rigorous logical reasoning, and definitions shared in common make possible the objective evaluation of one's own reasoning by others.
3. Logical reasoning requires avoiding common fallacies, such as using an example to prove the rule or confusing a statement with its converse.
4. Axiomatic systems require precise definitions, but some terms must be left "undefined." The axioms specify how the undefined terms behave.
5. The first three postulates of the *Elements* are models of straightedge and compass construction.
6. Hilbert and other mathematicians improved on the *Elements* by identifying its hidden assumptions and making them explicit with additional axioms.

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[66] A right triangle has five parameters, its three lengths and two acute angles. Given a length and any other parameter, "solving a right triangle" means finding the remaining three parameters. (It is worth reflecting on why this problem is well-posed.)

7. Three classical construction problems (trisecting an angle, duplicating a cube and squaring a circle) inspired the development of much important mathematics.

8. The Parallel Postulate (axiom) distinguishes Euclidean geometry from other geometries. Other geometries, such as spherical and hyperbolic geometry, use alternatives to the Parallel Postulate. Many theorems of Euclidean geometry are not theorems in other geometries.

Core Standards · Students can and do:

a. Use the terms point, line and plane to define other geometric terms as line segments, angles and rays.
b. With ruler and compass:
   - Divide a segment into any number of equal parts.
   - Given two segments of lengths r and s, construct a segment of length rs and one of length r/s.
   - Given a segment of length r, construct a segment of length $\sqrt{r}$.

Trigonometry of General Triangles

Core Standards · Students understand that:

1. The Law of Sines generalizes the side-angle inequality.

2. The Law of Cosines generalizes the Pythagorean theorem.

3. The Laws of Sines and Cosines embody the triangle congruence criteria, in that three pieces of information are usually sufficient to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that "Side-Side-Angle" is not a congruence criterion.

Core Standards · Students can and do:

a. Explain proofs of the Law of Sines and the Law of Cosines.
b. Use the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Geometric Measurement and Dimension

Core Standards · Students understand that:

1. Congruence plays a fundamental role defining the concepts of length, area and volume.

2. Areas of polygons can be computed by dissecting them into triangles and using the fundamental property of area, that the area of a dissected figure is the sum of the areas of its components.

3. Lengths of curves and areas of curved regions can be defined informally using the concept of "limit."

4. Cavalieri's principle allows one to understand volume formulas informally by visualizing volumes as stacks of thin slices.

Core Standards · Students can and do:

a. Give definitions of rectangular prism, (right) pyramid, (right circular) cone, (right circular) cylinder and sphere.

b. For a pyramid or a cone, give an heuristic argument to show why its volume is (1/3) its height times the area of its base.

c. Use the behavior of length and area under dilations to prove the formulas for the circumference and area of a circle.

d. Apply formulas and solve problems involving volume and surface area of right prisms, right circular cylinders and right pyramids, cones, spheres and composite figures.

e. Identify and apply the 3:2:1 relationship among volumes of circular cylinders, hemispheres and cones with same height and circular base and 3:1 relationship between volume of a prism and pyramid with same base area and height.

f. Identify cross-sectional shapes of slices of three-dimensional objects, and identify three-dimensional objects traced out by rotations of two-dimensional objects.

Mathematics: High School—Calculus

Calculus is an important part of the high school curriculum for a large and growing number of students. To see well-established standards for this course, please see course descriptions such as those of the College Board, International Baccalaureate Organization, or any of the following states: California, Florida, Hawaii, Indiana, Mississippi, Pennsylvania, South Carolina, Tennessee, Utah, and Virginia. We invite feedback from states as to whether they would like to see Calculus in future drafts of the Common Core Standards.

Progressions in Grades K–8

Note, a progression may appear in more than one band.

Grades K-5

Number

Counting and Cardinality
Base Ten Computation
Early Relations and Operations
Quantity and Measurement
Operations and the Problems They Solve
Fractions

Geometry

Shapes
Coordinates
Geometry

Data

Statistics

Grades 6-8

Number

The Number System

Algebra

Ratios and Proportional Relationships
Expressions and Equations
Functions and the Situations They Model

Geometry

Geometry

Data

Statistics
Probability

List of Progressions and Grade Ranges

Strand	Progression	Start	End
Number	Counting and Cardinality	K	K
	Early Relations and Operations	K	1
	Base Ten Computation	K	5
	Quantity and Measurement	K	5
	Operations and the Problems They Solve	2	4
	Fractions	3	5
	Ratios and Proportional Relationships	6	7
	The Number System	6	8
Geometry	Shapes	K	4
	Coordinate Geometry	5	5
	Geometry	6	8
Algebra*	Expressions and Equations	6	7
	Functions & The Situations They Model	8	8
Data*	Statistics	5	8
	Probability	7	8

* The Algebra and Data strands have concepts and skills in earlier grades that progressions in the Number strand.

GLOSSARY

Additive inverses. Two numbers whose sum is 0 are additive inverses of one another. Example: $^3/4$ and $-^3/4$ are additive inverses of one another because $^3/4 + (-^3/4) = (-^3/4) + ^3/4 = 0$.

Algorithm. A step by step routine that always gives some answer, rather than ever giving no answer; that always gives the right answer, and never gives a wrong answer; that can always be completed in a finite number of steps, rather than in an infinite number of steps; and that applies to all problems of a given type (e.g., adding any two multidigit whole numbers, or bisecting any angle). Cf. Wikipedia's "effective procedure," from which this definition is adapted.

Common logarithm. The common logarithm of x is the power to which you raise 10 in order to get x.

Congruent. Two plane or solid figures are congruent if one can be obtained from the other by a sequence of rigid motions (rotations, reflections, and translations).

Dilation. A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

Integer. A positive whole number, a negative whole number, or 0.

Mean. The sum of the values in a list divided by the number of values in the list. (To be more precise, this defines the *arithmetic mean*.)

Median. In a list of values, the value appearing at the center of a sorted version of the list—or the mean of the two central values, if the list contains an even number of values.

Multiplicative inverses. Two numbers whose product is 1 are multiplicative inverses of one another. Example: $^3/4$ and $^4/3$ are multiplicative inverses of one another because $^3/4 \times {}^4/3 = {}^4/3 \times {}^3/4 = 1$.

Range. The difference between the greatest and smallest values in a list of numbers.

Rational number. A number expressible in the form $^a/_b$ for integers a and $b \neq 0$. The rational numbers include positive and negative integers, positive and negative fractions, and 0.

Related fractions. Two fractions are *related* if one denominator is a factor of the other. (See Ginsburg, Leinwand and Decker (2009), *Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned from High-Performing Hong Kong, Korea, and Singapore?*, Table A1, p. A-5, grades 3 and 4.)

Similarity transformation. A rigid motion followed by a dilation.

Single-place number. The numbers that result when a whole number between 1 and 9 (inclusive) is multiplied by the numbers 10, 100, 1000, etc.

Teen number. A whole number that is greater than or equal to 11 and less than or equal to 19.

Transitive property of measurement order. If one object is bigger than a second, and the second object is bigger than a third object, then the first object is bigger than the third object.

International Benchmarking and the Common Core

The Common Core State Standards (CCSS) are designed to be **college- and career-ready** and **internationally benchmarked**. To that end, the development process included the review and consideration of many sources, including research studies, existing standards from the U.S and abroad, and the professional judgment of teachers, content area experts, and college faculty. This paper will briefly describe how international benchmarking was used to develop the CCSS.

What documents were used to ensure that the CCSS were internationally benchmarked?

To ensure that the standards prepare students to be globally competitive, the development team used a number of sources, including: the frameworks for PISA and TIMSS; the International Baccalaureate syllabi; the American Institutes for Research report , *Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned From High-Performing Hong Kong, Korea, and Singapore* and; the A+ Composite found in *A Coherent Curriculum: The Case for Mathematics* by Bill Schmidt, Richard Houang, and Leland Cogan.

In addition, the development team looked to the standards of a number of individual countries and provinces to inform the content, structure and language of the CCSS. In *mathematics*, twelve set of standards were selected to help guide the writing of the standards: Belgium, Canada [Alberta], China, Chinese Taipei, England, Finland, Hong Kong, India, Ireland, Japan, Korea, and Singapore.[i] In *English language arts*, the writing team looked closely at ten sets of standards from Australia (New South Wales and Victoria), Canada (Alberta, British Columbia, and Ontario), England, Finland, Hong Kong, Ireland, and Singapore.[ii]

How were the international benchmarks used to inform the development of the CCSS?

The goal of the international benchmarking in the common core state standards development process was to ensure that the CCSS are as rigorous as comparable standards in the high-performing and other countries. However, the use of international benchmarks as evidence is no easy feat; it is not simply a matter of identifying the "best" source and copying it, or of aggregating all viable sources to find some set of shared expectations. Rather, international benchmarks were used to guide critical decisions in the following areas:

- *Whether particular content should be included:* One of the principal ways international standards were used in this development process was as a guide when making tough decisions about whether content should be included or excluded.
- *When content should be introduced and how that content should progress*: The progression of topics in the international mathematics standards helped the development team make decisions about when to introduce topics in the CCSS as well as when to stop focusing on them.
- *Ensuring focus and coherence*: Standards from other countries tend to be very focused, including only what is absolutely necessary.

- *Organizing and formatting the standards*: Certain organizational aspects or characteristics of international standards that promoted clarity and ease of reading and use served as a model for the CCSS.
- *Determining emphasis on particular topics in standards*: Where emphasis on particular topics was found repeatedly in international standard, this was instructive in determining their importance for inclusion in the CCSS.

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When the final version of the K-12 Common Core State Standards is released, it will be accompanied by a discussion of the evidence that was used in their development. In the meantime, the evidence from the September 2009 draft of the College and Career Ready Standards is available: The URL for the ELA document is http://www.corestandards.org/Files/ELAEvidence.pdf, and the URL for the mathematics document is http://www.corestandards.org/Files/MathEvidence.pdf.

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[i] Eight of these were high-performers on either TIMSS, PISA or both: Belgium, Canada [Alberta], Chinese Taipei, Finland, Hong Kong, Japan, Korea, and Singapore. England and Ireland, which have uneven performances on international assessments, were included because of their cultural links to the United States. China and India were included because of their growing global competitiveness.

[ii] Differences in language have a greater impact on the teaching and learning of language arts than of mathematics, so the teams looked primarily at English-speaking countries. All were high-performers on PISA except Singapore, which did not participate, and England, which as in mathematics was selected partly for its cultural links to the United States.

Race to the Top
Legal Process for Adopting Standards

Louisiana Administrative Code, Title 28 - Education, Part I.
Board of Elementary and Secondary Education

Chapter 5. Organization
§501. Standing and Executive Committees
A. As a means of assisting the board in the exercise of its powers and responsibilities as defined in the constitution and by law, standing and executive committees are created.
B. Standing committees, composed of not less than three members of the board and appointed by the president, are:
6. Student/School Performance and Support Committee. The following are examples of issues that will be considered by the Student/School Performance and Support Committee:

a. assessment issues: LEAP, GEE, *i*LEAP, remediation;
b. accountability issues: school performance, interventions, improvements;
c. academically at-risk schools;
d. school choice, vouchers, supplemental education services;
e. district dialogues;
f. curriculum: content standards, GLEs, comprehensive curriculum, textbooks, elective courses;
g. alternative schools/programs;
h. special education;
i. early childhood;
j. school and community support;
k. adult education;
l. commission(s)/task forces; and
m. bulletin(s).

Chapter 13. Regulatory Documents
§1301. Bulletins
A. All regulatory policies and procedures adopted in response to state statutory requirements, most noticeably Louisiana Revised Statutes, Title 17, are contained in bulletins. Regulatory policies and procedures must be adopted by BESE as Rules through the rulemaking process set forth in Louisiana Administrative Procedure Act (APA). Once adopted, Rules have the force and effect of law. The Louisiana Register requires that rules be codified, adhering to a prescribed uniform system of indexing, numbering, arrangement of text, and citation of authority and historical notes. APA requirements include an advertisement and comment period, as well as oversight procedures for the legislature.

§1303. **Rulemaking**
A. A rule is a statement, guide, or requirement for conduct or action, exclusive of those regulating only the internal management of the board or the department, which has general applicability and the effect of implementing or interpreting substantive law or policy, or which prescribes the procedure or practice requirements of the board. The term rule includes the amendment or repeal of an existing rule.
B. All rules adopted by the board must be adopted in accordance with the Louisiana Administrative Procedure Act (APA).
C. The following process must be followed for adoption of all rules:

1. The board approves a proposed rule to be advertised as a Notice of Intent.
2. Following approval of a proposed rule to be advertised as a Notice of Intent:
    a. The appropriate department/BESE staff is requested to submit a Fiscal Impact Statement (FIS), Family Impact Statement, proposed policy language, present

policy language (if there is a policy already in existence), and comparison language (if applicable).
b. These documents are submitted to the Legislative Fiscal Office (LFO) for approval.
c. After the Fiscal Impact Statement is approved by the LFO, the board recorder prepares the Notice of Intent in compliance with statutory specifications and submits it to the Louisiana Register for publication. A report regarding the rule is also submitted to the appropriate legislative committees.
d. Once the Notice of Intent is published in the Louisiana Register, a period of 90 days must elapse to allow for public comment on the proposed policy before the Notice of Intent can be placed on the board agenda for final adoption as a Rule.
e. Any public comments received during that period are forwarded to the LDE/board office, to the appropriate BESE committee, and to the appropriate legislative committees for consideration.
f. In the event that substantive changes are made to the Notice of Intent as a result of the public comments received, the board can choose to:
i. approve for final adoption only those sections that will not be changed as a result of the public comments and readvertise as Notice of Intent only those sections requiring substantive change; or
ii. not approve the Notice of Intent for final adoption, and begin the entire process anew.

3. When the board approves the Notice of Intent for final adoption as a Rule, it is submitted to the Louisiana Register for publication. The deadline for submission of information for publication in the Louisiana Register is the 10th of the month. Therefore, Notices of Intent approved for final adoption by the board are not advertised as a Rule in the Louisiana Register until the month following their approval by the board.

D. Due to the board meeting schedule, the Fiscal Impact Statement approval process, and the Louisiana Register deadlines, the entire process takes a minimum of five months to complete.
E. Louisiana Administrative Code, Title 28, Part Numbers XI, ad infinitum, have been reserved for board and department bulletins.
F. Codified board policies are posted on the Louisiana Register website and are accessible through links on the BESE website.

§1305. **Amendments**
A. Rules may be amended by an affirmative vote of six BESE members at any regular meeting of the board or at any special meeting where the proposed amendment is included on the agenda. The text of any proposed amendment shall be submitted, in writing, to the board and received by its members at least 10 days prior to the meeting at which action is to be taken.
B. The adoption of amendments to rules must follow the procedures outlined in §1303.

RS 17:24.4 — Louisiana competency-based education program; statewide standards for required subjects; louisiana educational assessment program; parish or city school board comprehensive pupil progression plans
E. The Department of Education shall, with the approval of the State Board of Elementary and Secondary Education, as part of the Louisiana Competency-Based Education Program, develop and establish statewide curriculum standards for required subjects to be taught in the public elementary and secondary schools of this state; however, no such standards or scores shall exceed any national average standards, scores, or percentile rankings. The effective implementation date of the statewide curriculum standards for required subjects shall be the 1981-1982 school year. Development of such curriculum shall begin by the 1979-1980 school year, and be piloted by the Department of Education during the 1980-1981 school year. The

statewide curriculum standards for required subjects shall be implemented by the Department of Education as approved by the State Board of Elementary and Secondary Education, with recommendations prior to approval and advice from the educational personnel in the public schools and colleges and universities of this state.

Title 28
EDUCATION
Part CXV. Bulletin 741—Louisiana Handbook for School Administrators

Chapter 1: Foreward
§101. Purpose
A. Policies passed by the Board of Elementary and Secondary Education (BESE) govern the operation of public elementary, middle, and secondary schools. Bulletin 741—Louisiana Handbook for School Administrators, contains these policies.
B. The contents of this bulletin have been revised and reorganized for more efficient use as a reference document for district and school administrators. The bulletin has been extensively reviewed by members of BESE, the Department of Education (DOE), and a statewide review committee.

Chapter 23. Curriculum and Instruction
§2301. Standards and Curriculum
A. Each LEA shall adopt and implement local curricula aligned with state content standards, benchmarks, and grade-level expectations. The state documents are:

1. English Language Arts Standards, Bulletin 1965;
2. Mathematics Framework, Bulletin 1955;
3. Science Framework, Bulletin 1962;
4. Social Studies Content Standards, Bulletin 1964;
5. Foreign Language Content Standards, Bulletin 1966;
6. Arts Content Standards, Bulletin 1963;
7. Physical Education Content Standards, Bulletin 102;
8. Health Education Content Standards, Bulletin 103;
9. K-12 Educational Technology Standards, Bulletin 104;
10. Standards for Serving Four-Year-Old Children, Bulletin 105;
11. Agricultural Education Content Standards, Bulletin 106;
12. Health Occupations Content Standards, Bulletin 107;
13. Marketing Education Content Standards, Bulletin 108;
14. Family and Consumer Science Content Standards, Bulletin 109;
15. Technology Education Content Standards, Bulletin 110;
16. Business Education Content Standards, Bulletin 1977;
17. Trade and Industrial Arts Content Standards, Bulletin 114;
18. English Language Development Standards, Bulletin 112.

B. Each teacher of required subjects shall provide instruction that includes those skills and competencies designated by local curricula that are based upon the state's content standards, benchmarks, grade-level expectations, and Career and Technical Education Model Course Guidelines.

C. <u>The Louisiana content standards shall be subject to regular review and revision to maintain rigor and high expectations for teaching and learning. Such review of each content area shall occur at least once every seven years.</u>

ASSESSMENT CONSORTIUM
MEMORANDUM OF AGREEMENT

This Memorandum of Agreement ("MOA") is entered into by and between the following States: Arkansas, Colorado, Florida, Illinois, Indiana, Louisiana, Massachusetts, Minnesota, North Carolina, Ohio, Pennsylvania, and Virginia (collectively the "Participating States" or "Assessment Consortium").

1. Purpose. The purpose of this MOA is to form a coalition of states with a shared vision for common assessments that are internationally-benchmarked; build toward college and career readiness by the time of high school graduation; measure a common core of standards for K-12 pursuant to the National Governors Association Center for Best Practices Memorandum of Understanding ("Common Core Standards"); utilize technology for efficiency of delivery and scoring; and are cost effective. An outcome of this shared vision will be a proposal for the federal Race to the Top Assessment Competition in 2010 to develop and implement common, high-quality assessments aligned with the Common Core Standards.

2. Lead State. The Participating States agree that Florida shall be designated as the Lead State, and Florida accepts the designation. The Lead State shall manage the work process under this MOA and competitively bid, when determined by the Assessment Consortium, for all services and commodities required to achieve the objectives of this MOA.. In particular, the Lead State shall:

a. Direct and oversee meetings of the Assessment Consortium and set the agendas.

b. Pursuant to the laws of the Lead State, procure any necessary goods and services needed to carry out the intent of this MOA, using the most reasonable form of competitive solicitation and by quotes if no competitive solicitation is required.

c. Although the Lead State shall manage and administer the primary contracts, each Participating State shall be a party to any multi-state agreement, by direct execution or by addendum,. However, each Participating State shall be responsible for enforcing their portion of the work on any multi-state contract. In addition, the Lead State shall not be responsible for any of the contractual obligations of a Participating State.

d. Coordinate, assist, and task the Management Entity as may be reasonably necessary.

e. Serve as liaison with the U.S. Department of Education, and all other third parties on behalf of the Assessment Consortium.

f. The Lead State may resign by notifying the Participating States at least 30 days in advance by written notice. A majority of the Participating States will then appoint a new Lead State.

g. The Participating States may remove the Lead State and appoint a new Lead State by vote of a majority of the Participating States. Upon the resignation or removal of the Lead State, all contracts and other rights and obligations of the Lead State shall be assigned to the new Lead State.

3. Management Entity. Services of a Management Entity will be procured and utilized to assist the Consortium in conducting its work. A majority vote of the Assessment Consortium is required to award a contract to the Management Entity.

The Management Entity shall perform the following services:

a. Assist the Lead State in coordinating and running the Assessment Consortium meetings, including acting as a facilitator at the meetings.

b. Perform research and draft reports necessary for developing Requests for Proposals for goods and services.

c. Assist the Lead State in procuring goods and services as agreed upon by Participating States.

d. Provide advice and grant-writing services to the Assessment Consortium to assist them in developing the proposal for the Race to the Top Assessment Competition.

e. Perform any other activities and services that are reasonably requested by the Lead State or any Participating State in order to achieve the purposes of this MOA.

4. Scope of Work and Responsibilities of the Participating States. Each Participating State in the Assessment Consortium shall adopt the Common Core Standards which were developed to be internationally benchmarked and to build toward college and career readiness by the time of high school graduation. The Assessment Consortium shall, if funded by Race to the Top Assessment Competition funds, develop common, high-quality assessments which are aligned with the Common Core Standards, utilize technology for efficiency of delivery and scoring, result in a common definition of proficiency, and are cost effective. In order to achieve these deliverables, the Assessment Consortium and the individual Participating States shall perform the following activities.

a. Each Participating State will adopt the Common Core Standards using their state-approved standards-adoption process.

b. The Assessment Consortium will meet to define the process for procuring the services of a Management Entity by April 30, 2010

c. The Assessment Consortium will develop and submit a proposal for funding through the Race to the Top Assessment Competition by June 2010 or the due date established by the U.S. Department of Education.

d. The Assessment Consortium will meet, with the assistance of a Management Entity, to review the status of each Participating State's Common Core Standards adoption by August 2, 2010.

e. The Assessment Consortium will develop a plan by December 10, 2010, for sharing of test items and tasks aligned with the Common Core Standards for use in Participating States' LEAs for formative and interim assessment purposes.

5. Meetings and Quorum. Meetings may be called by the Lead State or a majority of the Participating States. Meetings may either be in person or by conference call. Written notice of the meeting shall be sent to all Participating States at least 48 hours in advance, by email, facsimile, or certified mail.

a. A Quorum for any meeting shall consist of designated representatives from at least two-thirds of the Participating States. An individual state may appear by phone and be counted as part of the Quorum. Each Participating State shall have one vote.

b. All actions or decisions of the Assessment Consortium shall, unless otherwise designated elsewhere in this MOA, require a majority vote to pass.

c. Actions and decisions of the Assessment Consortium may also be taken by written directive executed by a majority of the Participating States without a formal meeting.

d. Notwithstanding the above, any amendment to this MOA shall require a unanimous vote of the Participating States.

6. Exam Results. Each Participating State shall own their respective assessment results and any other documentation which are developed as a result of any particular state assessment. All Participating States shall jointly own all deliverables produced as a result of this MOA, and shall have the right to utilize all deliverables and documents produced under this MOA for the benefit of their respective state, subject to all state and federal confidentiality laws and regulations.

7. Termination and Withdrawal of Parties.

a. This MOA may be terminated by agreement of all the Participating States.

b. Any Participating State may withdraw from this MOA upon thirty days written notice to all Participating States. In addition, any Participating State may immediately withdraw from this MOA upon notice of a loss of state funding to support the assessment work. A notice specifying the reasons for immediate termination shall be sent as soon as possible after the termination to the Participating States.

c. A withdrawn Participating State may only participate in a contract or agreement it executed prior to its withdrawal from the Assessment Consortium and this MOA.

d. A Participating State may have their rights hereunder terminated in the event it fails to perform or comply with any of its material covenants or obligations contained in this MOA, and such failure is not remedied and cured in all material respects within fifteen (15) days after the date written notice of such failure is delivered to the Participating State by the Lead State. A termination for default under this provision shall effectively terminate all contracts and agreements entered into by the terminated Participating State which have been procured through this MOA. Upon demand by the Lead State, the terminated Participating State shall provide written proof that such agreements have been terminated. However, the determination of default must be made by a majority of the Participating States before the Lead State is authorized to take any action against a defaulting Participating State.

