Race to the Top Appendices Index

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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)

What Louisiana Has in Place and Will Add or Enhance

The tables below summarize the elements within each reform area that Louisiana currently has in place, and those that we will add or enhance under R2T.

Reform Area: Standards and Assessments	
WHAT LOUISIANA HAS IN PLACE	**WHAT LOUISIANA WILL ADD OR ENHANCE**
Louisiana Comprehensive Curriculum aligned to Louisiana's standards and Grade-Level Expectations for ELA, math, science and social studies.	Louisiana Comprehensive Curriculum to include 100 percent of the new common core standards in ELA and math; and extended standards for science and social studies aligned to the comprehensive curriculum.
	Implement a developmentally appropriate pre-K curriculum that aligns with the common standards and 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.
	Embed in the undergraduate and alternative teacher preparation curriculum the common core standards and Louisiana's newly aligned *Comprehensive Curriculum* with accompanying assessments and instructional tools.
	Research-based and grade/subject specific professional development to support the transition to the new pre-K-12 *Comprehensive Curriculum* and EAGLE, including development of additional instructional resources and student learning tools that support academic achievement against the newly adopted international benchmarked standards. Professional development will emphasize STEM content and pedagogy.
	Develop common high-quality assessments that align with the common core standards. By no later than the adoption of these new assessments, LDOE commits to providing summative assessment data to districts within two weeks of the completion of the tests.
English Language Development Assessment (ELDA), a measure of English language proficiency for students identified as limited English proficient.	The English language development standards which are the basis of ELDA will be aligned with the common core standards.
LEAP Alternative Assessment, Level 1 (LAA 1) for students with significant cognitive disabilities and LEAP Alternative Assessment, Level 2 (LAA 2) for students with persistent academic disabilities.	LAA 1 will be aligned to extended standards that are extensions of the common core standards. LAA 2 will be aligned to a subset of the common core standards with modified academic achievement standards.

Reform Area: Standards and Assessments	
WHAT LOUISIANA HAS IN PLACE	**WHAT LOUISIANA WILL ADD OR ENHANCE**
End-of-Course (EOC) assessments for Algebra I, Geometry and English II	Current EOC summative assessments in high school expanded to determine post-secondary readiness. Infrastructure and technology support necessary to support multiple EOC tests.
Advanced Placement courses in English Literature, World History, Computer Science, Biology, Psychology, Calculus, Chemistry, Statistics and Physics.	Offerings of Advanced Placement courses increased, including STEM-focused courses for all high school students.
	LEAs' focus on the content, availability, and frequency of courses geared to increasing college enrollment and the number of students who complete at least a year's worth of college credit in two years by increasing the number of community stakeholder (e.g., non-profits, colleges and universities, and corporations) partnerships.

Reform Area: Data Systems to Support Instruction	
WHAT LOUISIANA HAS IN PLACE	**WHAT LOUISIANA WILL ADD OR ENHANCE**
State Longitudinal Data System that fully meets all 12 elements of the America COMPETES Act	Increased quality of LDS through increased access to, use of, and timely exchange and integration of multi-system P-20 LDS data within LDOE and among statewide agencies
EAGLE, an on-line assessment system for ELA and math (Grades 3-12) and science and social studies (Grades 9-12)	EAGLE in all grade levels and four content areas, aligned to common standards and with enhanced technology features.
	Job-embedded professional development for teachers and leaders regarding retooled EAGLE and its expanded functionality
Curriculum Verification and Reporting Portal (CVRP) with value-added assessment data on teachers in 16 schools	CVRP with value-added assessment data on teachers in all schools
Human capital data	Human Capital Information System with data on vacancies, recruitment, selection, staffing, educator effectiveness, formative and summative assessment of educator performance, compensation, retention, promotion, tenure and release for access by educators and researchers.
	A web-based portal and on-line reporting mechanism (INSIGHT) where key stakeholders, including researchers, can access LDS data and other information
Response to Intervention (RTI) technical assistance	Professional development and on-site support for all LEAs to implement the RTI plan; partnerships with institutions of higher education and teacher preparation programs to incorporate RTI into pre-service curriculum.
Partnerships with universities and researchers to improve data systems	Increased collaboration and partnerships with universities and researchers to ensure use of data to improve teaching and learning.

Reform Area: Great Teachers and Leaders	
WHAT LOUISIANA HAS IN PLACE	**WHAT LOUISIANA WILL ADD OR ENHANCE**
Value-Added Teacher Preparation Program Assessment Model (TPPAM) that links student performance to individual teachers and the in-state university and alternative certification programs that prepared them, providing value-added ratings for each program based on their graduates' impact on student learning	TPPAM that will include effect estimates for out-of-state university programs in addition to all in-state university and alternative certification programs
	Expansion of effective teacher preparation programs by: (1) providing financial incentives to institutions and/or program participants who meet certain effectiveness-rating criteria; (2) redesigning undergraduate teacher prep programs to create programs with 1-yr full-time teaching residencies
	Leader Preparation Accountability System that reports value-added ratings on principal preparation programs based on the impact of their graduates on student achievement.
Laws that provide for both traditional and alternate certification pathways for teachers and principals.	Expanded alternative and undergraduate recruiting and preparation to fill in gaps in the availability of effective teachers.
Four pathways to attain certification in Educational Leadership - a traditional Master's Degree in Educational Leadership and three alternative routes.	Middle Leaders Program to prepare select candidates from high-poverty, high-minority schools to move up the ladder to higher-level and leadership positions.
	Expanded leader preparation programs that have proven to be highly effective.
	Robust and effective network of Louisiana Leadership Academies using universities and independent providers in multiple areas to ensure geographic proximity to eligible candidates statewide.
Three alternative teacher preparation programs, including: Practitioner Teacher Alternative Path, Master's Degree Program, and Certification only.	Incentive programs for individuals willing to attend teacher or leader preparation programs that receive the highest ranking and are willing to work in a high-poverty school for at least three years.
	Statewide initiative to provide talented teachers, with a STEM emphasis, to all students in the state in partnership with the Louisiana Virtual School or other vehicles.
Value-Added Legislation, which mandates the use of growth in student achievement using a value-added assessment as a factor in both statewide accountability and mandates that fifty percent (50%) of teacher and school administrator evaluations be used on measure of effectiveness as evidenced by growth in student achievement using a value-added assessment.	Comprehensive Performance Management System (CPMS) to evaluate teachers and leaders using value-added data (50%) and other measures of performance (remaining 50%). Principals will be evaluated based on their ability to recruit, retain and increase the effectiveness of their teachers.
	Refined 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.
	Integrated human capital data in a comprehensive HCIS that enables monitoring and tracking of data to ensure equitable