8. Confidential Information. The Participating States warrant they shall not disclose to any third party any personally identifiable information about any student, without the written consent of the Participating State that owns the data. This applies to information which came from any record or report used by the Assessment Consortium or from any education record which is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g. The term "educational record" shall have the meaning prescribed in 20 U.S.C. Section 1232g(a)(4).

9. Expenses. It is the intent of the Participating States to seek funding from various third parties for the development of the common, high quality assessments and other shared deliverables under this MOA, and for the cost of a Management Entity. However, prior to obtaining such funds, the Participating States agree that they shall equally share these expenses. Decisions on whether to incur a shared expense and the amount to incur shall be decided by a majority vote of the Assessment Consortium. Notwithstanding the above, the Participating States also agree that they shall individually pay for any state specific expenses, including travel and the costs related to any state's use of an assessment.

10. Miscellaneous Provisions.

a. Rules of Interpretation. The Participating States waive application of the principle of contract construction that ambiguities are to be construed against a contract's drafter, and agree that this MOA is a joint product of all Participating States.

b. Assignment. No Participating State may assign any of its rights or obligations hereunder without the prior written consent of the Assessment Consortium.

c. Additional Documentation. Each Participating State agrees to take such action and to execute and deliver all documents necessary to carry out the terms and conditions of this MOA.

d. Invalidity and Severability. In the event that any provision of this Contract shall be held to be invalid, such provision shall be null and void. The validity of the remaining provisions of the MOA shall not in any way be affected thereby.

e. Counterparts. This Contract maybe executed in multiple counterparts, each of which shall be deemed to be an original and all of which shall constitute one contract, notwithstanding that all parties are not signatories to the original or the same counterpart, or that signature pages from different counterparts are combined, and the signature of any party to any counterpart shall be deemed to be a signature too and may be appended to any other counterpart.

f. Authority to Execute. Each Participating State warrants that it has the authority to enter into this MOA, and the party executing hereunder has the full authority to bind that state.

IN WITNESS WHEREOF, the Participating States have, through their duly authorized representative, executed this Memorandum of Agreement, which shall be effective, as of the last signature date below.

STATE OF ARKANSAS

By:_____

Name:_____
Title:_____
Date:_____

STATE OF COLORADO

By:_____

Name:_____
Title:_____
Date:_____

STATE OF FLORIDA

By:_____

Name:_____
Title:_____
Date:_____

STATE OF ILLINOIS

By:_____

Name:_____
Title:_____
Date:_____

STATE OF INDIANA

By:_____

Name:_____
Title:_____
Date:_____

STATE OF LOUISIANA

By:_____

Name: PAUL PASTOREK
Title: SUPERINTENDENT
Date: 1/4/10

COMMONWEALTH OF MASSACHUSETTS

By:_____

Name:_____
Title:_____
Date:_____

STATE OF MINNESOTA

By:_____

Name:_____
Title:_____
Date:_____

STATE OF NORTH CAROLINA

By:_____

Name:_____
Title:_____
Date:_____

STATE OF OHIO

By:_____

Name:_____
Title:_____
Date: _____

COMMONWEALTH OF PENNSYLVANIA

By:_____

Name:_____
Title:_____
Date:_____

COMMONWEALTH OF VIRGINIA

By:_____

Name:_____
Title:_____
Date:_____

BOARD OF DIRECTORS

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State of Tennessee

Craig R. Barrett
Former CEO/Chairman of the Board
Intel Corporation

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Former Chairman & CEO
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Michael Cohen

TREASURER

Peter Sayre
Controller
Prudential Financial, Inc.

January 15, 2010

Mr. Paul Pastorek
State Superintendent of Education
Louisiana State Department of Education
1201 N. 3rd Street, 5th Floor
Baton Rouge, LA 70802

Dear Superintendent Pastorek:

Achieve is pleased to confirm Louisiana's participation in an assessment partnership committed to pursuing the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across a maximum number of states.

We have received your formal request to join the other states in this partnership and acknowledge your acceptance of the attached Statement of Principles which will guide our collective work.

Louisiana's participation in this partnership is critical to its success. We look forward to continuing our important work together in the coming months.

Sincerely,

(b)(6)

Michael Cohen
President

States Committed to Assessment Partnership
(As of 10:00 am EST on January 15, 2010)

1. Alabama
2. Arizona
3. Arkansas
4. California
5. Delaware
6. District of Columbia
7. Florida
8. Georgia
9. Hawaii
10. Illinois
11. Indiana
12. Kentucky
13. Louisiana
14. Maryland
15. Massachusetts
16. Michigan
17. Minnesota
18. New Hampshire
19. New Mexico
20. North Carolina
21. Ohio
22. Oklahoma
23. Pennsylvania
24. Rhode Island
25. Tennessee
26. Utah
27. Wisconsin

1775 Eye Street NW, Suite 410, Washington, D.C. 20006 Phone (202) 419-1540 Fax (202) 828-0911
www.achieve.org

Comparing Student Performance on Common College- and Career-Ready Standards
Statement of Principles

Our state is committed to an education system that prepares all of our students for success in college, careers, and life in the 21st century. We believe in setting *high* expectations for our students and schools that are firmly grounded in what it takes to be successful. We believe in setting *common* expectations across states, and are committed to working with like-minded states to adopt common standards and assessment systems anchored in college and career readiness.

Our state supports common assessments that meet the following principles:

- Aligned to the common core standards
- Anchored in college and career readiness
- Allow for comparison of student results across a maximum number of states
- Enable to the maximum extent possible benchmarking performance against NAEP and international standards
- Cover grades 3 through 8 and high school, including college/career ready measures at the end of high school
- Address three overarching goals: measuring student proficiency, ensuring accountability, and improving teaching and learning
- Enable measurement of student achievement and growth
- Are summative in nature but designed in a manner consistent with more comprehensive assessment systems that also include interim and formative assessments
- Provide valid and reliable measures of student knowledge, understanding of, and ability to apply crucial concepts through the use of a variety of item types and formats
- Leverage technology and economies of scale in order to minimize costs and create assessments that accurately measure student performance
- Provide for timely release of results to better inform practice and support decision-making
- Include the assessment of students identified with disabilities and English language learners and to the extent feasible, use universal design principles

We understand that Achieve will work with other national partners to build on the work of the common core standards and convene states to pursue a common assessment strategy that meets these principles. We are prepared to work with Achieve and its partners in as large a consortium of states as possible to explore the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across states. We understand that in pursuing this effort, Achieve and its partners will work closely with other consortia that have been formed to explore areas of common ground and determine whether and how efforts could be combined to achieve comparability of results.

Directions for Teachers to Log In to EAGLE

- Access the EAGLE system directly by going to www.louisianaEAGLE.org, OR by clicking on the EAGLE logo that is located on the Testing page of LDE's Website at www.louisianaschools.net.
- Select Click here to launch EAGLE. When prompted to close the window, click Yes.
- Enter your assigned username and password. Login information is provided by your school administrator or principal.

EAGLE Guest/Training Site

The Guest/Training Site is designed to provide an overview of EAGLE's main functions to visitors or teacher trainees. Gain access to the Guest/Training Site from the EAGLE login page. After receiving a username and password, the user will have access for up to thirty days.

EAGLE Help Desk
E-mail Help@louisianaeagle.org or call toll free at 1-866-552-5583.

This project is made possible through a grant awarded by the State Board of Elementary and Secondary Education from the Louisiana Quality Education Support Fund–8(g).

This public document was published at a cost of $1,800. Twenty thousand (20,000) copies of this public document were published in the first printing at a cost of $1,800. The total cost of all printings of this document, including reprints, is $1,800. This document was published for the Louisiana Department of Education, Division of Standards, Assessments, and Accountability, Post Office Box 94064, Baton Rouge, Louisiana 70804-9064 by Pacific Metrics Corporation, 585 Cannery Row, Suite 201, Monterey, CA 93940 to provide for the development and implementation of educational assessment materials under R.S. 17:24.4. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31. Printing of this material was purchased in accordance with the provisions of Title 43 of the Louisiana Revised Statutes.

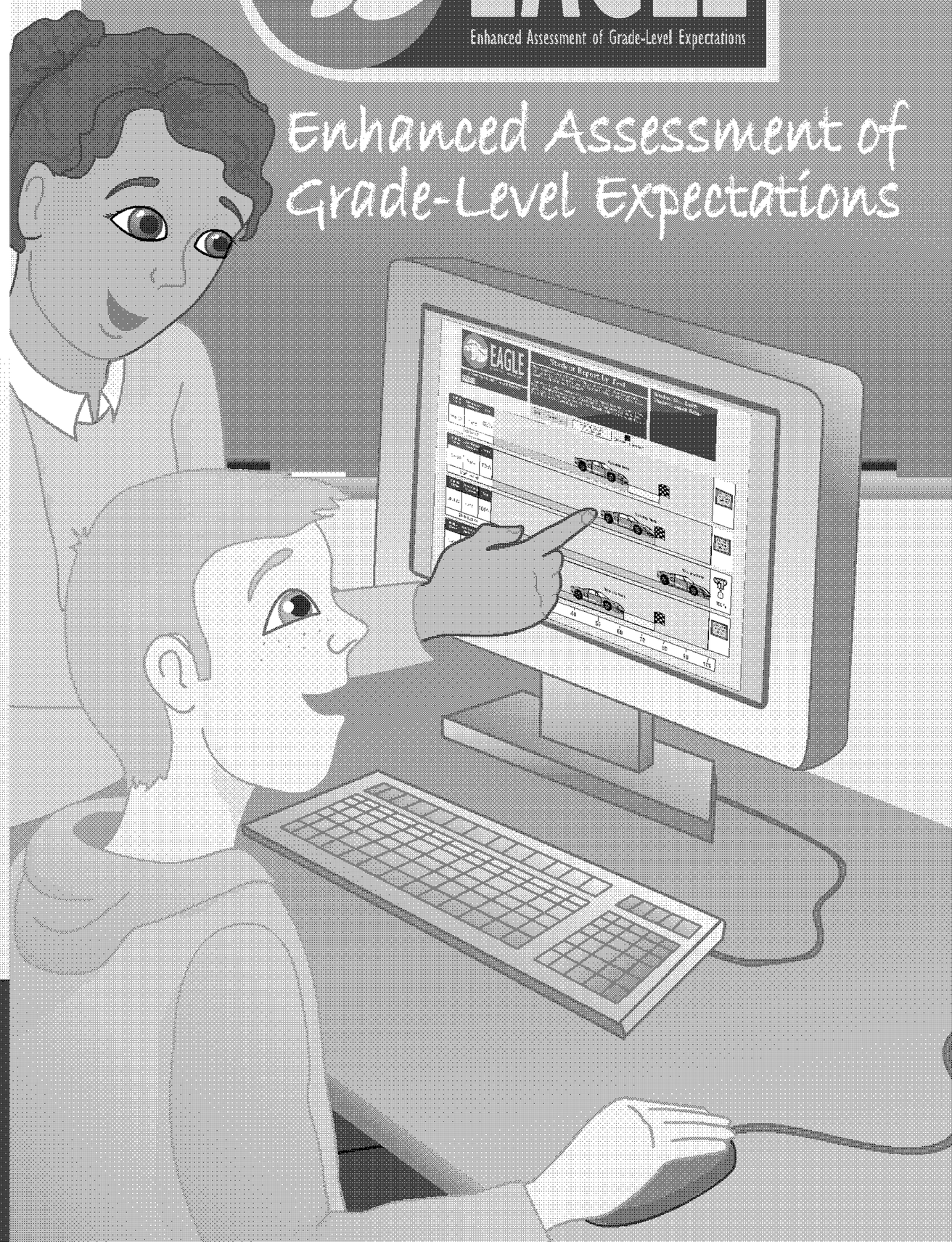
The Louisiana Department of Education (LDE) does not discriminate on the basis of sex in any of the education programs or activities that it operates, including employment and admission related to such programs and activities. The LDE is required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations not to engage in such discrimination. LDE's Title IX Coord. is Patrick Weaver, Deputy Undersecretary, LDE, Exec. Office of the Supt.; PO Box 94064, Baton Rouge, LA 70804-9064; 877-453-2721 or customerservice@la.gov. All inquiries pertaining to LDE's policy prohibiting discrimination based on sex or to the requirements of Title IX and its implementing regulations can be directed to Patrick Weaver or to the USDE, Asst. Sec. for Civil Rights.

585 Cannery Row, Suite 201
Monterey, CA 93940
www.pacificmetrics.com

Louisiana Department of
EDUCATION
Paul G. Pastorek, State Superintendent
Louisiana Department of Education

EAGLE

Enhanced Assessment of Grade-Level Expectations



EAGLE

Enhanced Assessment of Grade-Level Expectations

TEACHERS

Available at www.louisianaeagle.org, EAGLE is a helpful online classroom assessment tool that features high-quality content aligned to Louisiana's Grade-Level Expectations (GLEs). Using the EAGLE system, teachers can identify student strengths and weaknesses, access targeted classroom resources, and refine instructional strategies based on student performance.

Creating Tests: EAGLE allows teachers to assess student performance by creating tests for any one GLE or group of GLEs or by using the system's premade tests. The EAGLE item bank is organized by Content Standards, Comprehensive Curriculum Unit, and Passages. There are multiple-choice, short and extended constructed-response, and interactive items to choose from. EAGLE has made creating tests as easy as 1, 2, 3 . . .

1. Choose a method of selection: Content Standards, Comprehensive Curriculum Unit, or Passages.
2. Choose a GLE to test.
3. Choose the items you would like to add to your test.

Scheduling Tests: Prior to scheduling a test, teachers can set class and individual student performance goals, time limits, and calculator options. Students can then take the test online and receive immediate scores on multiple-choice, short constructed-response, and interactive items.

Hand Scoring Items: EAGLE has made hand scoring short and extended constructed-response items a breeze. Before scoring a response, review the item's rubric. For practice, try one of EAGLE's hand-scoring tutorials.

Reports: Teachers can analyze their students' performance with any of the six detailed reports which track the student and class performance on GLEs and measure the progress of a student's performance over time.

Instructional Needs by Grade-Level Expectation Report

GLE Code	Description of GLE	Cumulative Possible Points	Average Points Earned	Instructional Needs Level: Looks Pretty Good (80 - 100%) Correct Correct	Instructional Needs Level: May Need More Work (50 - 79%) Correct Correct	Instructional Needs Level: Needs More Work (0 - 49%) Correct Correct	Instructional Resources
GLE 2	Read, write, compare, and order whole numbers using place value concepts, standard notation, and models through 1,000,000 (N-1-E) (N-3-E) (A-1-E) ()				✓		Instructional Resources
GLE 4	Know all basic facts for multiplication and division through 12 x 12 and 144 divided by 12, and recognize factors of composite numbers less that 50 (N-1-E) (N-6-E) (N-7-E) ()			✓			Instructional Resources

STUDENTS

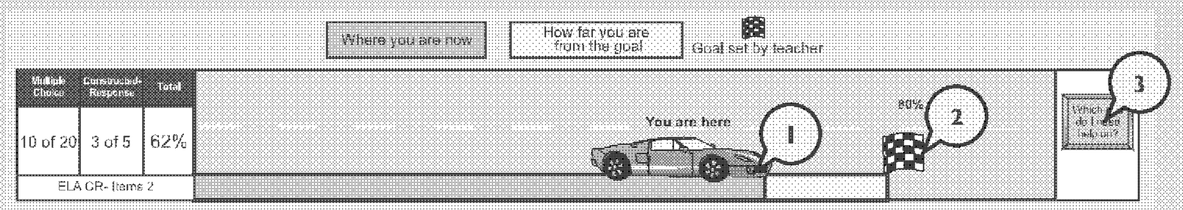
The EAGLE system promotes student involvement in the assessment process. Using the EAGLE system, students are informed of their learning goals and are able to track and analyze their progress. This gives them a better understanding of the skills they are asked to learn and encourages them to participate in their own success.

With EAGLE, students can take tests on the computer and then, using one of the four student score reports, immediately view their results. The reports provide visual representation of the students' performance, review of the questions, and list the learning skill (GLE) for each question in student-friendly terms.

Four Student Score Reports

- **Student Report by Test Question:** Students use this report to see how many points they earned on each question of a selected test.
- **Student Report by GLE:** This report shows the number of questions the student has answered per GLE and presents a visual representation of the student's understanding of each GLE.
- **Student Self-Assessment Report:** Students can reflect on their level of confidence for answering GLE-related questions and begin to adjust their learning to target specific GLEs.
- **Student Report by Test:** This report shows the overall performance of the student in relation to the goal set by the teacher.

Student Report by Test



1. The position of the race car represents how well the student performed on the test in relation to the goal set by the teacher.
2. The checkered flag represents the goal set by the teacher.
3. By clicking on the green box, the student can read which learning skill he or she needs to improve.

Figure 1. Math Performance Comparison by Education Classificaiton

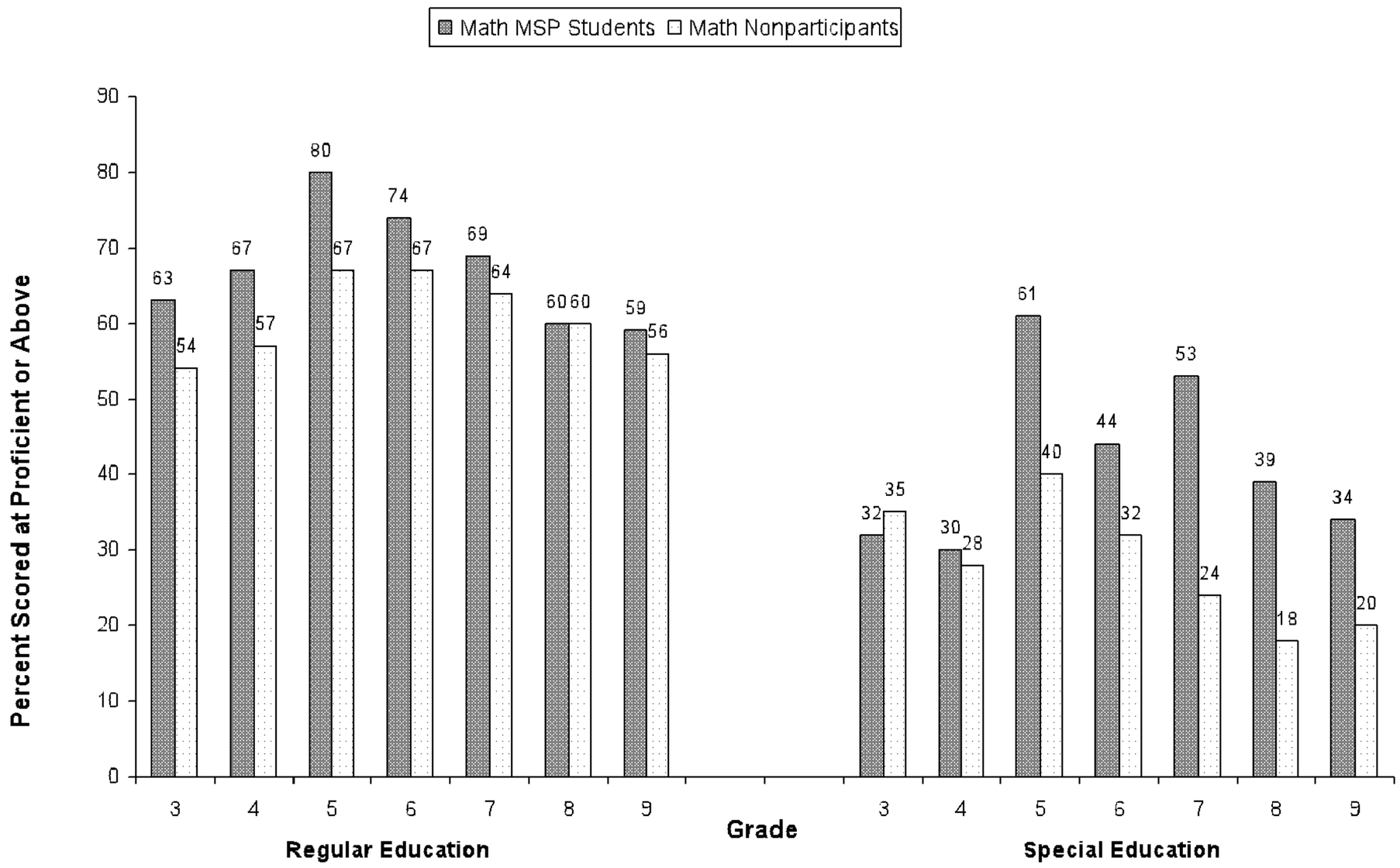


Figure 2. Science Performance Comparison by Education Classification

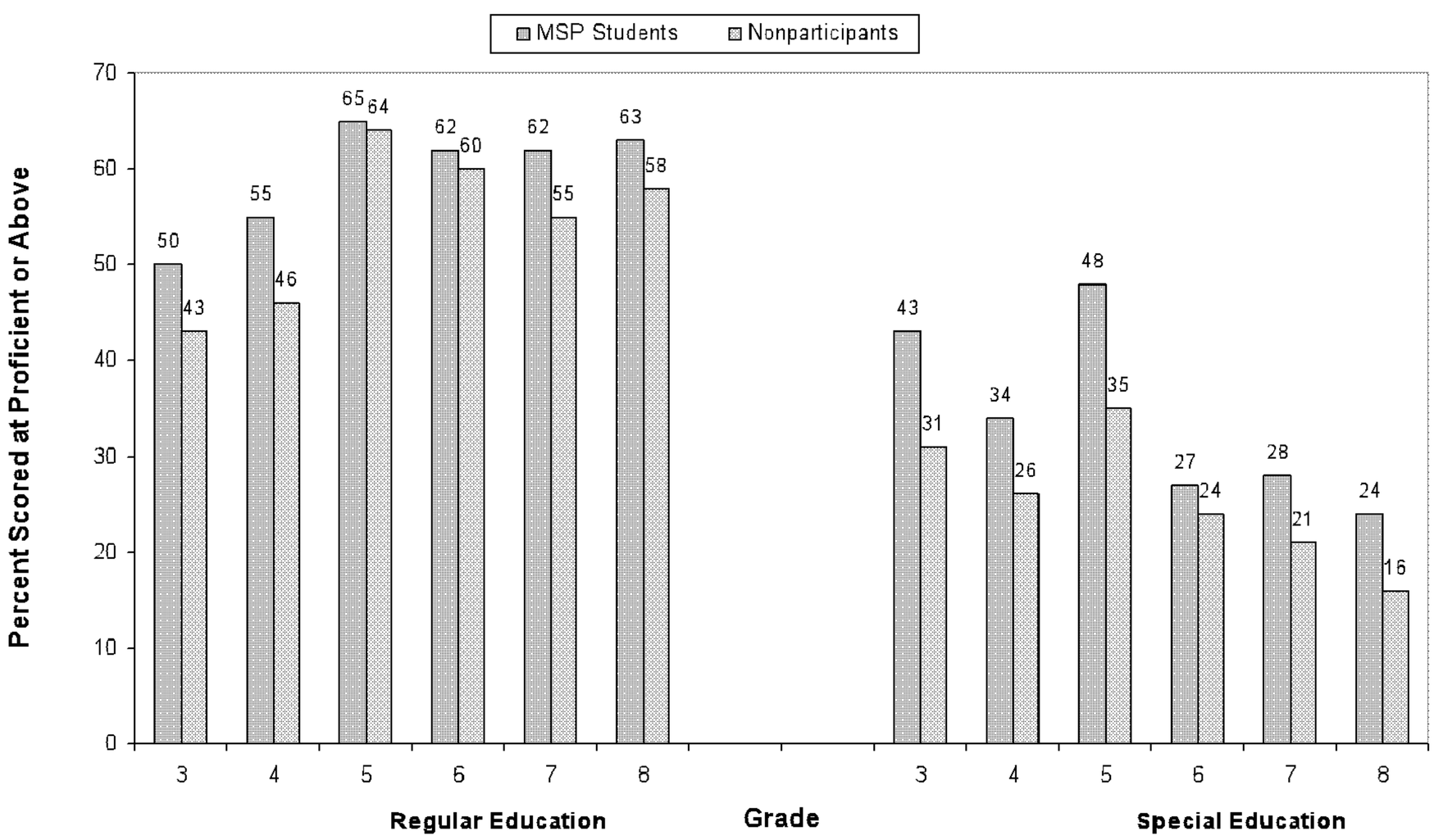


Figure 3. Math Performance Comparison by Economic Status

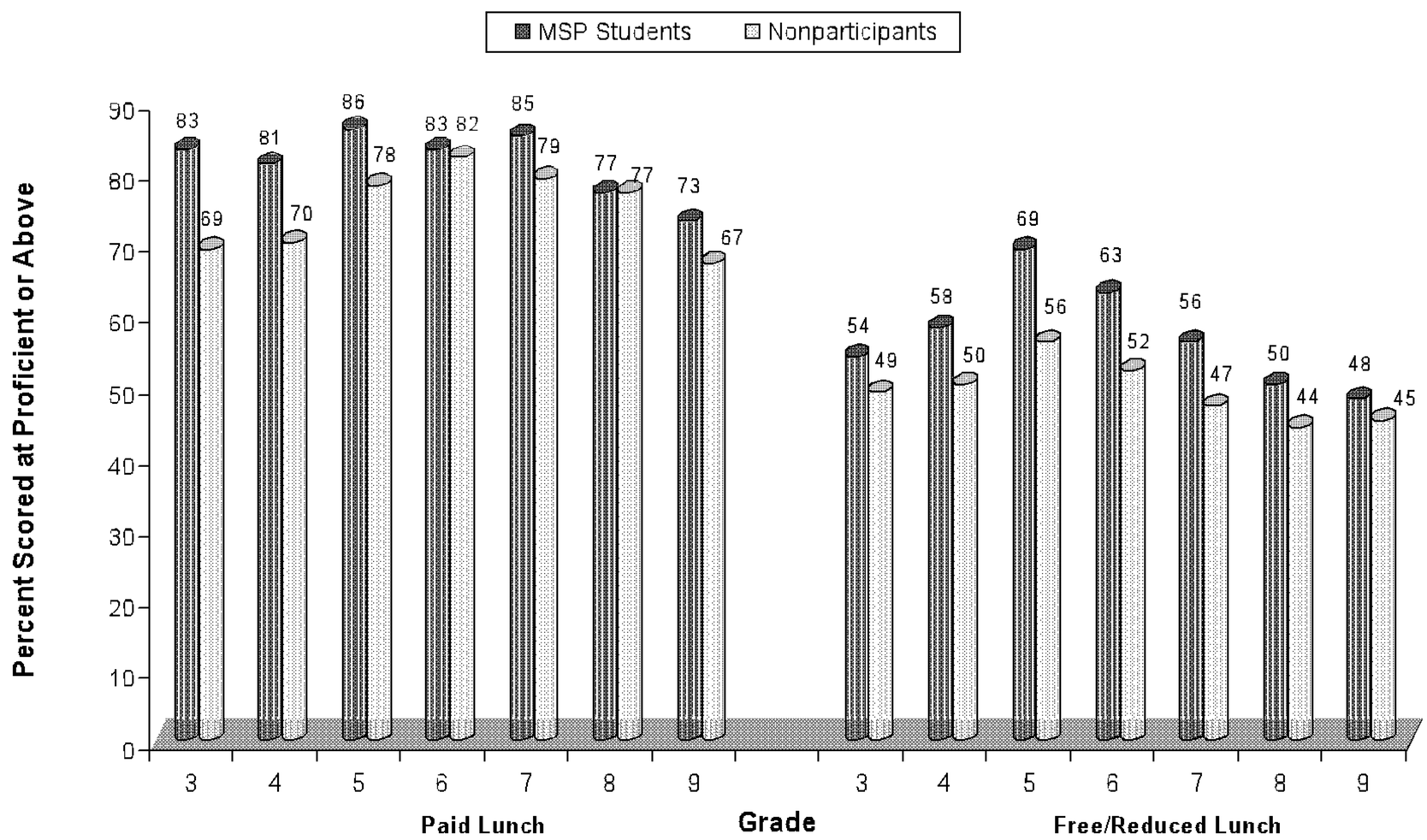


Figure 4. Science Performance Comparison by Economic Status

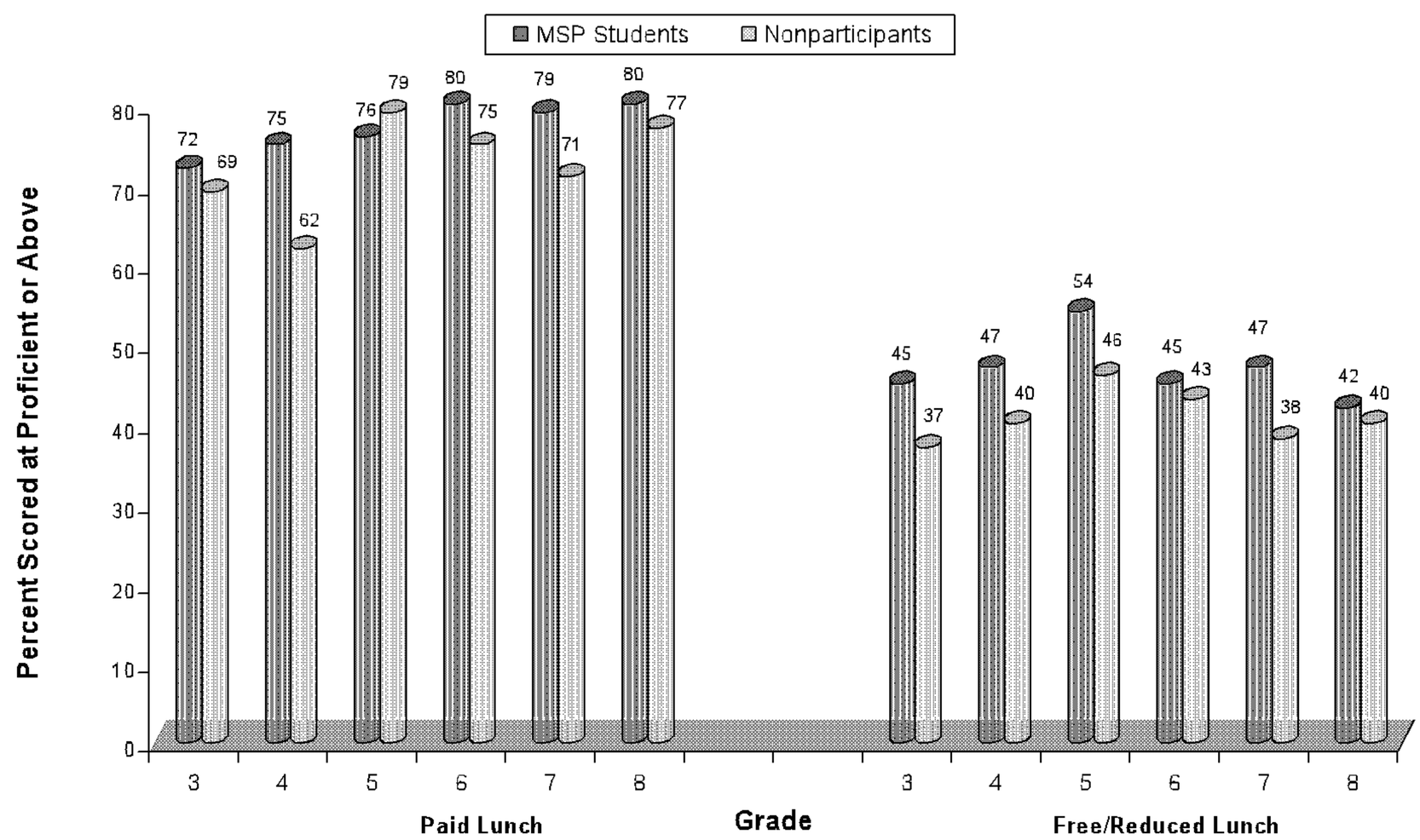


Figure 5. Math Performance Comparison by Ethnicity

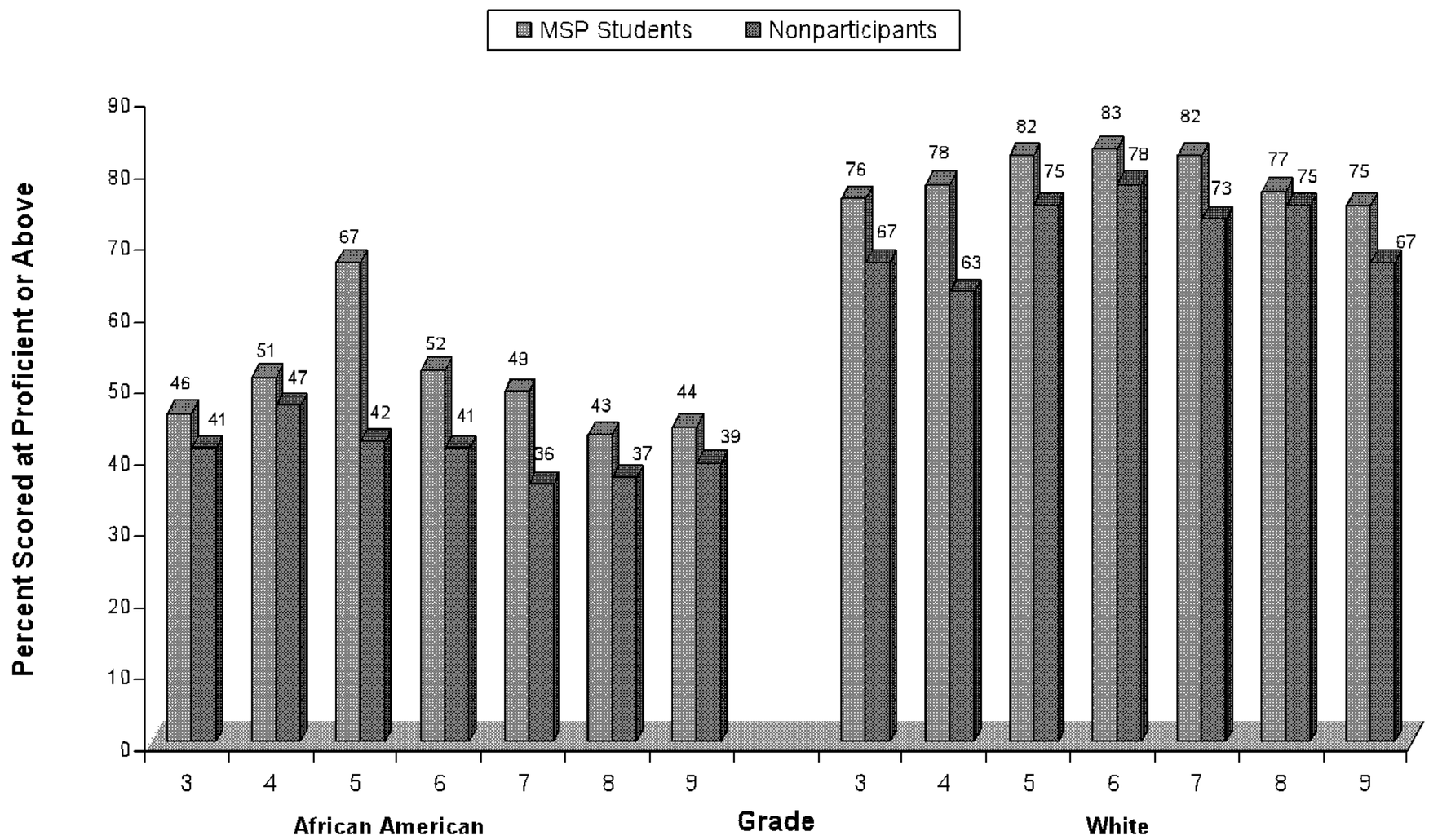
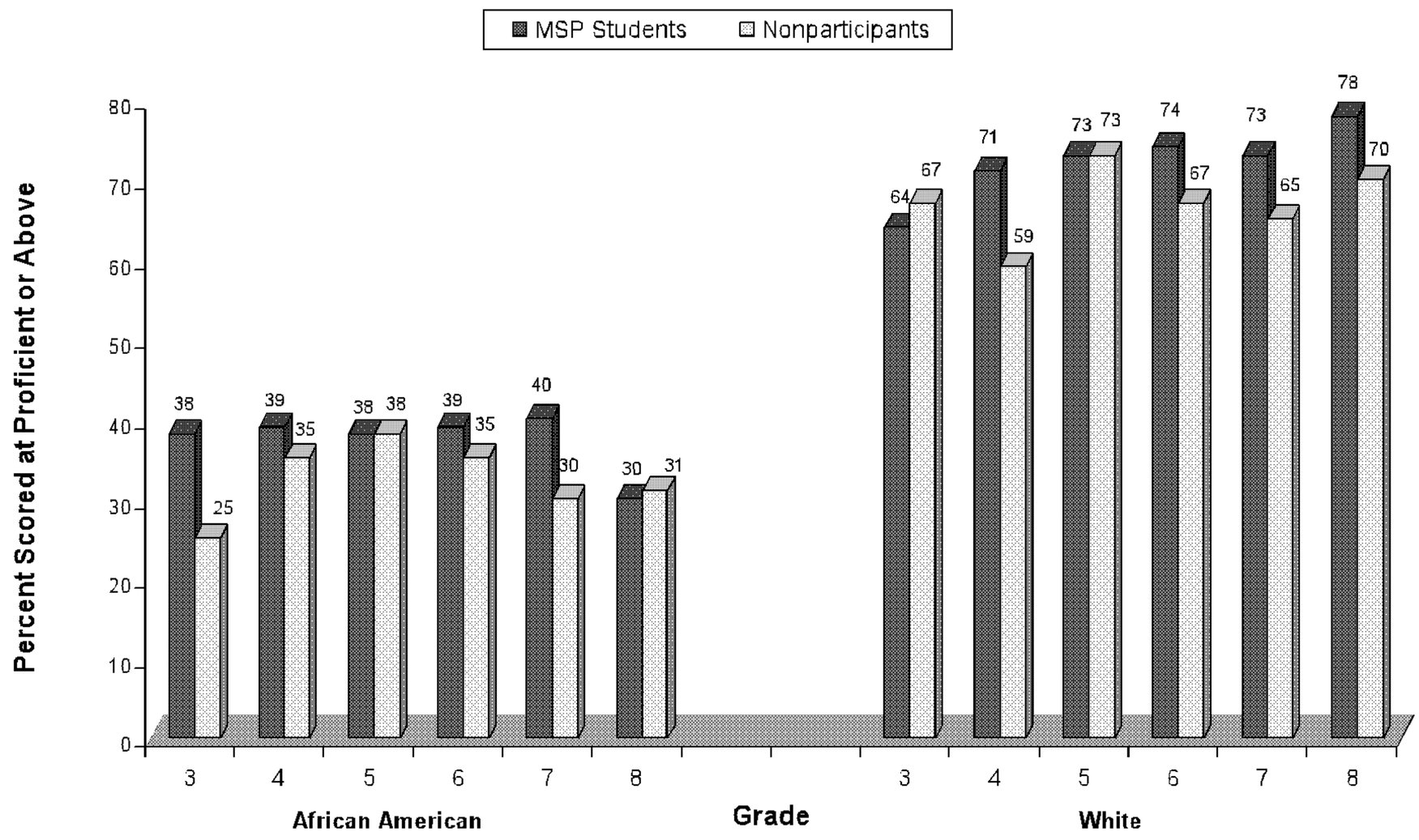
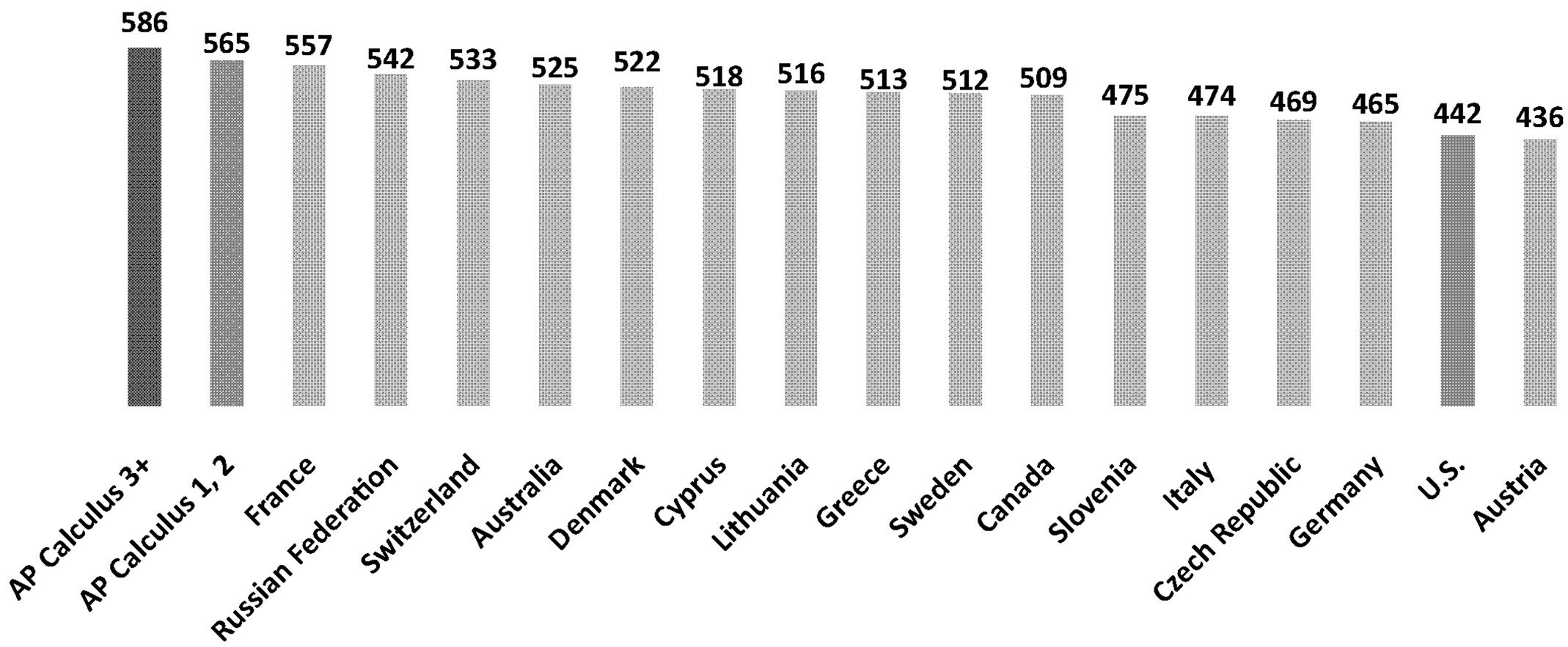


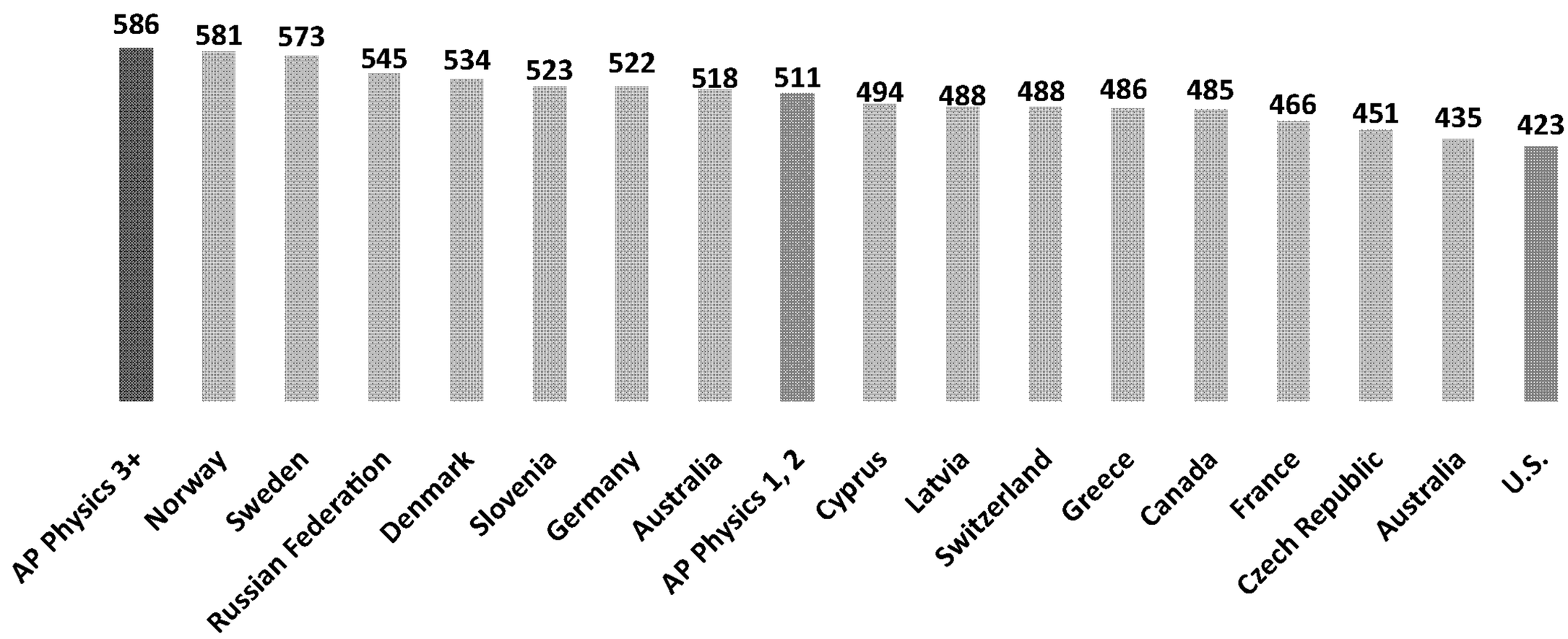
Figure 6. Science Performance Comparison by Ethnicity



Advanced Placement International Ranking Chart

Strengthening the STEM pipeline is a critical need in American education. Advanced Placement courses and Pre-AP instructional strategies can assist in preparing more students for advanced level courses in STEM disciplines and encourage them to pursue STEM related careers. Students who participate in AP math and science outperform students in these subject areas from nearly all other nations.





Gonzalez, E. O'Connor, K., & Miles, J. (2000). How well do Advanced Placement students perform on the TIMSS Advanced Mathematics and Physics Tests? Chestnut Hill, MA: The International Study Center, Lynch School of Education, Boston College

Grant For Statewide Longitudinal Data Systems

Under The American Recovery and Reinvestment Act, 2009

CFDA Number: 84.384

Louisiana Department of Education

P-20 Longitudinal Data System Proposal

Appendix D

Letters of Support

CONFIDENTIALITY AGREEMENT

WHEREAS, the Louisiana State Department of Education is seeking to establish a Longitudinal Data System that includes the elements described in Section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) to support the establishment of a state-wide PK-20 education data system that will enable the State to have valid and reliable information to inform education policy and practice in order to improve student achievement.

This Agreement is entered on the 23rd day of November, 2009, between the Louisiana Department of Education ("DOE"), represented herein by Paul G. Pastorek, Superintendent, and the Louisiana Department of Health and Hospitals ("DHH"), represented herein by Alan Levine, Secretary.

The parties agree that the provisions of the Family Educational Rights and Privacy Act, 20 USC §1232(g) et seq. ("FERPA") and the Individuals with Disabilities Education Improvement Act, 20 USC §1400, et seq. ("IDEIA") are applicable to the exchange and analysis of student educational data for the purpose of improving instruction.

The parties further acknowledge that La.Ch.C. Arts. 541 et seq. apply and allow this exchange of information and that the confidentiality provisions of LSA-R.S. 46:56 and the HIPAA Privacy Rule (45 CFR Parts 160 and 164) regarding information as to client case records apply to documents and information given to DOE by DHH.