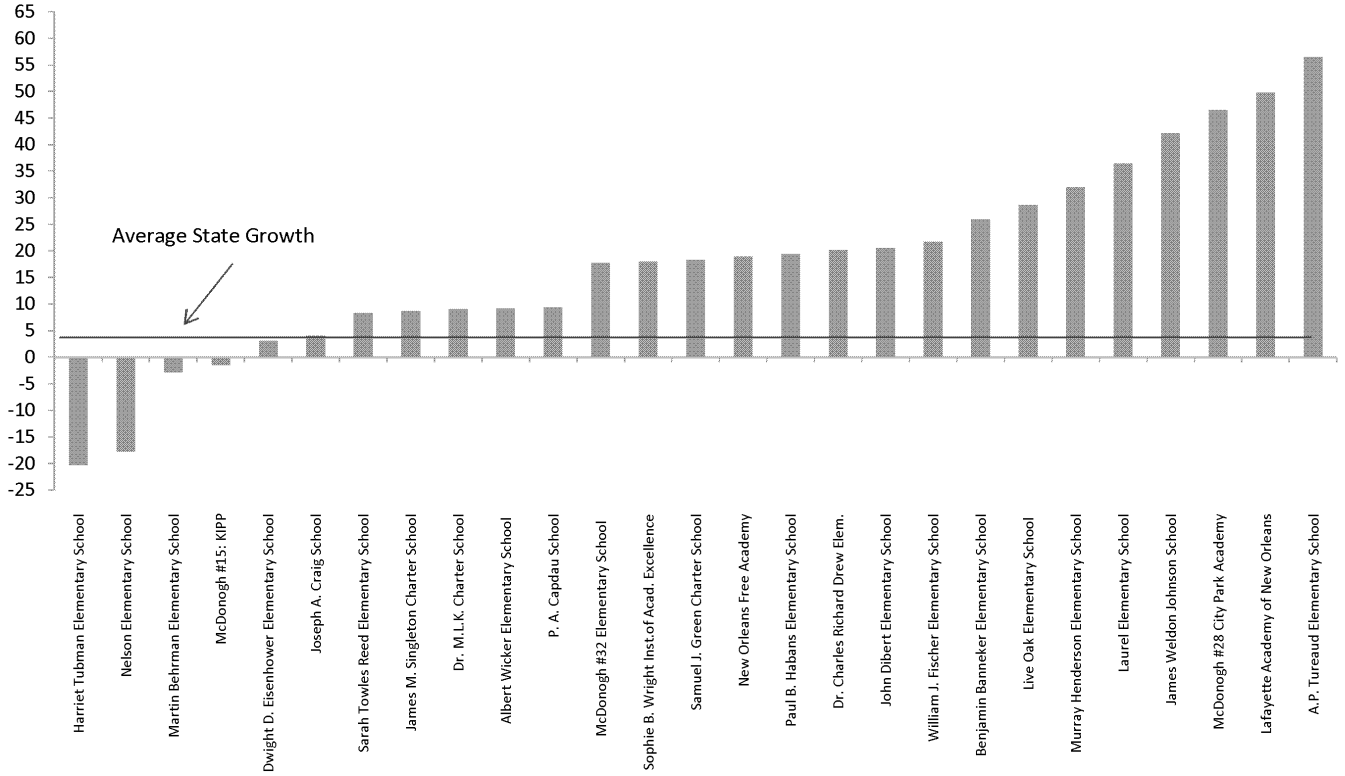
Reform Area: Great Teachers and Leaders	
WHAT LOUISIANA HAS IN PLACE	**WHAT LOUISIANA WILL ADD OR ENHANCE**
	distribution of effective staff and alignment between effectiveness and LEA actions.
	Data capabilities to tie student learning outcomes to administrators at the school and district level in order to calculate value-added gains.
	Transition school administrators to performance contracts that are directly aligned to student achievement and improvements in teacher effectiveness.
	Tenure notification system to inform district leaders of 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.
	Focus group & feedback sessions with teachers and leaders regarding CPMS development
	LEA options for a performance-driven sustainable compensation system based on policy recommendations.
Model Staffing Initiative in RSD	Model Staffing Initiative statewide by increasing the supply of effective teachers and leaders available to high-poverty, high-minority or STEM-deficient schools
Louisiana School Turnaround Specialist Program	Increased turnaround capacity through support for existing Program, including providing tuition subsidies for current or future leaders of turnaround schools in Participating LEAs.
Teacher Advancement Program	Expanded participation in TAP.
HPHP Schools Initiative	Mentor program between leaders of HPHP schools and leaders of low-performing, high-poverty school leaders in Participating LEAs.
The Louisiana Teacher Assessment and Assistance Program (La TAAP)	Redesigned and enhanced LA TAAP to improve overall quality of induction support for teachers.
	Methods and processes to measure effectiveness of professional development by gains in student achievement and staff effectiveness and continuously revise professional development strategy to dedicate resources to programs with the most impact.
Michael Fullan's Professional Learning Networks as a mechanism for increasing school and district capacity.	Scale-up of Professional Learning Networks to ensure inclusion of all LEAs as well as different stakeholder partners.