Further, DOE and DHH acknowledge that all documents, in whatever form, including electronic, that include personally identifiable information in a student's education records are deemed confidential pursuant to FERPA and IDEIA and that all documents, in whatever form, including electronic, that include personally identifiable information in a child's DHH records are deemed confidential pursuant to LSA-R.S. 46:56 and the HIPAA Privacy Rule (45 CFR Parts 160 and 164). Unless disclosure is otherwise authorized by law, the parties agree not to disclose any personally identifiable information to a third party, not affiliated with DOE or DHH, without the prior written consent of the student's or youth's parent or legal guardian, or from the student or child who has reached the age of majority, or pursuant to a court order.

DOE and DHH agree to destroy any personally identifiable information or documentation in the event that such information and/or documentation are no longer needed for the purpose set forth under this Agreement.

Paul G. Pastorek, Superintendent
Department of Education

Alan Levine, Secretary
Department of Health and Hospitals

CONFIDENTIALITY AGREEMENT

WHEREAS, the Louisiana State Department of Education is seeking to establish a Longitudinal Data System that includes the elements described in Section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) to support the establishment of a state-wide PK-20 education data system that will enable the State to have valid and reliable information to inform education policy and practice in order to improve student achievement.

This Agreement is entered on the 20th day of November, 2009, between the Louisiana Department of Education ("DOE"), represented herein by Paul G. Pastorek, Superintendent, and the Louisiana Board of Regents ("Regents"), represented herein by Dr. Sally Clausen, Commissioner of Higher Education.

The parties agree that the provisions of the Family Educational Rights and Privacy Act, 20 USC §1232(g) et seq. ("FERPA") and the Individuals with Disabilities Education Improvement Act, 20 USC §1400, et seq. ("IDEIA") are applicable to the exchange and analysis of student educational data for the purpose of improving instruction. Unless disclosure is otherwise authorized by law, the parties agree not to disclose any personally identifiable information to a third party, not affiliated with DOE or Regents, without the prior written consent of the student's or youth's parent or legal guardian, or from the student or youth who has reached the age of majority, or pursuant to a court order.

DOE and Regents agree to destroy any personally identifiable information or documentation in the event that such information and/or documentation are no longer needed for the purpose set forth under this Agreement.

Paul G. Pastorek, Superintendent
Department of Education

Dr. Sally Clausen, Commissioner of
Higher Education

CONFIDENTIALITY AGREEMENT

WHEREAS, the Louisiana State Department of Education is seeking to establish a Longitudinal Data System that includes the elements described in Section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) to support the establishment of a state-wide PK-20 education data system that will enable the State to have valid and reliable information to inform education policy and practice in order to improve student achievement.

This Agreement is entered on the 20th day of November, 2009, between the Louisiana Department of Education ("DOE"), represented herein by Paul G. Pastorek, Superintendent, and the Louisiana Department of Public Safety and Corrections ("DPS&C"), represented herein by Secretary James M. LeBlanc.

The parties agree that the provisions of the Family Educational Rights and Privacy Act, 20 USC §1232(g) et seq. ("FERPA") and the Individuals with Disabilities Education Improvement Act, 20 USC §1400, et seq. ("IDEIA") are applicable to the exchange and analysis of student educational data for the purpose of improving instruction.

The parties further acknowledge the confidentiality provisions of La. R.S. 15:573.12 regarding information as to offenders and ex-offenders apply to documents and information exchanged between DPS&C and DOE.

Further, DOE and DPS&C acknowledge that all documents, in whatever form, including electronic, that include personally identifiable information in a student's education records are deemed confidential pursuant to FERPA and IDEIA and that all documents, in whatever form, including electronic, that include personally identifiable information in a youth's OJJ records are deemed confidential pursuant to state law. Unless disclosure is otherwise authorized by law, the parties agree not to disclose any personally identifiable information to a third party, not affiliated with DOE or DPS&C, without the prior written consent of the student's or youth's parent or legal guardian, or from the student or youth who has reached the age of majority, or pursuant to a court order.

DOE and DPS&C agree to destroy any personally identifiable information or documentation in the event that such information and/or documentation are no longer needed for the purpose set forth under this Agreement.

Paul G. Pastorek, Superintendent
Department of Education

James M. LeBlanc, Secretary
Louisiana Department of Public Safety
and Corrections

BOBBY JINDAL
GOVERNOR

KRISTY H. NICHOLS
SECRETARY

State of Louisiana

Department of Social Services
Office of the Secretary

COLLABORATIVE AGREEMENT FOR THE ESTABLISHMENT OF A STATE-WIDE PK-20 EDUCATION DATA SYSTEM

WHEREAS, the Louisiana State Department of Education is seeking to establish a Longitudinal Data System that includes the elements described in Section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) to support the establishment of a state-wide PK-20 education data system that will enable the State to have valid and reliable information to inform education policy and practice in order to improve student achievement.

This Agreement is entered on the 13th day of November, 2009, between the Louisiana Department of Education ("DOE"), represented herein by Paul G. Pastorek, Superintendent, and the Louisiana Department of Social Services ("DSS"), represented herein by Kristy H. Nichols, Secretary.

DOE and DSS agree that they are committed to working together toward the establishment of the PK-20 education data system and to the mutual exchange of information allowed by their respective confidentiality statutes in order to improve student achievement.

The parties agree to develop a formal Memorandum of Understanding for this undertaking that will establish processes and procedures, and protections for the exchange of information between the parties.

Further, the parties agree that the provisions of the Family Educational Rights and Privacy Act, 20 USC §1232(g) et seq. ("FERPA") and the Individuals with Disabilities Education Improvement Act, 20 USC §1400, et seq. ("IDEIA") are applicable to the exchange and analysis of student educational data for the purpose of improving instruction.

Further, the parties agree that various federal and state laws and regulations are applicable to the sharing, exchange and analysis of Department of Social Services client case records.

Paul G. Pastorek, Superintendent
Department of Education

Kristy H. Nichols, Secretary
Department of Social Services

627 North Fourth Street, 8th Floor • Post Office Box 3776 • Baton Rouge, Louisiana 70821 • (225) 342-0286 • Fax: (225) 342-8636
An Equal Opportunity Employer

CONFIDENTIALITY AGREEMENT

WHEREAS, the Louisiana State Department of Education is seeking to establish a Longitudinal Data System that includes the elements described in Section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) to support the establishment of a state-wide PK-20 education data system that will enable the State to have valid and reliable information to inform education policy and practice in order to improve student achievement.

This Agreement is entered on the 5th day of November, 2009, between the Louisiana Department of Education ("DOE"), represented herein by Paul G. Pastorek, Superintendent, and the Cecil J. Picard Center for Childhood Development and Lifelong Learning ("Picard Center"), represented herein by Dr. Billy Stokes, Executive Director.

The parties agree that the provisions of the Family Educational Rights and Privacy Act, 20 USC §1232(g) et seq. ("FERPA") and the Individuals with Disabilities Education Improvement Act, 20 USC §1400, et seq. ("IDEIA") are applicable to the exchange and analysis of student educational data for the purpose of improving instruction. Unless disclosure is otherwise authorized by law, the parties agree not to disclose any personally identifiable information to a third party, not affiliated with DOE or Picard Center, without the prior written consent of the student's or youth's parent or legal guardian, or from the student or youth who has reached the age of majority, or pursuant to a court order.

DOE and Picard Center agree to destroy any personally identifiable information or documentation in the event that such information and/or documentation are no longer needed for the purpose set forth under this Agreement.

Paul G. Pastorek, Superintendent
Department of Education

Dr. Billy Stokes, Executive Director
Cecil J. Picard Center for Childhood
Development and Lifelong Learning
Development

CONFIDENTIALITY AGREEMENT

WHEREAS, the Louisiana State Department of Education is seeking to establish a Longitudinal Data System that includes the elements described in Section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) to support the establishment of a state-wide PK-20 education data system that will enable the State to have valid and reliable information to inform education policy and practice in order to improve student achievement.

This Agreement is entered on the 30th day of October, 2009, between the Louisiana Department of Education ("DOE"), represented herein by Paul G. Pastorek, Superintendent, and the Louisiana Workforce Commission ("LWC"), represented herein by Curt Eysink, Executive Director.

The parties agree that the provisions of the Family Educational Rights and Privacy Act, 20 USC §1232(g) et seq. ("FERPA") and the Individuals with Disabilities Education Improvement Act, 20 USC §1400, et seq. ("IDEIA") are applicable to the exchange and analysis of student educational data for the purpose of improving instruction.

The parties further acknowledge that LSA-RS 17:2048.51 and 23:75 et seq. apply and allow this exchange of information and that the confidentiality provisions of said statutes regarding data distribution apply to documents and information exchanged between DOE and LWC.

The parties acknowledge that information collected in connection with LWC's administration of the state's unemployment compensation program is confidential and the sharing of it with DOE is regulated by 20 CFR Part 603 and La. R.S. 23:1660. Should the sharing of such information be required to fulfill the purposes of this Agreement, DOE does hereby agree that it will execute a separate ancillary data sharing agreement that contains all terms and conditions required by those provisions, and does hereby agree and acknowledge that LWC is not permitted to share such information with DOE in any form that is directly or indirectly identifiable to any person or entity until such a data sharing agreement has been fully executed.

Further, DOE and LWC acknowledge that all documents, in whatever form, including electronic, that include personally identifiable information in a student's education records are deemed confidential pursuant to FERPA and IDEIA and that all documents, in whatever form, including electronic, that include personally identifiable information in a youth's LWC records are deemed confidential pursuant to state law. Unless disclosure is otherwise authorized by law, the parties agree not to disclose any personally identifiable information to a third party, not affiliated with DOE or LWC, without the prior written consent of the student's or youth's parent or legal guardian, or from the student or youth who has reached the age of majority, or pursuant to a court order.

DOE and LWC agree to destroy any personally identifiable information or documentation in the event that such information and/or documentation are no longer needed for the purpose set forth under this Agreement.

Paul G. Pastorek, Superintendent
Department of Education

Carey Foy, Chief of Staff
Louisiana Workforce Commission

CONFIDENTIALITY AGREEMENT

WHEREAS, the Louisiana State Department of Education is seeking to establish a Longitudinal Data System that includes the elements described in Section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) to support the establishment of a state-wide PK-20 education data system that will enable the State to have valid and reliable information to inform education policy and practice in order to improve student achievement.

This Agreement is entered on the 21 day of October, 2009, between the Louisiana Department of Education ("DOE"), represented herein by Paul G. Pastorek, Superintendent, and the Louisiana Office of Student Financial Aid ("LOSFA"), represented herein by Melanie Amrhein, Executive Director.

The parties agree that the provisions of the Family Educational Rights and Privacy Act, 20 USC §1232(g) et seq. ("FERPA") and the Individuals with Disabilities Education Improvement Act, 20 USC §1400, et seq. ("IDEIA") are applicable to the exchange and analysis of student educational data for the purpose of improving instruction.
Unless disclosure is otherwise authorized by law, the parties agree not to disclose any personally identifiable information to a third party, not affiliated with DOE or LOSFA, without the prior written consent of the student's or youth's parent or legal guardian, or from the student or youth who has reached the age of majority, or pursuant to a court order.

DOE and LOSFA agree to destroy any personally identifiable information or documentation in the event that such information and/or documentation are no longer needed for the purpose set forth under this Agreement.

Paul G. Pastorek, Superintendent
Department of Education

Melanie Amrhein, Executive Director
Louisiana Office of Financial Aid

CONFIDENTIALITY AGREEMENT

WHEREAS, the Louisiana State Department of Education is seeking to establish a Longitudinal Data System that includes the elements described in Section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) to support the establishment of a state-wide PK-20 education data system that will enable the State to have valid and reliable information to inform education policy and practice in order to improve student achievement.

This Agreement is entered on the 28th day of October, 2009, between the Louisiana Department of Education ("DOE"), represented herein by Paul G. Pastorek, Superintendent, and the Louisiana Department of Public Safety and Corrections, Office of Juvenile Justice ("OJJ"), represented herein by Mary Livers.

The parties agree that the provisions of the Family Educational Rights and Privacy Act, 20 USC §1232(g) et seq. ("FERPA") and the Individuals with Disabilities Education Improvement Act, 20 USC §1400, et seq. ("IDEIA") are applicable to the exchange and analysis of student educational data for the purpose of improving instruction.

The parties further acknowledge that LSA-R.S. 901 et seq. and La.Ch.C. Arts. 541 et seq. apply and allow this exchange of information and that the confidentiality provisions of LSA-R.S. 15:574.12(b) regarding information as to offenders and ex-offenders apply to documents and information exchanged between DOE and OJJ.

Further, DOE and OJJ acknowledge that all documents, in whatever form, including electronic, that include personally identifiable information in a student's education records are deemed confidential pursuant to FERPA and IDEIA and that all documents, in whatever form, including electronic, that include personally identifiable information in a youth's OJJ records are deemed confidential pursuant to state law. Unless disclosure is otherwise authorized by law, the parties agree not to disclose any personally identifiable information to a third party, not affiliated with DOE or OJJ, without the prior written consent of the student's or youth's parent or legal guardian, or from the student or youth who has reached the age of majority, or pursuant to a court order.

DOE and OJJ agree to destroy any personally identifiable information or documentation in the event that such information and/or documentation are no longer needed for the purpose set forth under this Agreement.

Paul G. Pastorek, Superintendent
Department of Education

Mary L. Livers, MSW, Ph.D.
Interim Deputy Secretary
DPS & C, Office of Juvenile Justice

Race to the Top
CVRP Overview and Screen Shots

Curriculum Verification and Results Reporting Portal - Windows Internet Explorer

http://leads4tst.doe.louisiana.gov/CVR/

File Edit View Favorites Tools Help

Windows Live | What's New | Profile | Mail | Photos | Calendar | MSN | Share | Sign in

Gmail - Inbox - bethanyaport... | Hulu - Cougar Town: Scare E... | Bejeweled Blitz on Facebook | Curriculum Verification an...

Page | Tools

CURRICULUM VERIFICATION AND RESULTS REPORTING PORTAL

Log Off | Restart

Student List | Verified Data | Teacher Results Report

View By Teacher

Teacher-Student Achievement Results Report
Summary Sheet

School Year: 2008-2009
School District: Allen Parish
School: Kinder High School
Teacher: Lastname85, Firstname85

-Overall Achievement Results-

Content	Teacher Achievement Result	Percentile	Achievement Result Range -25.0 0 +25.0
English	+2.5	83 %	
Mathematics	+3.0	45 %	
Reading	+2.0	62 %	

Print Teacher

What is the Teacher-Student Achievement Results Report?
The report describes the extent to which students taught by a specific teacher achieved the level of educational performance on standardized tests that would be expected based on their prior achievement. Teachers were compared to other teachers statewide who taught in the same content area.

Achievement Result: The difference between students' actual level of achievement and the level that would be expected based on the students' prior achievement and demographic characteristics. An average teacher would have a result of zero, indicating that students achieved what would be expected. A positive number represents a positive influence on a student's achievement, whereas a negative number represents a negative influence on a student's performance.

Percentile: The percent of teachers in the State whose Achievement Result (AR) falls below your result. For example, a percentile of 65% represents an AR that is higher than 65% of other teachers.

Achievement Result Range: All measures of human performance are imperfect and are influenced by transient factors that can distort the results. The AR range is designed to give you a picture of the range within which your results would be likely to fall over repeated observations in 95% of cases.

In the Drop Down Box you may also select to see your results

Done | Trusted sites | 100%

Race to the Top
CVRP Overview and Screen Shots

Louisiana Department of Education
Curriculum Verification and Results Reporting

Teacher-Student Achievement Results Report
Allen Parish
Kinder High School
As Of School Year 2008

Teacher: Lastname85, Firstname85

Overall Achievement Results

Content	Achievement Result	Percentile	Achievement Result Range -25.0 ____ 0 ____ +25.0
English	+2.5	62 %	___|___
Reading	+2.0	62 %	_____|_____
Mathematics	+3.0	45 %	_____|_____

Teacher: Lastname85, Firstname85

Achievement Groups

English

Content	Achievement Result	Percentile	Achievement Result Range -30.0 ____ 0 ____ +30.0
High	+2.5	62 %	_____|_____
Average	+2.0	62 %	_____|_____
Low	+2.5	62 %	_____|_____

Teacher: Lastname85, Firstname85

Students with Disabilities

Reading

Content	Achievement Result	Percentile	Achievement Result Range -13.0 ____ 0 ____ +13.0
With Disabilities	+4.0	65 %	_____|_____
Without Disabilities	+4.0	65 %	_____|_____

Teacher: Lastname85, Firstname85

Free/Reduced Lunch Status

Mathematics

Content	Achievement Result	Percentile	Achievement Result Range -50.0 ____ 0 ____ +50.0
Free/Red Lunch	+4.0	65 %	___|___
Paid Lunch	+4.0	65 %	___|___

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Louisiana Department of Education

Curriculum Verification and Results Reporting

Teacher-Student Achievement Results Report
Allen Parish
Kinder High School
As Of School Year 2008

Teacher: Lastname85, Firstname85

Limited English Proficient (LEP) Students

Mathematics

Content	Achievement Result	Percentile	Achievement Result Range -20.8 ___ 0 ___ +20.8
LEP	+4.0	65 %	
Non LEP	+4.0	65 %	

What is the Teacher-Student Achievement Results Report?

- The report describes the extent to which students taught by a specific teacher achieved the level of educational performance on standardized tests that would be expected based on their prior achievement. Teachers were compared to other teachers statewide who taught in the same content area.

Achievement Result: The difference between students' actual level of achievement and the level that would be expected based on the students' prior achievement and demographic characteristics. An average teacher would have a result of zero, indicating that students achieved what would be expected. A positive number represents a positive influence on a student's achievement, whereas a negative number represents a negative influence on a student's performance.

Percentile: The percent of teachers in the State whose Achievement Result (AR) falls below your result. For example, a percentile of 65% represents an AR that is higher than 65% of other teachers.

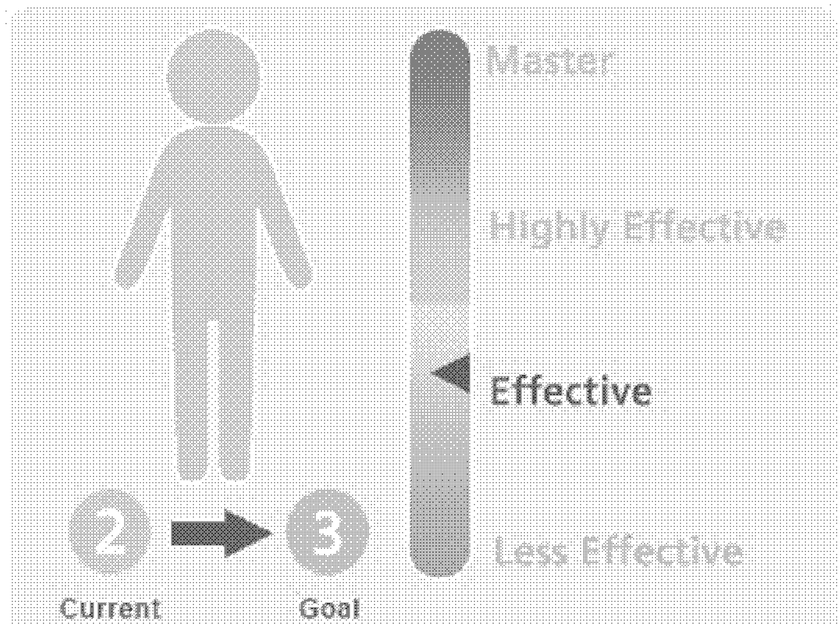
Achievement Result Range: All measures of human performance are imperfect and are influenced by transient factors that can distort the results. The AR range is designed to give you a picture of the range within which your results would be likely to fall over repeated observations in 95% of cases.

- In the Drop Down Box you may also select to see your results for some individual categories. These categories include: Achievement groups (High, Average, Low), Students with Disabilities, Students with Free/Reduced Lunch status, and Limited English Proficient students. Please note, not all teachers will have results in all categories. Only those categories for which results are available will appear in the drop down box.

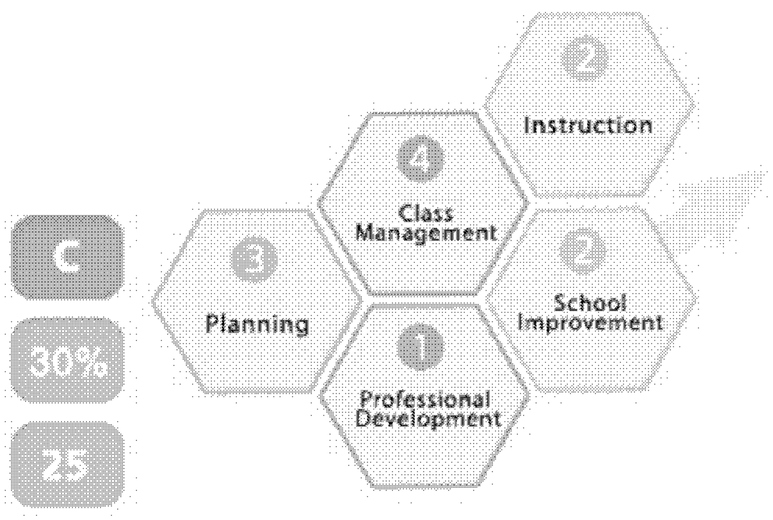
Race to the Top
HCIS Teacher

Louisiana Department of EDUCATION

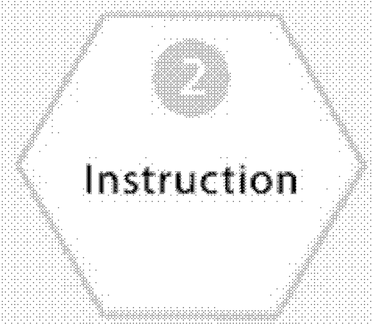
My Effectiveness | Ms. Sora Abignael | Teacher, 6th Grade • Springfield Middle School | January 19, 2010 | Logout



My Performance Evaluation | My Students Performance



So What?