Reform Area: Turning Around Persistently Lowest-Achieving Schools	
WHAT LOUISIANA HAS IN PLACE	**WHAT LOUISIANA WILL ADD OR ENHANCE**
State Accountability System (since 1999) to identify persistently lowest-achieving schools and provide each with a School Performance Score (SPS) based on student achievement data and other school factors	Threshold for Academically Unacceptable Schools increased from SPS= 60 to SPS=75 by 2012
State-sponsored turnaround mechanism, the Recovery School District (RSD), which removes from local control any school that has remained AUS for 4 consecutive years. These schools receive intensive support and proven interventions using 1 of the 4 turnaround models	High-Performance Schools Initiative (HPSI) to incentivize Participating LEAs with schools hovering near AUS, to implement lessons learned from RSD. Participating LEAs that enroll will receive funding from the state's 1003(g) School Improvement Grant funds in *addition* to their share of R2T funding
	Technical support to assist school leaders in implementing the selected turnaround process.
	Combine turnaround plans required by NCLB with additional state mandated plans. Similarly consolidate all other reporting requirements.
	"Retry" change where needed in RSD schools that are still low-achieving.
High-Performing High-Poverty (HPHP) Schools Initiative to identify best-practices used in successful high-poverty schools. HPHP schools must have an SPS > 100 for two years and Free or Reduced Lunch percent > 65%	Mentoring program where Low-Performing High-Poverty school leaders are paired with High-Performing High-Poverty school leaders to learn and model best practice strategies proven successful in turning around struggling schools
No cap on the number of charter schools in the state, or student enrollment in charter schools	Increased number of high-quality charter operators by scaling up the incubation of charter management organizations

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.

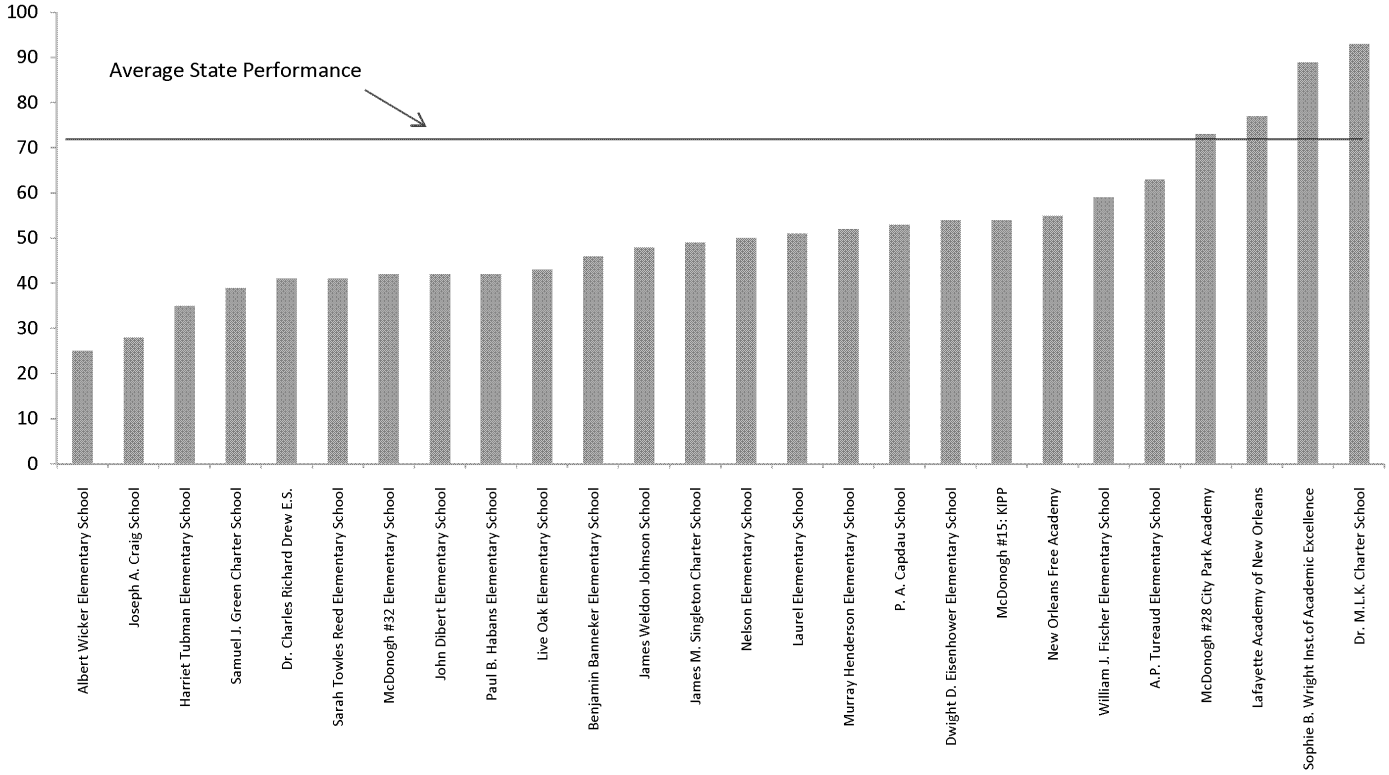
Growth in Percentage of 4th Grade Students Scoring Basic+ in ELA 2007 to 2009 at RSD Schools