You are ranked as Effective in Instruction. To become Highly Effective try development work in these three areas:

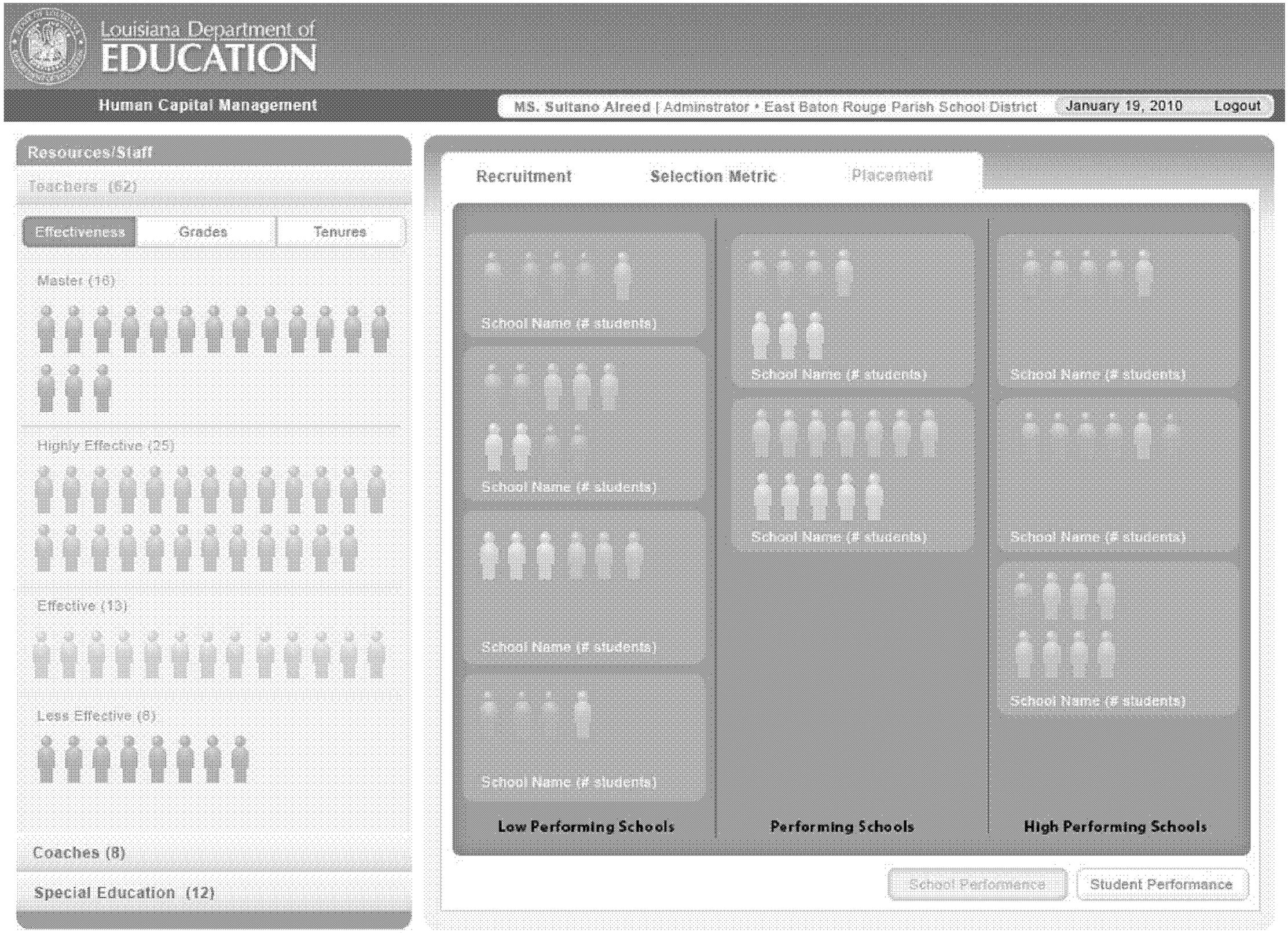
- Use online tools to assist advanced students in independent learning
- Develop strategies for working with ELL students in groups and one-on-one
- Increase student participation through development of peer-to-peer teaching and learning units

Increasing your effectiveness in these areas means 12% student achievement gains in your classroom.

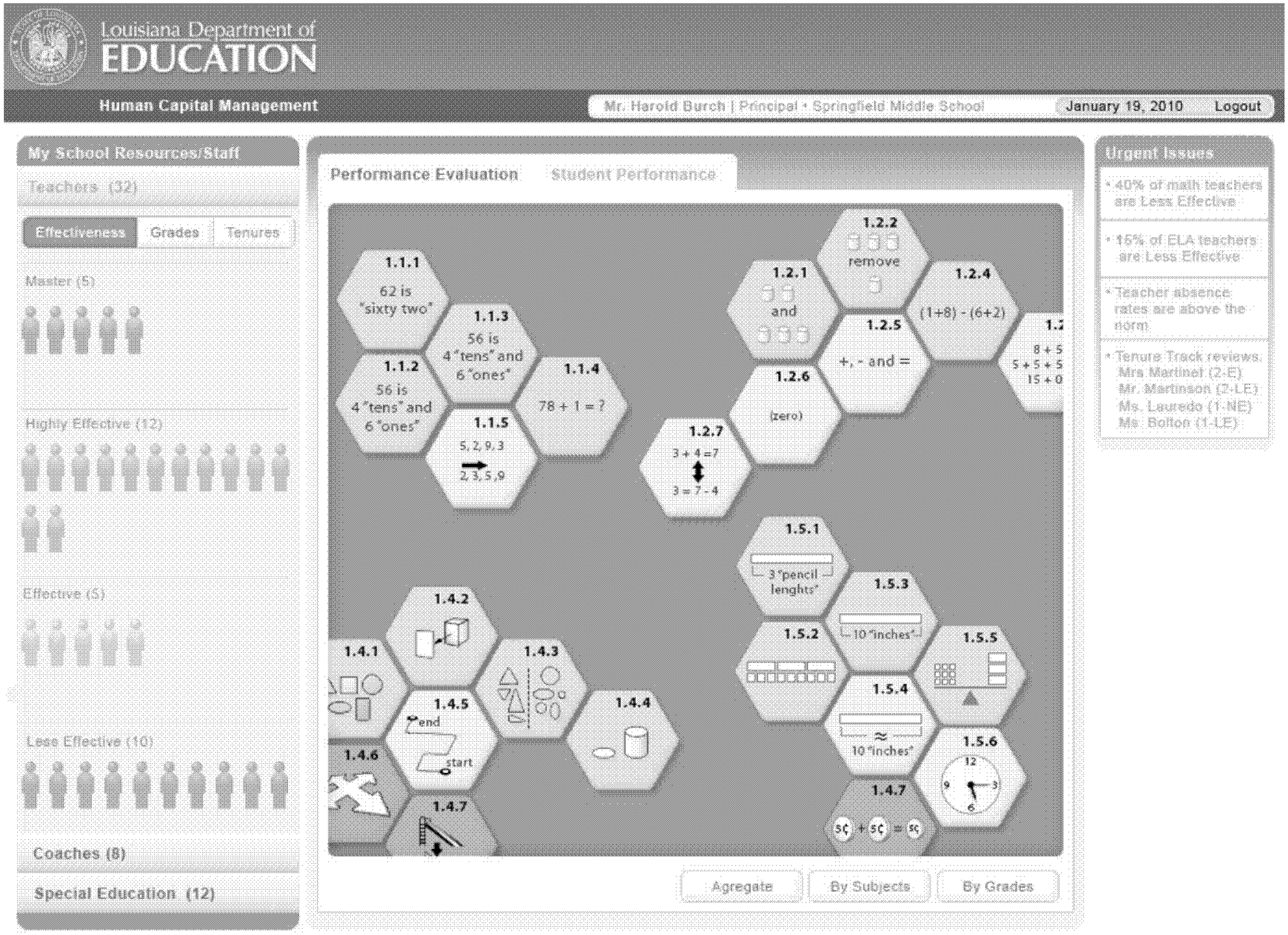
My Action Plan Towards Effectiveness

	Strategies
Action 1: Identifies and plans for individual differences.	Meet with Mentor Teacher Yvette Fleury on student differentiation strategies. Schedule peer tutorial and feedback session.
Action 2: Manages learner behavior to provide productive learning opportunities.	Work on collaborative electricity teaching unit with student groups.
Action 3: Plans for professional self-development.	Schedule classroom observation and feedback session from ELL Master Teacher.
Action 4: Integrates technology into instruction.	**Resources** TAP cluster group in technology instruction. 45 minute Weekly meetings Wednesday @ 2:30
Action 5: Active role in building-level decision making.	Webinar: Differentiated Instruction at a Glance. Length 1.5 hrs CLUs: 8 Master Teacher Matthew Petit Demo lesson "Student Participation strategies"

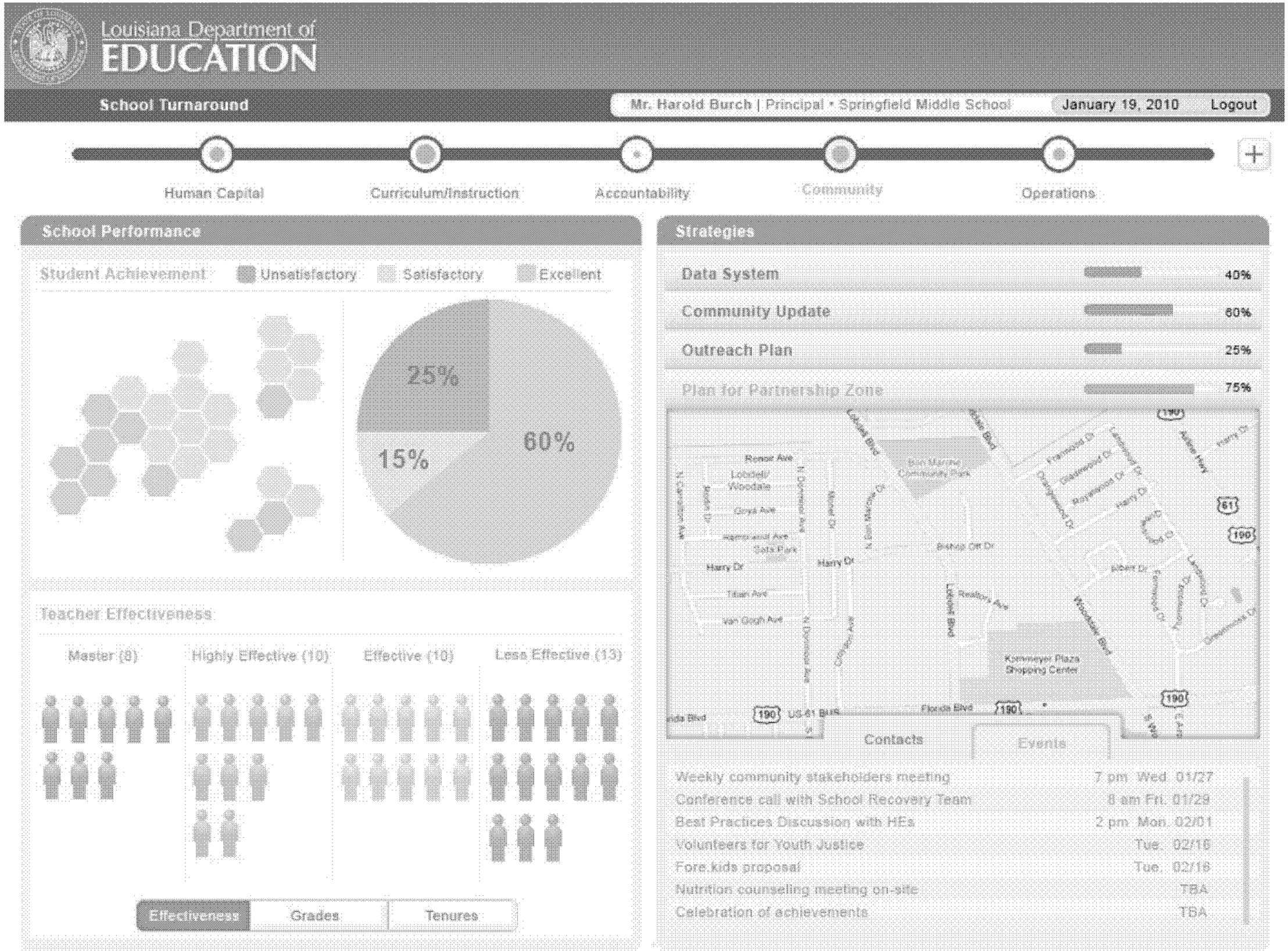
Race to the Top
HCIS Administrator



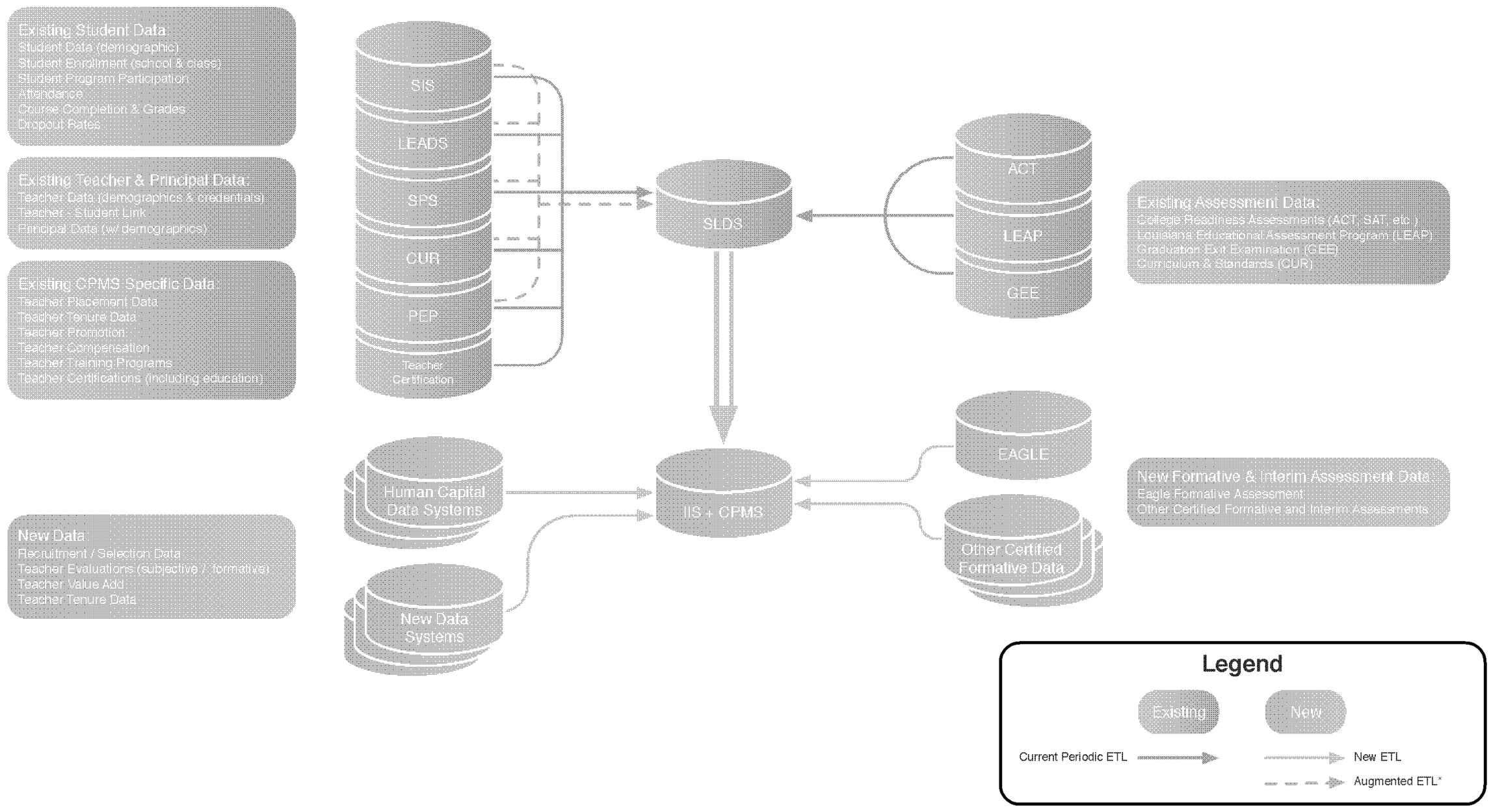
Race to the Top
HCIS_IIS Administrator



Race to the Top
HCIS_IIS Turnaround



Race to the Top
Race to the Top LDS_HCIS Systems Map



THE WALL STREET JOURNAL.
WSJ.com
JANUARY 12, 2010

We Teachers are Right to Be Wary

Your editorial "Unions v. Race to the Top" (Jan. 7) on the U.S. Department of Education's Race to the Top program gets it exactly backward. The grant competition puts a premium on collaboration among all stakeholders, and for good reason: It is the only way to ensure that all children are provided with the education we would each want for our own child. However, your editorial supports what is, in too many places, the status quo—namely state officials running roughshod over teachers and anyone else who wants to weigh in on school improvement.

Teachers' top priority is their students. That's why they are withholding support for Race to the Top applications in states where the process has been more like a dictatorship than a partnership, and where the so-called reforms would do more harm than good. Teachers in Florida and Minnesota have been clear that they want to be a part of the process. But they have refused to be rubber stamps. In some cases, teachers were asked to OK the application before they were allowed to read it. Only a fool would sign an important document without reading it, and teachers are no fools.

For the record, classroom educators support school improvement efforts that are backed by research, developed with their input, and focused on helping kids learn. That's why teachers in Louisiana and Ohio, who were involved in the application process and treated as full partners, have been supportive of their states' applications.

But teachers won't buy a pig in a poke, especially when their students' education is at stake.

Randi Weingarten

*Washington*Printed in The Wall Street Journal, page A18

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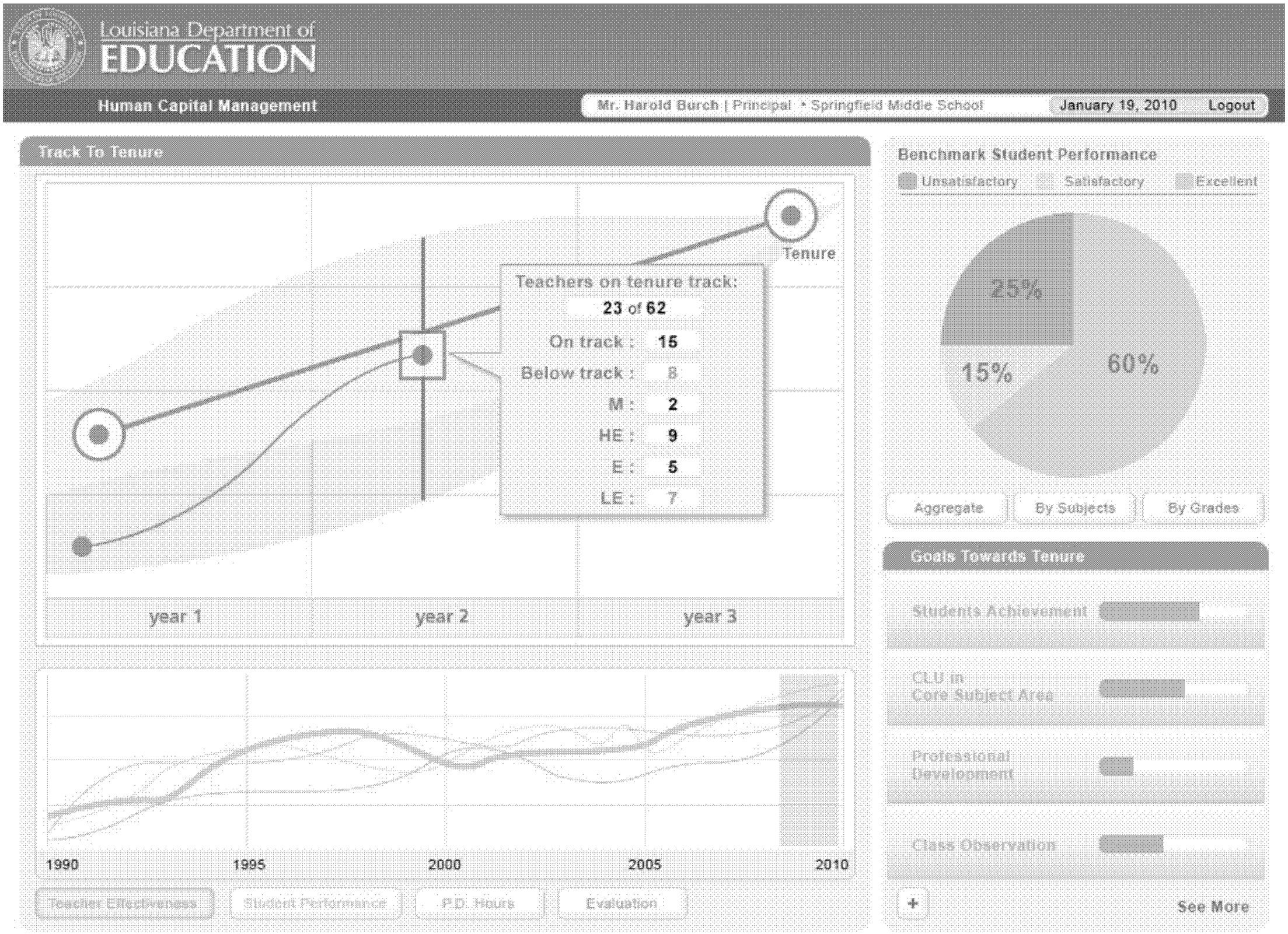
Race to the Top
HCIS Tenure



Race to the Top
State Assessment Table

Grade	Tests
PreK	
K	ELDA
1	ELDA
2	ELDA
3	*i*LEAP, LAA 1, ELDA
4	LEAP, LAA 2, LAA 1, ELDA
5	*i*LEAP, LAA 2, LAA 1, ELDA
6	*i*LEAP, LAA 2, LAA 1, ELDA
7	*i*LEAP, LAA 2, LAA 1, ELDA
8*	LEAP, LAA 2, LAA 1, ELDA
9*	*i*LEAP, LAA 2, LAA 1, ELDA
10*	GEE, LAA 2, LAA 1, ELDA
11*	GEE, LAA 2, LAA 1, ELDA
12	ELDA

*End-of-Course tests in Algebra I, English II, and Geometry are administered. End-of-Course tests in Biology, English III, and American History are being developed.

ELDA – English Language Development Assessment

LEAP – Louisiana Educational Assessment Program (Tests in English language arts, math, science and social studies)

GEE – Graduation Exit Examination (Tests in English language arts, math, science and social studies)

*i*LEAP – *Integrated* LEAP (Tests in English language arts, math, science and social studies)

LAA 1 – LEAP Alternate Assessment, Level 1 (Tests in English language arts, math, science and social studies)

LAA 2 – LEAP Alternate Assessment, Level 2 (Tests in English language arts, math, science and social studies)

School districts can employ a three-pronged strategy to increase the average efficacy of their teacher workforce.

Boost effectiveness of average performers

- Day to day performance management
- Individualized coaching and development
- Opportunities to observe and practice excellence
- Incentives tied to effectiveness

Improve or counsel out persistently less effective teachers and **replace** with more effective teachers.

Retain and leverage most effective teachers

- Financial incentives
- Greater autonomy
- Greater input into school decision making
- Incentives to take on more students, difficult situations, and broader responsibilities in classroom
- Promotion up career path

Teacher Effectiveness
(e.g., Value Add, Growth, PE Rating)

The **Model Staffing Initiative** works with the highest need schools to push their new teacher hiring into the blue part of the bell curve with an explicit, data-based focus on teacher effectiveness.

© The New Teacher Project 2008

The Model Staffing Initiative

The Goal
Improving student outcomes by increasing teacher effectiveness.

Multiple Staffing Supports

The MSI provides intensive staffing support enabling the highest-need schools to hire early to secure the top teacher talent.

Targeted subset of highest-need schools

Effective teacher candidates

Principal training in effective hiring

Individualized staffing assistance

Guidance on policy barriers

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Staffing to Support Human Capital Reforms in Louisiana

MEASURING EFFECTIVENESS D2	HUMAN CAPITAL INFORMATION SYSTEM	**Human Capital Information System Specialist**	Works in RESC supporting implementation of web-based data system in individual LEAs, and providing training and maintenance support to LEAs on HCIS.
		Human Capital Data Analyst	Monitors human capital data to ensure that LEAs are consistently making decisions to support teacher effectiveness as defined in thereform plan. Supports corrective action based on HC data.
	COMPREHENSIVE PERFORMANCE MANAGEMENT SYSTEM	**Principal Performance Management Specialist**	Works in RESC to support participating LEAs to transition to new CPMS for principals. Provides training to school and district level staff to implement and use CPMS for principals.
		Teacher Performance Management Specialist	Works in RESC to support participating LEAs to transition to new CPMS for teachers. Trains and supports implementation of CPMS for teachers, including gathering stakeholder input in CPMS.
		Designer of CPMS for Support Staff	Uses the principals of the teacher and principal CPMS to design a Comprehensive Performance Management System for all support staff (i.e. secretaries, paraprofessionals, custodial staff, etc).
	COMPENSATION REFORM AND TENURE REFORM	**Compensation Reform Specialist**	Provide PD and support on new performance-based compensation system, including working with principals, HR staff and finance staff at Participating LEAs to implement new system.
		Tenure Reform Specialist	Support implementation of new tenure notification system at Participating LEAs. Provide training and assistance on using system, implementing protocols, and adjusting policies to reform tenure.
SUPPLY & DISTRIBUTION D3	SUPPLYING HIGH QUALITY TEACHER PIPELINE	**Recruitment Specialist**	Create regional highly effective teacher pools through statewide recruitment, rigorous screening, and candidate referral to high needs schools with a focus on STEM recruitment.
	EQUITABLE DISTRIBUTION OF EFFECTIVE EDUCATORS	**Staff Distribution Analyst**	Review plans from Participating LEAs to increase the percent of highly effective educators at high poverty high minority schools. Provide planning support, and monitor implementation at LEAs.