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

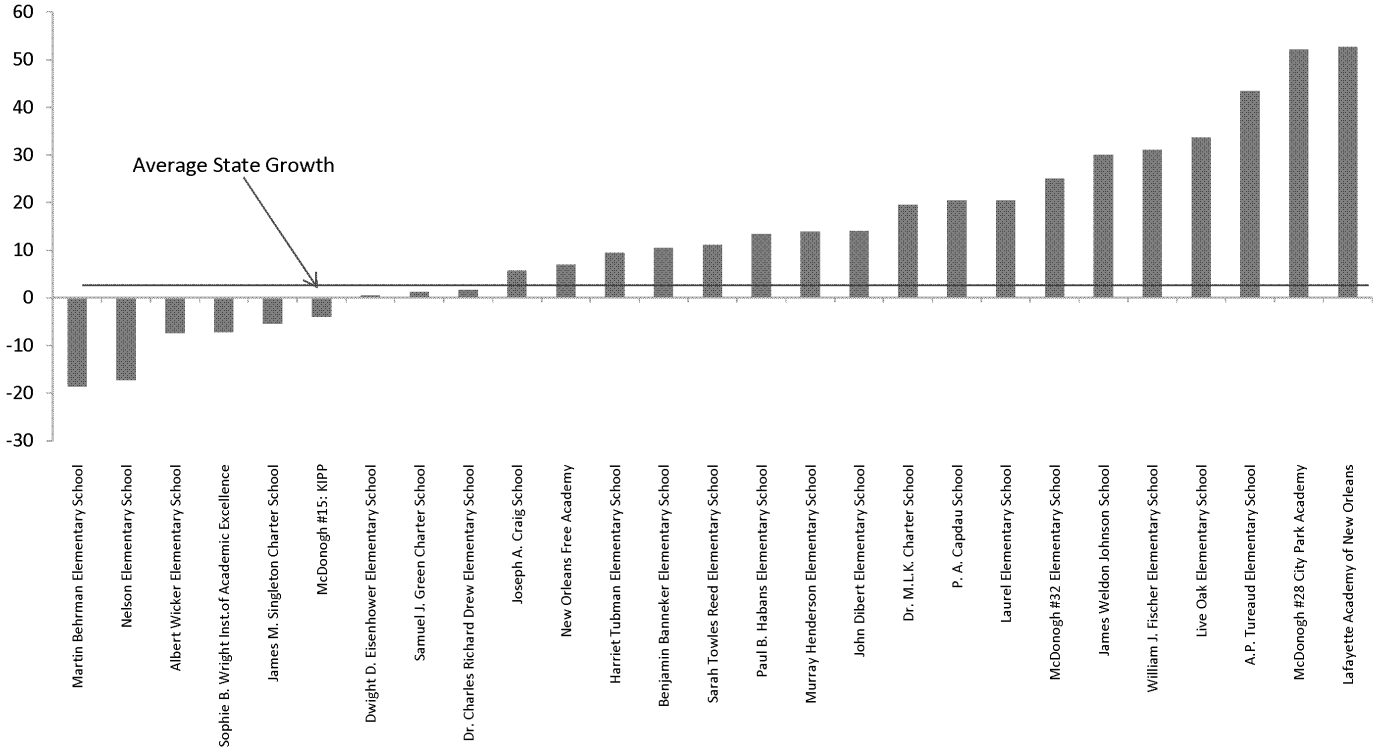
Percentage of Students Scoring Basic+ on 4th Grade ELA in 2009 at RSD Schools