Staffing to Support Human Capital Reforms in Louisiana

D4 IMPROVING PREPARATION	PREPARING EDUCATIONAL LEADERS	**Director of Louisiana School Leadership Academy (LSLA)**	Design the LSLA including: curriculum, delivery format, recruitment, selection model. Select and manage LSLA staff. After design, launch and run LSLA.
		Middle Leaders Program Coordinator	Analyze current Middle Leaders programs operating in Louisiana. Plan for expansion of effective programs through existing program providers and launch of additional pathways.
D5 SUPPORTING IMPROVEMENT	ADJUSTING SUPPORT BASED ON PERFORMANCE MEASURES	**Teacher Induction Coordinator**	Analyze LA teacher induction program (LaTAAP). Redesign program to increase relevance, align to CPMS, current LEA practices, and LA Reform plan for teacher effectiveness.
		Principal Support Coordinators	Work with LEAs to create principal support plans informed by staff and student performance data and existing best practices. Support LEAs to implement leadership coaching & support models.
		Teacher Support Coordinators	Work with LEAs to create teacher PD plans linked to staff and student performance data from CPMS. Monitor implementation of plans and impact of PD on staff and student performance.

TOTAL HUMAN CAPITAL STAFFING: 67 FTEs

Race to the Top
Programmatic Intervention Plan

EXECUTIVE SUMMARY AND RECOMMENDATIONS 09/09 (MO/YR)
(updated 12/04)

___X___ Receive & Refer _____ Action _____ Information	Contact Person: Andrew Vaughan/George Noel Phone Number: 342-3562 Office: Educator Support/Certification, Leadership and Preparation

Quality Leaders/Educators **Committee Agenda**

Item # IV.A.6 **Title:** Consideration of policy recommendations regarding the use of the Value Added report for Alternate Certification Programs in Level 4 and Level 5.

RECOMMENDATION: Receive and Refer to the Louisiana Association of Colleges for Teacher Education (LACTE)

Summary of recommendation or proposed changes:
At the June 2009 BESE meeting, the Department presented policy recommendations regarding the use of value added assessment results for teacher certification programs in Level 4 and Level 5. These recommendations were the result of two ad-hoc committee meetings facilitated by Dr. George Noell and attended by Department and Board of Regents staff. Following the presentation, the Board requested that the recommendations be incorporated into policy language. These recommendations have been incorporated into chapter 5, of Bulletin 996, *Standards for Approval of Teacher Education Programs*.

The proposed policy stipulates that for continued state approval, public and private higher education institutions and private providers that offer teacher certification programs must maintain value added assessment results at Level 3 or higher. Any teacher preparation program that receives a Level 4 or 5 result in any content area shall immediately be assigned a designation of Programmatic Intervention and must have the program reviewed by experts in that content area. The proposed policy also requires the provider to develop a corrective action plan that must be approved by the Board. Failure to improve value added assessment results within the BESE approved time frame may result in loss of state approval. The proposed policy applies to traditional undergraduate programs and alternate teacher certification programs.

The Department recommends that the proposed policy be referred to LACTE and anticipates that final policy recommendations could be considered at the October 2009 BESE meeting. The backup documentation provides the proposed policy in its entirety.

Implications of proposed recommendation -- benefits and problematic areas:
Provides policy to hold teacher preparation program providers accountable for the quality of their program completers.

_____Notice of Intent	_____Administrative Code
_____Emergency Adoption -- Reason:	_____Code Reference:
_____Bulletin Item	_____Authority Note:

Division Director	Assistant Superintendent
Deputy Superintendent	State Superintendent

Chapter 5. Teacher Preparation Program Accountability

§431. Programmatic Intervention

A. In order to offer a state approved teacher preparation program that allows teachers to become certified by the LDOE, public and private higher education institutions must follow the process/procedures detailed in chapter 2 of this document. Private providers wishing to offer a state approved teacher preparation program must meet all requirements contained in the Program Standards and Approval Process for Private Providers document available from http://www.teachlouisiana.net. For continued state approval, public and private higher education institutions and private providers must maintain value added assessment results at Level 3 or higher.

B. The Louisiana Value Added Assessment of Teacher Preparation Programs (VAA-TPP) assesses the impact of new teachers from specific teacher preparation programs on student achievement. Based on this assessment, teacher preparation programs are identified as Level 1 (program completers performing above experienced teachers), Level 2 (program completers performing similarly to experienced teachers), Level 3 (program completers performing similarly to new average teachers), Level 4 (program completers performing more poorly than average new teachers) or Level 5 (program completers performing significantly more poorly than average new teachers). The VAA-TPP has been developed and is supported by the BOR and BESE.

C. Any teacher preparation program that receives a Level 4 or 5 result in any content area shall immediately be assigned a designation of Programmatic Intervention. Programmatic intervention will include a review of the existing program in that content area by a nationally recognized expert in that content area and a content area specialist designated by the State Superintendent of Education. Subsequent to the review, the public or private higher education institution or private provider will make a brief report to BESE that will specify:

   i. The findings of the review.
   ii. The corrective action plan.
   iii. The time frame for implementation and when changes in their value added assessment results would be anticipated to occur based on these actions.
   iv. The institution's plan to assess implementation of the corrective action plan and what evidence will be collected demonstrating impact on current teacher candidates.

   Upon BESE approval of items i-iv listed above, the program will be allowed to continue to certify teachers under the designation of Programmatic Intervention until value added assessment results improve to a Level 3 or higher.

D. BESE will conduct a progress review of any state approved teacher preparation program that fails to improve its value added assessment results to a Level 3 or higher within the BESE approved time frame identified in the corrective action plan. This progress review may result in an extended deadline for the teacher preparation program to improve its value added assessment results or loss of state approval. Any state approved teacher preparation program that loses state approval will not be allowed to offer teacher preparation programs that result in certification in the content area(s) that received the Level 4 or 5. A value added assessment Level 4 or 5 in reading could impact state approval in multiple content areas. In order to re-establish state approval to certify teachers in the content area(s), public and private universities must follow the process/procedures developed by the BOR. Private Providers wishing to re-establish state approval in content areas must follow guidelines developed by the DOE.

Race to the Top
LA School Turnaround Specialist Program Overview

Since 2007, Louisiana has identified high-potential school leaders to attend intensive training in the University of Virginia's Turnaround Specialist Program. The program addresses the needs of leaders charged with turning around low-performing schools by providing the type of executive education typically received only by top-level business leaders. These leaders and schools have participated as part of the first two cohorts of a pilot initiative, The Louisiana School Turnaround Specialist (LSTS) Program.

During the 2008-09 academic year, seven schools statewide exited Academically Unacceptable status. Four of those seven schools were LSTS schools. Two-thirds of all LSTS schools with Academically Unacceptable labels (four out of six) have exited AUS status since the inception of the LSTS program two years ago. In addition, LSTS Program schools have experienced a positive trajectory in reading and math proficiency, with 77% (17 of 22) of the schools making Adequate Yearly Progress (AYP) as defined by Louisiana's Accountability System over the past two years. This 77% success rate compares very favorably with the 70% success rate nationally, as reported by the University of Virginia.

The LSTS Program has received national attention for collaborating with some 40 school districts in 10 states from cities such as Chicago, Philadelphia, and St. Louis. Louisiana is one of the leading states embarking on the endeavor to develop its own turnaround initiative. The Board of Regents and LDOE have partnered to create Regional Turnaround Specialist Programs within Louisiana modeled after the experiences of participants in the University of Virginia's program. Louisiana will be the first state to launch an in-state initiative with classes beginning in multiple university settings throughout the state for qualifying Louisiana leaders in Spring 2010. This cohort of principals is currently being identified through a rigorous selection process. Participants will be equipped with the skills to lead schools to increase student achievement and enhance the effectiveness of teachers.

In collaboration with the Board of Regents through Louisiana's Wallace Foundation Grant, a full evaluation of this new program will be conducted. This evaluation will be aligned to the previously used performance based criteria from the two pilot cohorts' participation in the University of Virginia School Turnaround Specialist Program. These criteria are currently being finalized as a result of what has been learned of turnaround school performance over the past two years. These evaluation results will allow LDOE to monitor the effectiveness of the regional providers and ensure consistent quality level s across programs. These results will also inform educational leader and teacher preparation programs of current curriculum and skills needed for educators in low-performing schools.

8(g) Statewide Grant Proposal
2009-2010 Measurable Objective Form

1. Objectives *Number each as objective 1 of 3, 2 of 3, etc. Duplicate this form and list **each** objective on a separate page.*	**2. How Measured** *List the measure for **each** objective.*	**3. Summarized Results** *Data should be summarized and analyzed for **each** of the objectives listed. Attach to the report specific supportive data to document your results.*
Measurable Objective 4 of 4 During the 2009-10 school year, 70% of the Louisiana School Turnaround Specialist Program Cohort I and Cohort II candidates will meet one or more of the Performance Criteria.	The LSTS Performance Criteria includes: 1. Meet AYP 2. Meet or exceed Growth Target 3. Reduce the number of students scoring unsatisfactory on mandated, state tests according to Louisiana's Accountability system in reading by 10% 4. Reduce the number of students scoring unsatisfactory on mandated, state tests according to Louisiana's Accountability system in math by 10%	**TO BE COMPLETED FOR END- OF-YEAR REPORT**

Professional Development Methods

Professional Development Method	Primary Provider	Primary Receiver	Description
Face-to-Face Training	LDOE RESC Vendor reps	LEA staff School-based staff	Provides content knowledge in a 1-to-many format (e.g., classroom, seminar, workshop, etc) that presents overview of topic then deep dive of content specifics.
On-line Learning	Pre-programmed, computer-based	LEA staff School staff	User initiated training includes webinars, automated on-line modules, self-paced learning, and computer-based self-assessments.
Technical Assistance	LDOE RESC Vendor reps	LEA staff School staff	User initiated requests for support to address specific questions and issues. Can be rendered by phone or in person.
Cohort Meetings (aka User Networks)	RESC User-initiated	System or Process Users with similar responsibilities	User generated, user-led opportunity to talk about the features, benefits and challenges of the system or process. Designed to address specific questions, issues, or challenges with implementation.
Administrator Meetings	RESC	LEA and School leadership staff (i.e., Principals or Superintendents)	Provides general orientation of content and reviews the features and benefits of process or systems. Provides participants with networking opportunity or forum to convey concerns to system or process owner.
Coaching	LEA School-leader	Teacher Support staff	Experienced user and/or subject matter expert models process or system use and observe and provide feedback.
Mentoring	School-leader	Teacher Support staff	Experienced user helps the participant(s) learn content or process to increase knowledge and skills.
Cluster Meetings	School-leadership team member	Classroom teachers	Within a 1-to-many format the leader transfers knowledge and helps participants build skills to increase use of process or system.
Case Studies	Superintendent School-leader Teacher school Support staff	Superintendent School-leader Teacher Support staff	Provide real world situations as a medium to engage participants' and explore use of best practices in addressing challenges to increasing: teacher and/or leader effectiveness, student achievement, positive school culture, operational efficiency, community engagement, etc.

The System for Teacher and Student Advancement™

Louisiana TAP

August 2009

What Is Louisiana TAP?

Teachers are the most important school-related factor when it comes to a student's success. Louisiana TAP is a comprehensive teacher quality and school improvement system, based on the National Institute for Excellence in Teaching's (NIET) proven TAP model. Louisiana TAP is designed to attract, support, develop, and retain great teachers and, ultimately, improve student achievement. TAP is unique in that it is comprehensive in nature combining 4 key elements – multiple career paths, ongoing job-embedded professional growth, instructionally focused accountability, and performance based compensation. All four elements, implemented at the same time, provide the right combination of accountability and support. When implemented according to the model, TAP counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, teacher isolation, lack of career advancement, unsupported accountability demands, and low, undifferentiated compensation.

In addition to full TAP implementation, Louisiana schools have the opportunity to participate in the Pre-TAP initiative. Instituted in 2008-2009, the Louisiana Pre-TAP effort allows interested schools the opportunity to study the Teacher Advancement Program through site visits to TAP schools, department-led training workshops, and TAP overview presentations to the school faculty.

What are the key elements of TAP?

Multiple career paths allow teachers to pursue a variety of positions throughout their teaching career – career teacher, mentor teacher, and master teacher – depending upon their interests, abilities, and accomplishments. Qualified teachers have opportunities to take on more responsibility and be compensated for doing do. This enables teachers to advance without having to leave the classroom.

Ongoing applied professional growth restructures the school schedule to provide time during the regular school day for teachers to meet, learn, analyze student data, and develop new instructional practices to improve the quality of their instruction. Teachers learn new instructional strategies that are research-based and focused on identified student needs.

Instructionally-focused accountability ties classroom observations to teaching skills and student growth. Teachers in TAP schools continually grow and refine their instructional practices based on clear, comprehensive standards defined in the TAP rubrics. Teachers are held accountable for their own professional growth as well as for the academic growth of their students.

Performance-based compensation means that teachers are compensated based on the increased roles and responsibilities of the positions they hold. In addition they are eligible for financial awards based on how well they perform in those positions, the quality of their instruction, and their students' and school's achievement growth as determined by value-added calculations.

How many schools are involved in Louisiana TAP?

During the 2008-2009 school year, there were 56 schools involved in the Louisiana Teacher Advancement Program for the 2008-2009 school year. Twenty-eight (28) schools are participating as *Pre-TAP* schools, fifteen (15) as *Year One TAP* schools, and thirteen (13)as *Year Two+* schools. These schools were located in 17 different educational agencies, including 12 geographic parish LEAs, the Recovery School District – N.O., the Algiers Charter School Association, Louisiana School for the Visually Impaired, and two independent charter schools. The *Year One TAP Schools* and the *Year Two+ TAP Schools* were located in the following areas: Algiers Charter School Association (9 schools); Jefferson Parish (2 schools); East Baton Rouge Parish (2 schools); Rapides Parish (1 schools); Caddo Parish (1 school); Ascension Parish (2 schools); Desoto Parish (2

schools); Natchitoches Parish (1 school); Recovery School District – N.O. (6 schools); St. Bernard parish (2 schools).

During the 2009-2010 school year, 66 schools will participate in Louisiana TAP – 42 schools with full implementation of TAP and 24 schools as Pre-TAP schools. The sixteen new schools entering Year One TAP implementation in 2009-2010 include 3 additional schools in Desoto Parish, 4 additional schools in the Recovery School District–N.O., 1 additional school in Rapides Parish, 1 additional school in East Baton Rouge Parish, 1 additional school in St. Bernard Parish, 2 schools in Iberia Parish, 1 school in St. Helena Parish, 1 school in St. Tammany Parish, and 1 charter school in Richland Parish. The 24 Pre-TAP schools are located in the following school districts: Desoto Parish, Jefferson Parish, Orleans Parish, St. Helena, St. Mary Parish, St. Tammany Parish, Red River Parish, and RSD – La.

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What funds support Louisiana TAP?

State general funds have provided approximately $210,000 annually to support TAP state-level activities. In addition, during the 2008-2009 school year, a BESE 8(g) statewide project directed $1.8 million toward TAP implementation, 80% flow-through to support schools and 20% to support state-level activities and personnel. For 2009-2010 school year, the BESE 8(g) project will provide $2.2 million.

Estimated costs for TAP are roughly $350-400 per student in a school to cover costs of master and mentor teacher addendums, financial performance incentive awards, professional development, materials, and possible replacement teachers and/or specialists needed for extra release time to build cluster schedule. Districts support TAP efforts through re-direction of available state, district, and federal funds. In addition, business donations have provided TAP support.

What are the results?

The TAP system uses a valued-added growth calculation to determine the gains of student learning. A value-added gain score of “3” indicates that students grew an expected full year’s growth. A score of “4” indicates growth at one standard deviation above an expected full year’s growth, and a score of “5” represents growth at two standard deviations above an expected full year’s growth. Student growth has been significant in TAP schools.

- For 2006-2007, value-added growth was calculated in twenty-nine schools. Twenty (20) of the twenty-nine schools showed a value-added score of “3” or more, with nine of those schools scoring a value-added score of “4” or “5.”
- For 2007-2008, value-added growth was calculated in thirty-six schools. Twenty-five (25) of the thirty-six schools showed a value-added score of “3” or more, with seventeen of those schools scoring value-added score of “4” or “5.”

In April 2008, Forest Hill Elementary School (Rapides Parish School District) was nationally-recognized as the inaugural recipient of the TAP Founder’s Award, noted as a school demonstrating exceptional implementation of the Teacher Advancement Program (TAP). Most recently, on April 17, 2009, Hazel Park/Hilda Knoff Elementary School (Jefferson Parish School District) received the second TAP Founder’s Award, making Louisiana a two-time honoree in this area. TAP Founder's Award recipients are selected without their knowledge by the National Institute for Excellence in Teaching. Criteria, based on a school's participation in the program for at least three years, include extraordinary distinction in the following areas: (1) full and proficient implementation of all four TAP elements; (2) achievement according to state or federal measures; and (3) notable recognition as a center and resource of best practices.

For Additional Information
Sheila Talamo
State TAP Director
sheila.talamo@la.gov
225-342-6975

§10.5. School and district accountability; failing schools; transfer to Recovery School District

A.(1) An elementary or secondary school operating under the jurisdiction and direction of any city, parish, or other local public school board or any other public entity which is academically unacceptable under a uniform statewide program of school accountability established pursuant to rules adopted by the State Board of Elementary and Secondary Education under authority of law, referred to in this Section as "the state board", shall be designated as a failed school. When a city, parish, or other local public school board or other public entity: (a) fails to present a plan to reconstitute the failed school to the state board, as required pursuant to such an accountability program, or (b) presents a reconstitution plan that is unacceptable to the state board, or (c) fails at any time to comply with the terms of the reconstitution plan approved by the state board, or (d) the school has been labeled an academically unacceptable school for four consecutive years, the school shall be removed from the jurisdiction of the city, parish, or other local public school board or other public entity and transferred to the jurisdiction of the Recovery School District established in R.S. 17:1990, provided the state board approves the transfer.

(2) Procedures and standards for aligning the state program of school and district accountability with the requirements of this Section and Part VII of Chapter 8 of this Title shall be adopted by the state board by rule.

B. A failed school shall be reorganized, as necessary, and operated by the Recovery School District pursuant to its authority in whatever manner is determined by the administering agency of the Recovery School District to be most likely to bring the school to an acceptable level of performance as determined pursuant to the accountability plan.

C.(1) The Recovery School District shall retain jurisdiction of any school transferred to it pursuant to the provisions of this Section for a period of not less than five school years not including the school year in which the transfer occurred if the transfer occurred during a school year.

(2)(a) No later than nine months prior to the expiration of the five-year period, the Recovery School District shall make a report to the State Board of Elementary and Secondary Education.

(b) The report shall include at a minimum each of the following elements:

(i) The status of each school transferred, the nature of its faculty and administration, the demographics and size of its student body, its organizational and management structure, whether there has been improvement in student academic performance and, if so, how much and, if not, why not.

(ii) A recommendation as to whether the school should be:

(aa) Continued in the Recovery School District pursuant to its reported operational status.

(bb) Continued in the Recovery School District with a change in its operational status and the nature of the recommended change.

(cc) Closed and the reasons therefor.

(dd) Returned to the administration and management of the transferring system with proposed stipulations and conditions for the return.

(3) No later than six months prior to the expiration of the five-year period, the State Board of Elementary and Secondary Education shall take action on the recommendations of the Recovery School District. Any action that results in an affirmative agreement to retain the school in the Recovery School District shall retain the school in the Recovery School District for an additional five-year period, unless a lesser time is adopted by the state board. The report required by Paragraph (2) of this Subsection and the action required in this Paragraph shall occur no later than six months prior to each period of continuation.

D. At the time of the transfer of a school to the Recovery School District, the parent or guardian with responsibility for decisions regarding the education of any student attending the school or any student who would be assigned to attend the school may choose to continue to have their child be enrolled in and attend the school under the jurisdiction of the Recovery School District or may exercise an option which shall be made available by the city, parish, or other local public school board or any other public entity from which the school is being transferred to enroll in and attend another school operated by the

school board or entity.

E.(1) Annually, the State Board of Elementary and Secondary Education, represented by the superintendent of the Recovery School District, shall submit a written report to the House and Senate committees on education.

(2) The report required by this Subsection shall include:

(a) A listing and description of the status of each school for which the state board has required the development of a plan of reconstitution since the submittal of the last report.

(b) A listing and description of the status of each school which has begun operating pursuant to an approved reconstitution plan since the submittal of the last report.

(c) A listing and description of the status of each school which has continued to operate pursuant to an approved reconstitution plan since the submittal of the last report.

(d) A listing and description of the status of each school the jurisdiction over which has been transferred to the Recovery School District since the submittal of the last report.

Acts 2003, No. 9, §1, eff. Nov. 6, 2003; Acts 2008, No. 489, §1.

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

August 10, 2009

Dear Superintendent Johnson,

Thank you so much for the cooperation that has been exhibited by the Franklin Parish School Board, the staff in Franklin Parish Schools, and yourself. I know that the process of becoming a partner with the Recovery School District (RSD) has been a learning experience for Franklin Parish as well as the RSD. It has been your cooperation and commitment that has made this endeavor possible. Our goal is to work in collaboration with you to improve the educational process for the children of your district.

Enclosed you will find an approved copy of the MOU that was signed by your district earlier this year. In the MOU the primary Point of Contact is listed as LaVonne Sheffield. Due to her resignation, I am now the primary Point of Contact for the RSD in your district. My contact information is:

Dr. Amy B. Westbrook
Recovery School District – LA
Louisiana Department of Education
Post Office Box 94064
Baton Rouge, Louisiana 70804-9064
amy.westrook.rsd@la.gov
Telephone: (225) 342-3868

If at any time the RSD Staff or I can be of service, feel free to call upon us. As stated earlier it is the goal and commitment of the RSD to work in collaboration with you in this exciting process of improving education for the children in your district and in the state of Louisiana.

Respectfully,

Amy B. Westbrook

Amy B. Westbrook, Ph.D.
Deputy Superintendent – Regions 3 - 8

"An Equal Opportunity Employer"

Form E

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by the Louisiana Department of Education's Recovery School District (RSD) and the Franklin Parish School Board for the program entitled AUS 4 Support and Intervention, under the following terms and conditions.

1. Background

Pursuant to La. R.S. 17:10.5, an elementary or secondary school operating under the jurisdiction and direction of a local public school board which is *academically unacceptable* under a uniform statewide program of school accountability for four consecutive years shall be removed from the jurisdiction of the local school board and transferred to the jurisdiction of the Recovery School District. Winnsboro Elementary School, a school operated by the Franklin Parish School Board, meets these criteria.

This MOU provides an outline of a structure, agreed upon by Franklin Parish School Board and RSD, whereby the school will remain within the Franklin School District rather than being transferred to the Recovery School District. This structure includes an intensive program designed to improve academic outcomes in the school to the point that the school is no longer designated *academically unacceptable*.

2. Liaison Officials

The primary Point of Contact for RSD who shall function as the lead liaison for all implementation of services described in the Memorandum of Understanding (MOU) agreement is:

LaVonne Sheffield
Recovery School District - Louisiana
Louisiana Department of Education
Post Office Box 94064
Baton Rouge, Louisiana 70804-9064
lavonne.sheffield@rsdla.net
Telephone: (225) 342-0716

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MAR 16 2009
Franklin Parish School Board

The primary Point of Contact for the Franklin Parish School Board who shall function as the lead liaison regarding implementation of services described in the MOU is:

Dr. Lanny Johnson, Superintendent
Franklin Parish School Board
7293 Prairie Road
Winnsboro, LA 71295
drj@fpsb.us
Telephone: (318) 435-9046

Form E
They will serve as the contacts for fiscal and budgetary matters, programmatic matters, daily program operations, service delivery operations, and program monitoring.

3. Goals and Objectives

The goal of this MOU is to provide a structure for an intensive program designed to improve academic outcomes in the school to the point that the school is no longer designated *academically unacceptable*. Under this structure, Winnsboro Elementary School will remain within the Franklin School District, the Franklin Parish School Board will be responsible for implementing specified interventions, and RSD will provide support to Franklin School District to reach this goal.

4. Funding Agreement, Conditions, Payment Terms, and Administrative Allocations

Franklin School District will reimburse to the RSD all actual costs incurred because of monitoring, support, interventions, and other related costs which include but are not limited to Quality Reviews, scheduled visits by State Management Teams, preparation and regular reporting to the Franklin Parish School Board and the State Board of Elementary and Secondary Education (BESE), and all other costs incurred by RSD because of the MOU, with said costs not to exceed the amounts described in Paragraph five (5) of this MOU and in Appendix A attached hereto. RSD is not obligated to make payments to Franklin School District for any costs pursuant to this MOU.

5. Responsibilities

A. Recovery School District:

- RSD will provide to Winnsboro Elementary School a School Turnaround Team that will conduct regular reviews, provide coaching and guidance to school leadership, and issue regular reports on school progress to Dr. Lanny Johnson, Franklin Parish School Board, and BESE.

- RSD will provide a written response to any plan amendments proposed by Franklin Parish School Board within thirty (30) days of receiving them.

- RSD may provide additional support as indicated in the School Progress Plan (SPP) included as Appendix A.

B. Franklin Parish School Board:

- Franklin School District will fully implement the School Progress Plan (SPP) included as Appendix A. In instances where the SPP is in conflict with provisions of an existing School Improvement Plan (SIP) or Reconstitution Plan, the SPP supercedes said provisions of the existing School Improvement Plan or Reconstitution Plan for Winnsboro Elementary School. The SPP shall not be construed as rescinding portions of a SIP or Reconstitution Plan that are not in direct conflict with it.

Form E

- Winnsboro Elementary School must retain its original identity, including school name and grades served, for programs combined in this process.

- The provisions of this MOU do not abridge or contravene the authority of the Franklin School District to establish attendance zones for schools in accordance with federal court orders, judgments, or consent decrees.

- RSD scope of oversight

  - Franklin School District will submit to RSD rules for determining eligibility for attendance at the school, including attendance zone, feeder schools, hardship waivers and magnet programs. Any revisions must be approved by RSD.

  - Franklin School District agrees to consult with RSD concerning the implementation of interventions in the school's feeder schools under the district's jurisdiction.

  - Franklin School District must submit proposed revisions to the SPP to RSD. Any revisions must be approved by the RSD.

  - Franklin School District must consult with RSD to assure that the Scope of Services in contracts for academic services to the school align with the goals and standards of the SPP.

  - Franklin School District will seek input from RSD regarding the selection of applicants for teaching and administrative positions.

  - Franklin School District will seek input from RSD regarding the site selection of teachers and administrators.

- School funding

  - Franklin School District will fully fund the programs required in the SPP.

  - Franklin School District will fund administrative costs of the RSD in the amount of:

    2009-2010: $20,100 per school
    2010-2011: $19,900 per school
    2011-2012: $19,400 per school

  - Franklin School District will seek guidance from RSD regarding the alignment of the district's funds with their SPP and other agreed to practices.

  - Franklin School District will provide the school with all entitlement and competitive funding generated by the school and its students, including but not limited to all *No Child Left Behind* (NCLB) programs and IDEA.

Form E

- Information reporting to RSD
  - Franklin School District will extract and report diagnostic data directly to the RSD in substance, format, and intervals established by the RSD, in addition to the data reported to the RSD as required by all LEAs. These data shall include but are not limited to interim assessments, student and teacher attendance rates, and student suspension and expulsion totals.

6. Termination for Convenience

RSD may, with BESE approval, terminate this MOU at any time by giving thirty (30) days written notice to the Franklin School District.

7. Termination for Cause

RSD may, with BESE approval, terminate the Agreement at any time, for cause, based upon the failure by the Franklin School District to comply with the terms and/or conditions of the MOU; provided that written notification is provided by the RSD Superintendent to Franklin School District specifying such failure and provided that, within thirty (30) days of receiving such notice, the Franklin School District has not corrected such failure to the satisfaction of the RSD. Franklin School District agrees that its failure to comply with the School Progress Plan as approved may be grounds for the RSD to immediately terminate the MOU. Upon such a termination, Franklin School District agrees to immediate placement into the Recovery School District.

8. Assignment

Franklin School District shall not assign any interest in this Agreement by assignment, transfer, or novation, without prior written consent of RSD. This provision shall not be construed to prohibit Franklin School District from assigning its bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to RSD.

9. Right to Audit

It is hereby agreed that the Franklin Parish School Board's auditors, RSD's Internal Auditors, the Legislative Auditor of the State of Louisiana, the Office of the Governor, Division of Administration's auditors, and/or other auditors representing State or Federal government shall have the option of auditing all accounts or records of the parties which relate to this Agreement. All copies of audits must be forwarded to the Franklin Parish School Board's Internal Auditors and RSD's Internal Audit Section.

10. Execution

This MOU shall begin on **July 1, 2009**, and shall terminate on **June 30, 2012**. The RSD has the right to extend this MOU for three years with the concurrence of the district.

Form E

11. Discrimination Clause

The parties agree to abide by the requirements of the following as applicable:

- *Title VI and VII of the Civil Rights Act of 1964*, as amended by the *Equal Opportunity Act of 1972*
- *Federal Executive Order 11246*
- *Federal Rehabilitation Act of 1973*, as amended
- *Vietnam Era Veteran's Readjustment Assistance Act of 1974*
- *Title IX of the Education Amendments of 1972*
- *Age Act of 1975*
- *Americans with Disabilities Act of 1990*

The parties agree not to discriminate in their employment practices, and will render services under this MOU without regard to race, color, religion, sex, national origin, veteran status, political affiliation, or disabilities. Any act of discrimination committed by either party or failure to comply with these statutory obligations when applicable shall be grounds for termination of this MOU.

12. Compliance Statement

The RSD's designated Contract Monitor has reviewed this contractual and/fiscal commitment and certifies that the proposed expenditure complies with all applicable Federal and State laws and regulations and the BESE's policies. The designated Monitor is aware that he/she is subject to disciplinary or appropriate legal action if his/her assurance is knowingly in violation of public laws or the BESE's policies.

13. Debarment and Suspension Clause

Franklin School District hereby certifies that the organization and its principals are not suspended or debarred from any Federal or State program.

14. Confidentiality

This contract is entered into by the parties in accordance with the provisions of the *Family Educational Rights and Privacy Act*, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the *Individuals with Disabilities Education Act*, 20 U.S.C. Section 1400, et seq., (IDEA). The parties hereby acknowledge that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to FERPA and IDEA. The parties agree not to re-disclose any such personally identifiable information without the prior written consent of the student's parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. The parties agree to the return all documents deemed confidential pursuant to FERPA and/or IDEA to RSD at the conclusion of this contract.

Race to the Top
Louisiana School Performance Scores

2008-09 Baseline School Performance Scores		
School	2008-09 Baseline SPS	Performance Label
Central Elementary School	62.1	1 Star
Cherokee Park Elementary School	74.4	1 Star
Claiborne Fundamental Elementary School	104.2	3 Star
J. S. Clark Middle School	49.5	AUS5
Creswell Elementary School	76.3	1 Star
Eden Gardens Fundamental Elementary School	148.4	5 Star
Caddo Parish Middle Magnet School	137.0	4 Star
Eighty-first Street ECE Center	98.5	2 Star
Fair Park High School	51.0	AUS5
Fairfield Magnet School	140.7	5 Star
Forest Hill Elementary School	99.5	2 Star
Green Oaks High School	49.4	AUS5
Herndon Magnet School	125.4	4 Star
Hillsdale Elementary School	73.0	1 Star
Caddo Middle Career and Technology School	67.6	1 Star
Huntington High School	66.5	1 Star
Judson Fundamental Elementary School	118.3	3 Star
Lakeshore Elementary School	70.6	1 Star
Mooretown Elementary Professional Develop. Sc	86.4	2 Star
Mooringsport Elementary School	81.7	2 Star
North Caddo High School	70.2	1 Star
North Highlands Elementary School	71.2	1 Star
Northside Elementary School	78.3	1 Star
Northwood High School	85.2	2 Star
Oak Park Elementary School	72.5	1 Star
Oil City Elementary School	95.7	2 Star
Pine Grove Elementary School	95.7	2 Star
Queensborough Elementary School	68.1	1 Star
Ridgewood Middle School	72.7	1 Star
Riverside Elementary School	116.0	3 Star
Shreve Island Elementary School	104.6	3 Star
South Highlands Elementary Magnet School	155.8	5 Star
Southern Hills Elementary School	79.0	1 Star
Southwood High School	72.9	1 Star
A. C. Steere Elementary School	111.3	3 Star
E.B. Williams Stoner Hill Elem Lab School	72.7	1 Star
Summer Grove Elementary School	80.3	2 Star
Summerfield Elementary School	95.5	2 Star
Sunset Acres Elementary School	61.1	1 Star
Jack P. Timmons Elementary School	85.0	2 Star
University Elementary School	112.6	3 Star
Vivian Elementary/Middle School	82.6	2 Star
Walnut Hill Elementary/Middle School	98.2	2 Star
Booker T. Washington High School	58.4	AUS5
Werner Park Elementary School	65.9	1 Star
Mrs. Eddie Jones W Shreveport Elementary Sch.	81.8	2 Star
Westwood Elementary School	68.0	1 Star
Woodlawn High School	49.4	AUS5

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COMMENTARY
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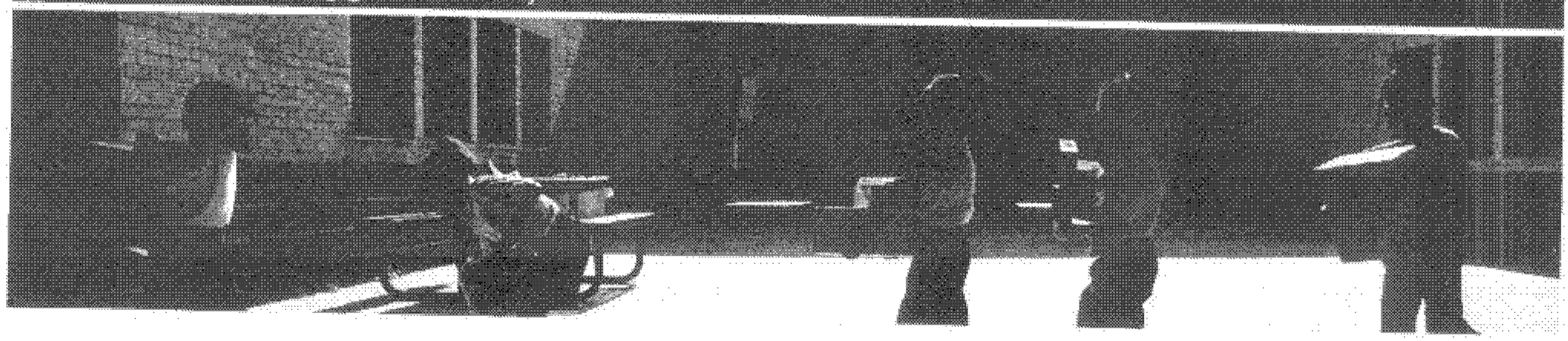

Students head to class at New Orleans' Dr. Martin Luther King Jr. Charter School for Science and Technology in 2007.

'Race to the Top' Lessons From New Orleans

By **Paul G. Vallas** & **Leslie R. Jacobs**

As the U.S. Department of Education's Race to the Top competition focuses new attention on what it takes to turn around failing public schools, New Orleans is proving that the job can be done.

New Orleans schools now operate under a decentralized system that is unique. Sixty percent of students attend charter schools, and both charter and noncharter schools have autonomy over staffing and budgets. All schools are schools of choice. The money follows the student, so schools receive funds based on their enrollment. There is no longer a collective bargaining agreement, nor a citywide salary schedule.

The results thus far are compelling. In the four years since Hurricane Katrina devastated the city, New Orleans has shown more growth in student achievement than any other district in the state. The percentage of failing schools is down significantly, and student test scores are up in every grade and subject. Some of the gains are dramatic. The 10th grade math proficiency rate has jumped from 39 percent to 58 percent, and the senior graduation rate from 79 percent to 89 percent. The percentage of 8th graders proficient in English has grown from 26 percent to 42 percent. For context, from 1999 until the state takeover in 2005, 8th grade English proficiency had improved by a meager 3 points.

Our schools have made these gains while serving a more challenging student population. Since Katrina, a higher percentage of students are poor (84 percent), and many returned to New Orleans after the disaster having missed months, even years of school.

Fortunately, it does not require a natural disaster to enact reforms like those under way in New Orleans. In truth, key policy innovations predated Katrina and can serve as a road map for others.

In New Orleans, reform was shaped by four key strategies:

- School accountability legislation that placed failing schools under the control of a separate, state-level governing entity, the Recovery School District;
- Chartering of new schools with a rigorous screening process to ensure quality;
- An unequivocal embrace of parental choice for all schools, not just charters; and
- Staffing schools with mission-aligned, talented educators.

More than any other factor, creation of the state-run Recovery School District paved the way for the transformation of New Orleans' public schools.

While school accountability systems across the country identify failing schools, districts and states still wrestle with how to fix them. Typically states require districts to

failing schools, leaving these schools under the same local governance, same collective bargaining agreements, same board policies and management that did not work in the first place. Often, failing schools are concentrated in low-performing districts, and policymakers ask them, in effect, to "heal thyself."

In 2003, Louisiana created a different mechanism, linked to its school accountability system, to address chronically failing schools: the Recovery School District, or RSD. ("Recovery" refers to recovery from academic failure—not from the hurricane, a common misperception.) Chronically failing schools are removed from local school board control and placed into the state-run RSD, where they get a fresh start.

When the RSD takes over a school, it assumes control of its building, students, and funding. The school, whether chartered or traditional, gets a clean break from the local school board's policies, procedures, contracts, and central office. Further, the faculty does not automatically come with the school.

> "Fortunately, it does not require a natural disaster to enact reforms like those under way in New Orleans."

By using the RSD mechanism, the low-performing schools in New Orleans were able to reopen with not only the mission of turning around a failing school, but also with the freedom to do so. As states and districts look to turn around their own failing schools, creating an RSD-like vehicle would give them a powerful way to free a troubled school from the shackles of the status quo.

A second key strategy was to embrace high-quality charter schools. Louisiana is one of the five states in the recent study by Stanford University's Center for Research on Education Outcomes, or CREDO, where charters are outperforming traditional schools, and most of the state's charter schools are in New Orleans.

The state set up a rigorous screening process for charter operators—in the first year, only six of 44 applicants were approved—then put strong monitoring and accountability in place. Renewal of a charter's contract requires meeting specified academic-performance standards by year five.

Just as important, charter schools have the support of the RSD and are treated fairly. They have use of school buildings and receive student funding, just like any other public school. They also have the option of participating (paying their portion of the costs) in a shared-services system set up by the RSD for transportation, food services, and special education support. And they are embraced as part of the solution, not as a threat.

The third determinant of New Orleans' success has been public school choice—for everyone. While many districts have dabbled in parental choice, all public schools in New Orleans are subject to it. After Katrina, with whole neighborhoods in ruins, the state abolished attendance zones for schools in the RSD, both charter and noncharter. Today, families can choose their school, and schools must provide transportation, no matter where the child lives.

To make choice more accessible to parents, local nonprofits publish a parents' guide with information on all schools, and have helped implement a coordinated enrollment process. To assure transparency, all school performance indicators are made public through multiple mediums.

Finally, we have achieved dramatic gains by eliminating the blame game. For decades, New Orleans excused its abysmal performance by blaming it on poverty, demographics, and other issues external to the schoolhouse. No longer. Proof that significant improvement is possible now puts the onus on schools to perform and has led to a true embrace of a "whatever it takes" mind-set: If students aren't learning, it is the responsibility of the adults in the building.

School leaders can no longer blame "the system" if a teacher is not performing. In all but a handful of schools, principals now have the autonomy to select and promote their staff members. This freedom, combined with the need to perform, has led to a laser-like focus on both teacher quality and mission alignment.

Charter and traditional schools are blending veteran educators together with new ones. Working closely with Teach For America, the New Teacher Project, and New Leaders for New Schools, the city has embraced alternative-certification programs, dramatically increasing its pool of talented educators.

Across the city, there is now an exciting and pervasive mission-driven focus and a core belief that we can—and will—continue to improve student achievement and close the performance gap.

The call from President Barack Obama and U.S. Secretary of Education Arne Duncan to transform 5,000 of the country's failing schools has been backed with large sums of money for innovative efforts. The reforms under way in New Orleans can serve as a model for others seeking to transform failing schools. ■

PAUL G. VALLAS is the superintendent of Louisiana's Recovery School District and the former superintendent of the Philadelphia and Chicago school districts. LESLIE R. JACOBS is a former member of the Louisiana state board of elementary and secondary education and the founder of Educate Now!, a nonprofit organization focused on making the K-12 reforms in New Orleans effective and sustainable.

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Race to the Top
MFP Calculation

The percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education increased by 4.37% from 43.71% in FY 2008 to 48.08% in FY 2009. This continues the effort by the state as evidenced by the increase of state support from $3.58 billion in FY 2006 (as reported on the State Fiscal Stabilization Fund application) to $4.44 billion in FY 2008 and $4.57 billion in FY 2009, even after mid-year reductions.

The fiscal status statement is an official document presented to the Joint Legislative Committee on the Budget by the State Budget Office each month showing the general fund revenues, expenditures (appropriations), and any imbalance remaining. All general funds are initially included in the calculation of total revenues available to the State. The only general funds subtracted from this amount are for constitutional set-asides and surplus monies that are only available for specific purposes outlined in the state's constitution. Statutory dedications available to elementary, secondary, and public higher education are then added to the net general fund amount to arrive at the total revenues available to the State that was used in calculating the percentages.

Total funding from State sources distributed to Local Education Agencies (LEAs) are through the Minimum Foundation Formula (MFP), which is the State's primary funding formula for elementary and secondary education. The level of funding is based on a resolution approved by the Board of Elementary and Secondary Education (BESE), which is a constitutional body authorized to determine the level of funding based on the adopted formula for the equitable allocation of funds to the LEAs. The data used for Fiscal Years 2007-2008 and 2008-2009 are actual expenditures as published in Fiscal Year 2009-2010 Executive Budget and to be published in the Fiscal Year 2010-2011 Executive Budget in February, respectively.

To determine the levels of State support for public institutions of higher education (IHEs) in FY 2008 and FY 2009, Louisiana used the State Higher Education Executive Officers' (SHEEO) State Higher Education Funding (SHEF) Report Table A-3 "Educational Appropriations" (as corrected or updated for State funding adjustments made after the submission date to reflect actual and not budgeted state support), adjusted for only those educational entities that were determined by U.S. Department of Education guidance as meeting the definition for public IHEs, or those programs identified at eligible institutions which have been specifically restricted by the U.S. Department of Education as not meeting the definition of state support.

FY08	FY09	
$1,291,609,186	$1,277,064,297	Institutions of Higher Education
$3,143,508,496	$3,292,602,604	Minimum Foundation Program (elementary and secondary education)
$4,435,117,682	**$4,569,666,901**	State Support
$10,145,641,608	**$9,504,321,622**	Fiscal Status (June 2008 and June 2009, respectively) appropriations, plus any excess/(deficit) available for appropriation, plus dedications available, less non-appropriated set-asides, less constitutional uses of surplus
43.71%	**48.08%**	Percentage of state support for education to total state revenues

Race to the Top
MFP Calculation

Calculation of the total state funds available:

FY08 Calculations:

Fiscal Status, Total Appropriations and Requirements, June 2008		9,714,912,208	
Excess/(Deficit) Available		1,424,524,000	
Non-Appropriated Constitutional Requirements		(396,710,233)	
Prior Year Surplus, Constitutional Uses		(1,015,000,000)	
State general revenues available			**9,727,725,975**
Dedications available			
E18	Higher Education Initiative Fund	38,616,418	
E30	Calcasieu Parish Fund	734,987	
E32	Tobacco Tax Health Care	27,081,357	
E38	Workforce Training Rapid Response Fund	0	
G01	Lottery Proceeds Fund	134,100,000	
G09	Pari-mutuel Live Racing Facility Gaming Control Fund	50,000	
G10	Support Education in Louisiana First Fund	175,093,957	
G11	Equine Health Studies Program Fund	750,000	
I02	Fireman Training Fund	2,327,313	
I03	Two Percent Fire Insurance Fund	140,000	
V25	Overcollections Fund	1,500,000	
Z11	Louisiana Quality	37,000,000	
Z17	Health Excellence Fund	521,601	
Statutory Dedication revenues available			**417,915,633**
TOTAL State Revenues available			**10,145,641,608**

FY09 Calculations:

Fiscal Status, Total Appropriations and Requirements, June 2009		9,479,383,587	
Excess/(Deficit) Available		0	
Non-Appropriated Constitutional Requirements		(384,952,000)	
Prior Year Surplus, Constitutional Uses		0	
State general revenues available			**9,094,431,587**
Dedications available			
E18	Higher Education Initiative Fund	296,875	
E30	Calcasieu Parish Fund	704,085	
E32	Tobacco Tax Health Care	26,983,034	
E38	Workforce Training Rapid Response Fund	10,000,000	
G01	Lottery Proceeds Fund	141,413,565	
G09	Pari-mutuel Live Racing Facility Gaming Control Fund	50,000	
G10	Support Education in Louisiana First Fund	185,106,828	
G11	Equine Health Studies Program Fund	750,000	
I02	Fireman Training Fund	2,900,000	
I03	Two Percent Fire Insurance Fund	140,000	
V25	Overcollections Fund	5,456,533	
Z11	Louisiana Quality	36,000,000	
Z17	Health Excellence Fund	89,115	
Statutory Dedication revenues available			**409,890,035**
TOTAL State Revenues available			**9,504,321,622**

Race to the Top

APPENDIX B: FRAMEWORK FOR THE EVALUATION OF LOUISIANA CHARTER SCHOOLS, MAY 2006

A description of the Louisiana Board of Elementary and Secondary Education's evaluation of Type 2, 4, and 5 charter schools and student performance in Type 1 and 3 charter schools authorized by local school systems.

I. Legislative Intent

II. Statutory References

III. Guiding Principles for the BESE Charter School Authorization

IV. Charter School Evaluation System

V. Evaluation Standards

- Student Performance
- Financial Performance
- Legal and Contract Performance
- Upholding the Standards

VI. Evaluation Actions and Timelines

- Contract Approval
- Annual Evaluation
- Contract Extension
- Contract Probation
- Contract Renewal
- Contract Revocation

Race to the Top

FRAMEWORK FOR THE EVALUATION OF LOUISIANA CHARTER SCHOOLS

I. Legislative Intent

The intent of the Charter School Law is to authorize experimentation in the creation of innovative kinds of independent public schools for pupils and provide a framework for such experimentation by the creation of such schools, a means for persons with valid ideas and motivation to participate in the experiment, and a mechanism by which experiment results can be analyzed, the positive results repeated or replicated, if appropriate, and the negative results identified and eliminated; and, that the best interests of at-risk pupils shall be the overriding consideration in fulfilling the provisions of law.

Furthermore, the Recovery School District Law has created the Recovery School District for the purpose of improving failing schools and provides for a failed school to be reorganized, as necessary, to most likely bring the school to an acceptable level of performance as determined pursuant to a uniform statewide program of school accountability.