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.

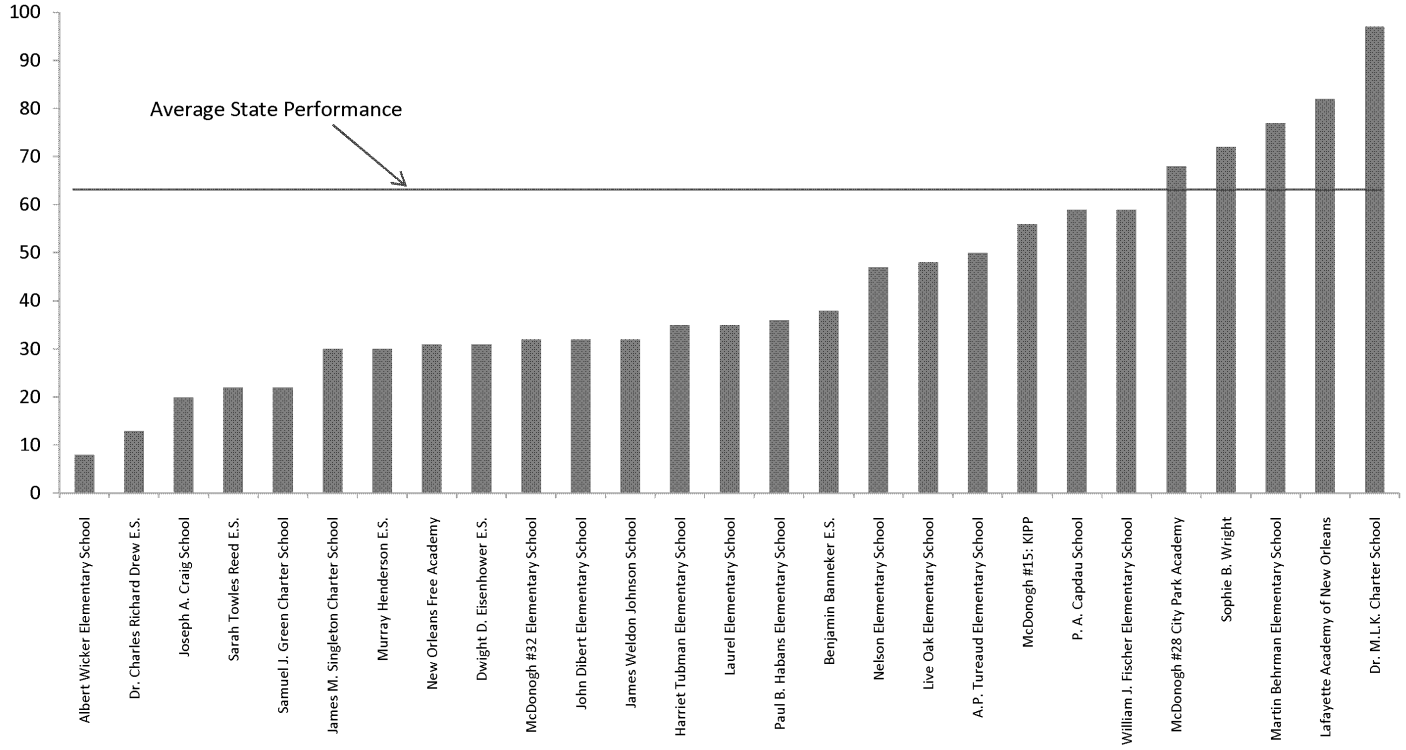
Growth in Percentage of 4th Grade Students Scoring Basic+ in Mathematics: 2007 to 2009 at RSD Schools