II. Statutory References

R.S. 17:3983 – Chartering process by type; eligibility; limitations; faculty approval; parental approval

A.(3)(c) Each proposal received by the state board shall be carefully reviewed and shall be approved only after there has been a specific determination by the board that the proposed school will be operated in compliance with all applicable state and federal laws, rules, and regulations, that the accounting and financial practices to be used are sound and in accordance with generally accepted standards for similar entities, and that the educational program to be offered will comply with all requirements of this Chapter and be based on generally accepted education research findings applicable to the pupils to be served.

R.S. 17:3991 – Charter schools; requirements; limitations; renewal; amendment; revocation

(5) A financial and accounting plan sufficient to permit a governmental audit.
(8) The specific academic and other educational results to be achieved, the timelines for such achievement, and how results will be measured and assessed.
(10) The organization, governance and operational structure of the school.
(14) School rules and regulations application to pupils including disciplinary policies and procedures.
(21) A requirement that charter schools regularly assess the academic progress of their pupils, including the participation of such pupils in the state testing program.

R.S. 17:3992 - Charter revision and renewal

A.(1) An approved charter school shall be valid for an initial period of five years, contingent upon the results of the reporting requirements at the end of the third year, and may be renewed for additional ten year periods after thorough review of the charter school's operations and compliance with charter requirements. The process for renewing a charter school shall be the same as the initial charter approval, with a written report being provided annually regarding the school's academic progress that year. Pursuant to Subsection C of this Section and using such annual review process, a charter may be revoked for failure to meet agreed upon academic results as specified in the charter.

(2) No charter shall be renewed unless the charter renewal applicant can demonstrate, using standardized test scores, improvement in the academic performance of pupils over the term of the charter school's existence.

C. A school charter may be revoked by the authority that approved its charter upon a determination that the charter school or its officers or employees did any of the following:
(1) Committed a material violation of any of the conditions, standards, or procedures provided for in the approved charter.
(2) Failed to meet or pursue within the agreed timelines any of the academic and other educational results specified in the approved charter.
(3) Failed to meet generally accepted accounting standards for fiscal management

(4) Violated any provision of law applicable to a charter school, its officers, or employees.

R.S. 17:3998 – Reports
A.(2) Each charter school shall provide a comprehensive report to its chartering authority at the end of the third year. If the charter school is achieving its stated goals and objectives pursuant to its approved charter, then the chartering authority shall extend the duration of the charter for the additional two-year period as provided in R.S. 17:3992(A)(1).

III. Guiding Principles for BESE Charter School Authorization
The purpose of a charter school is to improve student achievement. The Board of Elementary and Secondary Education (Board) grants charters to provide schools with increased educational and operational autonomy in exchange for accountability for performance.
Thus, it is the responsibility of the Board to ensure charter schools have the autonomy to which they are entitled and the accountability for which they are responsible.

IV. Charter School Evaluation System
According to the *"Principles and Standards for Quality Charter School Authorizing"* published by the National Association of Charter School Authorizers (NACSA), a quality charter school is characterized by "high student achievement, financial stewardship, and responsible governance."
Student performance is the primary measure of school quality. The Board shall use the state's assessment and accountability programs as objective and verifiable measures of student achievement and school performance. Additional measures of charter school quality include financial and legal performance.
In order to make fair and transparent decisions regarding contract revocations, extensions and renewals, the Board has determined that it is in the best interests of the Board, charter schools, students, parents and the public to articulate clear performance standards for charter schools and to evaluate each charter school's level of achievement with respect to those standards.

V. Evaluation Standards
The performance of charter schools authorized by the Board (Types 2, 4, and 5) will be evaluated in the following categories:

- Student Performance
- Financial Performance
- Legal and Contract Performance

Within these three categories, the Board has defined a common set of performance standards.

Student Performance
The Louisiana Charter School Law requires charter schools to make demonstrable improvements in student performance over the term of its charter.

coverage and loan payments and terms.

Legal and Contract Performance
Louisiana Charter School Law requires charter schools to be in compliance with the material terms of its contract with the Board and all applicable laws.

The Board shall assess a school's performance in relation to the legal and contract standards listed below. However, the Board's evaluation is not limited to these indicators and the Board may consider other indicators, as warranted.

INDICATOR	STANDARD
Special Education and ELL Program	Pursuant to applicable law and contract provisions
Student Enrollment	Pursuant to applicable law and contract provisions
Student Discipline	Pursuant to applicable law and contract provisions
Health and Safety	Pursuant to applicable law and contract provisions
Governance	Pursuant to applicable law and contract provisions
Facilities	Pursuant to applicable law and contract provisions

In assessing legal and contract indicators, the Board may consider information from various sources, including, but not limited to, audits, site visits, and information provided by parents and employees. In general, the Board will consider the standard not met if a violation indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the rights of students, safety of students or continued operation of the school.

Upholding the Standards
It is the responsibility of the Board to hold the charter school accountable for achieving the student, financial and legal and contract performance standards by annually evaluating performance against these standards and by making decisions about contract extensions and renewals based on such evaluations. Additionally, the Board will evaluate and report student performance of charter schools authorized by local school systems (e.g. Type 1 and 3 charter schools) against the student performance standards described herein.

VI. Evaluation Actions and Timelines
The Board shall evaluate the performance of a charter school through an ongoing series of reports and board actions. Possible board actions include Approval, Extension, Non-Extension, Probation, Renewal, Non-Renewal and Revocation.

Contract Approval (Year 1)
The Board may approve an application for a new charter school in conformance with its process, timelines and criteria. The charter shall be effective upon the execution of an agreement between the applicant and the Board. An approved school charter shall be valid for an initial period of five years, contingent upon the results of the reporting requirements at the end of the third year as provided in R.S. 17:3998(A)(2), and may be renewed for additional periods of up to ten years.

Annual Evaluation (Each Year Thereafter)
No later than its January meeting of each year, the Board will receive a Performance Report detailing each charter school's performance against the evaluation standards defined in this Framework. The

Race to the Top

The Board will annually evaluate charter schools against the following student performance indicators and standards:

INDICATOR	STANDARD
SPS Assessment Index Baseline	80.0 or above
SPS Assessment Index Growth	Meet growth target
AYP Subgroup	Meet for all subgroups
% Basic or Above	10% or greater increase
Attendance	State Average or above
Dropout	State Average or below

Charter schools shall participate fully in the Louisiana standardized testing and accountability programs, including LEAP, iLEAP and GEE.

As student performance is the primary indicator of school quality, the Board will heavily factor all annual evaluations and contract extension and renewal decisions on a school's achievement of the student performance standards. Table 1 provides further definition for how student performance data will be compiled, evaluated, and used.

Financial Performance

The Louisiana Charter School Law requires charter schools to meet generally accepted accounting standards for fiscal management. This requirement has two underlying purposes:

- To ensure the proper use of public funds, and
- To ensure the successful operation of the school in the future.

The Board will annually evaluate charter schools against the following financial performance indicators and standards:

INDICATOR	STANDARD
Prior and Current Year Budgets	Both budgets balanced using realistic and responsible assumptions
Financial Audit	Unqualified opinion; No major findings
Financial Obligations	All in good standing
Financial Reporting	Timely and sufficient filing of all LDE-required financial reports

The Board shall use budget and cash flow statements and financial audit reports submitted pursuant to the contract between a charter school and the Board to determine if the school has met the financial standards set herein.

An audit finding shall be considered "Major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes the loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.

"Financial Obligations" shall include, but not be limited to, pension payments, payroll taxes, insurance

Report may be used by the school, its students and families and the public to ascertain the effectiveness of the school and shall be used by the Board as the basis for any actions involving the school.

Contract Extension (Year 3)
During a school's third year of operation, the Board may act to extend a school's contract for two years, to place a school on probation for one year, or to not extend a school's contract. By January of a school's third year of operation, the Board shall either (a) extend the school's contract for a period of two years, or (b) notify the school of its intent to not extend its contract. For schools that have been notified of the Board's intent to not extend their contract, the Board shall act at no later than its June meeting to either (a) not extend the school's contract, or (b) place the school on probation for one year. A school shall be deemed to be placed on probation for one year if the Board fails to act to extend or to not extend the school's contract.

The Board shall extend the contract if the Performance Report contains no determinations of standards not being met.

Contract Probation (Year 3)
The Board may place a charter school on Contract Probation as a consequence for not meeting the performance standards defined herein. Schools may be placed on probation unless underperformance on the given indicator(s) endangers the interests of students or the public or fails to merit the continued investment of public funds, in which case the Board may revoke the contract.
As a condition of probationary status, the Board will define specific, outcome based expectations that relate to the performance shortcomings that resulted in the probation determination. The Board will assess, no later than one year after placing the charter school on probation, the school's performance in meeting such conditions. Failure to meet such conditions may result in the Board taking action to revoke the charter school's contract.
For schools that have been placed on probation, during a school's fourth year of operation, the Board may act to extend a school's contract for one year or to not extend the school's contract. By January of the school's fourth year of operation, the Board shall either (a) extend the school's contract for one year, or (b) notify the school of its intent to not extend its contract. For schools that have been notified of the Board's intent to not extend their contract, the Board shall act no later than at its June meeting to either (a) extend the school's contract for one year or (b) not extend the school's contract.

Contract Renewal (Year 5)
By the end of the Charter School's fifth year of operation, the Board must, in accordance with the Law, determine whether to award the charter school contract renewal, for up to ten years, based on a comprehensive evaluation of the charter school's program.
The Board shall renew the contract if the Performance Report contains no determinations of standards not being met. By January of the school's fifth year of operation, the Board shall either (a) renew the school's contract for a period up to 10 years, or (b) notify the school of its intent to not renew its contract. For schools that have been notified of the Board's intent to not renew their contract, the Board shall act no later than at its June meeting to either (a) renew the school's contract for one year or (b) not renew the school's contract.

Contract Revocation (At Any Time)

The Board has the authority to revoke a school's contract at any time during the charter term if it is determined that the charter school, one of its officers, or employees has:

- Committed a material violation of any of the conditions, standards, or procedures of the charter
  Failed to meet within agreed timelines any of the academic or other educational results specified in charter agreement
- Failed to meet generally accepted accounting standards of fiscal management
- Violated any law applicable to a charter school, its officers or employees

In all circumstances, the Board shall follow the requirements of the Louisiana Charter School Law and its charter school contract, including all due process requirements, regarding the processes required for revocation, extension, non-extension, renewal and non-renewal.

5- YEAR EVALUATION CYCLE	EVALUATION TYPE	INDICATOR	STANDARD	ACTION/CONSEQUENCE
Year 1	Establish Baseline	Create Assessment Diagnostic Index		
Year 2	Annual Evaluation (January)	Final Year 1 Results: Assessment Index (AI) Baseline Attendance Dropout	80.0 or above State Average or above State Average or below	
Year 3	Contract Extension (January/June)	Final Year 2 Results: Assessment Index (AI) Baseline Assessment Index Growth (Growth) AYP Subgroup % Basic or Above Attendance Dropout	80.0 or above Meet growth target Meet for all subgroups 10% or greater increase State Average or above State Average or below	**Contract Extension (January):** - AI 80.0 or above - AI 60.0 – 79.9 **&** Growth of 2 points or greater - AI below 60.0 **&** met Growth standard **Contract Probation (January):** - AI 60.0 – 79.9 **&** measurable growth **Contract Notice (January):** - Any school not meeting extension/probation standards is put on notice that it could have its contract revoked, depending on year 3 results. **For those on Notice, Contract NOT revoked if (using Year 3 Spring assessment data in June) school or cohort of students attending school for two consecutive years:** - Meet % Basic or Above standard; or - Meet initial Growth Target over two years; or - Growth of 8 points or greater over two years
Year 4	Annual Performance (January/June)	Final Year 3 Results: PS Baseline PS Growth YP Subgroup Basic or Above Attendance Dropout	80.0 or above Meet growth target Meet for all subgroups 10% or greater increase State Average or above State Average or below	**Schools on Contract Probation:** - Meet any of the Year 3 Actions/Consequences to not have contract revoked.

5- YEAR EVALUATION CYCLE	EVALUATION TYPE	INDICATOR	STANDARD	ACTION/CONSEQUENCE
Year 5	Contract Renewal (January)	Final Year 4 Results: SPS Baseline SPS Growth AYP Subgroup % Basic or Above Attendance Dropout	80.0 or above Make target Meet for all subgroups 10% or greater increase State Average or above State Average or below	**10-Year Renewal:** - SPS above State Average or above 100 **Minimum Renewal Standard for Less Than 10-Year Renewal:** - 20 points of growth over term of contract **5-Year Renewal:** - SPS 80.0 or above **3-Year Renewal:** - SPS below 60.0 **Schools with performance falling between the 5-year and 3-year thresholds may be renewed for a term of up to five years, based on performance against the other standards** **Non-Renewal/Revocation:** - Failure to meet renewal status
Year 6+	Annual Performance (January)	Same as previous Annual Performance Indicators	Same as previous Annual Performance Standards	

Note: The above presents standards for student performance only. In addition, the BESE holds charter schools accountable to financial and legal performance standards. In addition to the actions defined above, the BESE may also take actions, including probation, non-renewal, or revocation, if a charter school does not meet financial or legal standards.

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

DATE: July 24, 2009

CIRCULAR: 1127

TO: Type 2 Charter School Board Chairs and School Administrators

FROM: Paul G. Pastorek
State Superintendent of Education

SUBJECT: FY2009-10 Type 2 Charter School Funding

The attached spreadsheet contains the FY2009-10 Initial Allocation for Type 2 Charter Schools, totaling $33,605,979. The amount appropriated per House Bill 1 (HB1) for Type 2 charters is $31.9 million resulting in a funding shortfall of $1.7 million (5.23%). Per the attached allocation schedule, charters are currently funded at a reduced amount (column 14) pending authorization of the amount in excess of the appropriated amount in HB1. The Department will be working to obtain additional funding for Type 2 Charter Schools through the FY2009-10 supplemental appropriations process.

Charter School Law [R.S. 17:3995] specifies that a Charter School shall receive a per pupil amount based on its October 1 student membership. This per pupil amount is to be computed annually and to be equal to at least the greater of the following:

(1) The combined State and local share of the per pupil allocation for all levels of the most recent legislatively approved Minimum Foundation Program (MFP) for the school district in which the Charter School is located,

OR

(2) The State per pupil share of all levels of the most recent legislatively approved MFP for the district in which the charter school is located, plus local revenues the district received the prior year from sixteenth section lands and from ad valorem and sales taxes (not including those dedicated by the voters or legislature to capital outlay or debt service), less tax collection fees.

The first calculation is based on the most recent legislatively approved Minimum Foundation Program formula resolution. The MFP formula calculation for FY2009-10

was finalized with the issuance of *Circular 1124* on June 30, 2009; therefore, this calculation is final.

Concerning the second calculation, the State portion, based on *Circular 1124* is final and will not be recalculated. However, the local portion will be recalculated in March to reflect the local revenues received during the prior year by the school district, as reported in each district's *FY2008-09 Annual Financial Rep*ort.

Charter School Administrative Fee

The administrative fee charged by the Department of Education to cover state-level administrative expenditures is .25% of the state and local allocation amount.

If you have any questions regarding this information, contact Mark Normand at (225) 342-2130 or toll-free at (877) 453-2721.

PGP/BS/CS/pm

Attachments

c: Ollie S. Tyler, Deputy Superintendent of Education
Elizabeth "Beth" Scioneaux, Deputy Supt. for Mgt. and Finance, LDOE
Type 2 Charter School Business Managers
Jeanette Vosburg, Acting Director, SBESE
Charlotte Stevens, Education Finance, LDOE
Paula Matherne, Education Finance, LDOE
Mark Normand, Education Finance, LDOE
Karen McCarvy, Education Finance, LDOE
Patricia McFarland, Charter School Office, LDOE
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http://www.louisianaschools.net

July 10, 2009

MEMORANDUM

To: Ms. Mary Bonnette, Director of Finance
Avoyelles Parish School Board

Ms. Catherine Fletcher, Chief Business Operations Officer
East Baton Rouge Parish School Board

Ms. Raylyn Stevens, Chief Financial Officer
Jefferson Parish School Board

Mr. Billy Guidry, Chief Financial Officer
Lafayette Parish School Board

Mr. Stan Smith, Chief Financial Officer
Orleans Parish School Board

From: Elizabeth "Beth" Scioneaux
Deputy Superintendent for Management and Finance

Subject: **Initial Charter School Per-Pupil Amounts for FY2009-10**
Type 1, 3 and 4 Charter Schools

Attached is a spreadsheet that contains the initial FY2009-10 amount per pupil that your district is required to pay to the Type 1, Type 3, and Type 4 Charter Schools located in your district as per the requirements of the most recently enacted charter school legislation. This legislation requires that the amount provided to each charter school be determined according to a specific calculation.

Charter School Law [RS 17:3995] specifies that a charter school is to receive a per pupil amount based on its October 1 student membership. This per pupil amount is to be computed annually and shall be equal to at least the greater of the following:

(1) The combined state and local share of the per pupil allocation for all levels of the most recent legislatively approved Minimum Foundation Program (MFP) for the school district in which the charter school is located,

OR

(2) The state per pupil share of all levels of the most recent legislatively approved MFP for the district in which the charter school is located plus local revenues the district received the prior year from sixteenth section lands and from ad valorem and sales taxes (not including those dedicated by the voters or legislature to capital outlay or debt service) less tax collection fees.

Initial Charter School Per Pupil Amounts

The first calculation is based on the most recent legislatively approved Minimum Foundation Program formula resolution. The MFP formula calculation for FY2009-10 was finalized with the issuance of Circular 1124 on June 30, 2009. Therefore, the first calculation is final for FY2009-10.

Concerning the second calculation, the state portion, based on Circular 1124, is final and will not be recalculated. However, the local portion will be recalculated in February to reflect the local revenues received during the prior year by the school district as reported in each district's FY2008-09 Annual Financial Report.

Types 1 and 3 charter schools may agree to a lesser per pupil amount than that required in 17:3995(A)(1) and 17:3995(A)(3) in exchange for specific services that the chartering authority agrees to provide to the school.

If you have any questions regarding this information, contact Mark Normand at (225) 342-2130, via e-mail at mark.normand@la.gov or toll-free at 1-877-453-2721.

BS:CS:pm

Attachment

c: Mr. Dwayne Lemoine, Superintendent
Avoyelles Parish School Board

Mr. John Dilworth, Superintendent
East Baton Rouge Parish School Board

Dr. Diane Roussel, Superintendent
Jefferson Parish School Board

Mr. Burnell Lemoine, Superintendent
Lafayette Parish School Board

Mr. Darryl Kilbert, Superintendent
Orleans Parish School Board

Charter School Principals
Type 1, 3, and 4

Charlotte Stevens, Education Finance, LDOE
Paula Matherne, Education Finance, LDOE
Mark Normand, Education Finance, LDOE
Kenneth Campbell, Charter School Office, LDOE
Patricia McFarland, Charter School Office, LDOE

LEA	Member-ship (Per SIS)*	1, 2 & 3) (Table 3, col. 29)	Allocation
	1	$2	$3
OPSB Orleans Parish	9,827	$3,254	$31,975,814
Recovery School District RSD Operated	11,671	$3,254	$37,975,956
RSD Chartered			
New Beginnings, UNO (Medard Nelson)	319	$3,254	$1,037,986
New Beginnings, UNO (Capdau without Early College H.S.)	350	$3,254	$1,138,856
Dryades (James M. Singleton Charter Middle)	696	$3,254	$2,264,696
Friends of King (Martin Luther King Elem.)	558	$3,254	$1,815,661
New Orleans Charter School Fdtn. (Mc #28 City Park)	339	$3,254	$1,103,063
Choice Foundation (Lafayette Academy)	704	$3,254	$2,290,727
Algiers Charter School Assoc. (Harriet Tubman)	387	$3,254	$1,259,249
Algiers Charter School Assoc. (O. P. Walker Sr. High)	840	$3,254	$2,733,254
Algiers Charter School Assoc. (McDonogh #32)	472	$3,254	$1,535,828
Algiers Charter School Assoc. (William J. Fischer)	395	$3,254	$1,285,280
Algiers Charter School Assoc. (Dwight D. Eisenhower)	542	$3,254	$1,763,599
Algiers Charter School Assoc. (Martin Behrman)	584	$3,254	$1,900,262
Algiers Charter School Assoc. (ACSA Tech High at Rosenwald)	254	$3,254	$826,484
Instititute of Academic Excellence, SUNO (Sophie B. Wright)	322	$3,254	$1,047,747
KIPP New Orleans (McDonogh #15)	431	$3,254	$1,402,419
KIPP New Orleans (Edward Phillips/Kipp Believe)	255	$3,254	$829,738
KIPP New Orleans (KIPP Central City Academy)	174	$3,254	$566,174
Middle School Advocates (Samuel J. Green)	391	$3,254	$1,272,264
Middle School Advocates (N. O. Charter Middle at Ashe)	153	$3,254	$497,843
Treme Charter School Assoc (McDonogh #42)	472	$3,254	$1,535,828
Pelican Educational (Abrahamson Science & Math)	358	$3,254	$1,164,887
NOLA 180 (Langston Hughes Academy/Marshall)	452	$3,254	$1,470,751
Broadmoor Charter (Andrew H. Wilson/Mc #7)	402	$3,254	$1,308,057
N.O. College Prep Academies (N. O. College Prep /S. Williams)	159	$3,254	$517,366
Esperanza Charter School Assoc (Esperanza/Crossman)	364	$3,254	$1,184,410
Advocates for Science & Math (New Orleans Charter Science)	84	$3,254	$273,325
Advocates for Arts and Tech. (Crocker Arts)	62	$3,254	$201,740
Akili Academy of New Orleans (Akili Academy)	119	$3,254	$387,211
Intercultural Charter School Brd. (Intercultural Charter)	240	$3,254	$780,930
KIPP New Orleans, Inc. (Kipp Central City)	94	$3,254	$305,864
Miller-McCoy Academy (Mililer-McCoy Academy)	186	$3,254	$605,220
Sojourner Truth Academy (Sojourner Truth)	103	$3,254	$335,149
Pride College Prep Academy (FY2009/10 Transformation School)	80	$3,254	$260,310

LEA	Member-ship (Per SIS)*	1, 2 & 3) (Table 3, col. 29)	Allocation
	1	$2	$3
New Beginnings Schools Foundation (Thurgood Marshall Early College HS)	252	$3,254	$819,976
Total RSD Chartered	**12,000**		**$39,046,480**
TOTAL RSD (Operated + Chartered)	**23,671**		**$77,022,436**
EBRPSB (East Baton Rouge Parish)	*39,870*	*$3,632*	*$144,820,228*
Glen Oaks Middle (Advance BR)	425	$3,632	$1,543,732
Prescott Middle (Advance BR)	421	$3,632	$1,529,203
Capitol Pre-College for Boys (100 Black Men)	198	$3,632	$719,198
Capitol Pre-College for Girls (100 Black Men)	191	$3,632	$693,771
Dalton Elementary (Advance BR)	364	$3,632	$1,322,161
Lanier Elementary (Advance BR)	284	$3,632	$1,031,576
Crestworth Middle (Crestworth Learning Acad.)	536	$3,632	$1,946,919
Kenilworth Middle (Pelican Educational Fdn.)	613	$3,632	$2,226,606
Total Type 5 Charters East Baton Rouge Parish	**3,032**		**$11,013,166**
Total EBR Parish + RSD Charters	**42,902**		**$155,833,394**
PCPSB Pointe Coupee Parish	2,462	$3,981	$9,800,330
Pointe Coupee Central High (Advance BR)	405	$3,981	$1,612,158
Total Pointe Coupee + RSD	**2,867**		**$11,412,488**
CPSB Caddo Parish	40,231	$4,879	$196,280,502
Linear Middle	443	$4,879	$2,161,325
Linwood Middle	696	$4,879	$3,395,671
Total Type 5 Charters Caddo Parish	**1,139**		**$5,556,996**
Total Caddo Parish + RSD	**41,370**		**$201,837,498**
Total RSD LA	**4,576**		**$18,182,320**