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

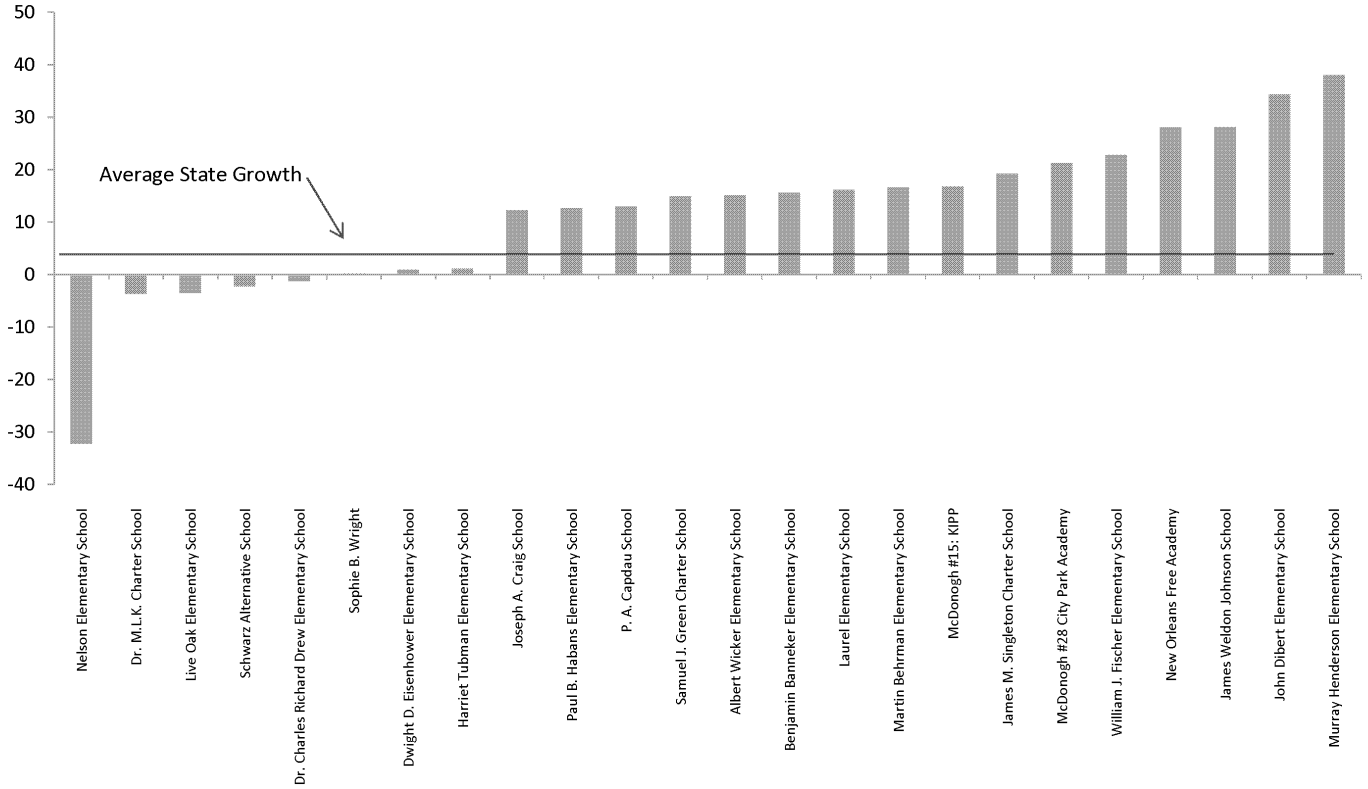
Percentage of Students Scoring Basic+ on 4th Grade Mathematics in 2009 at RSD Schools

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.

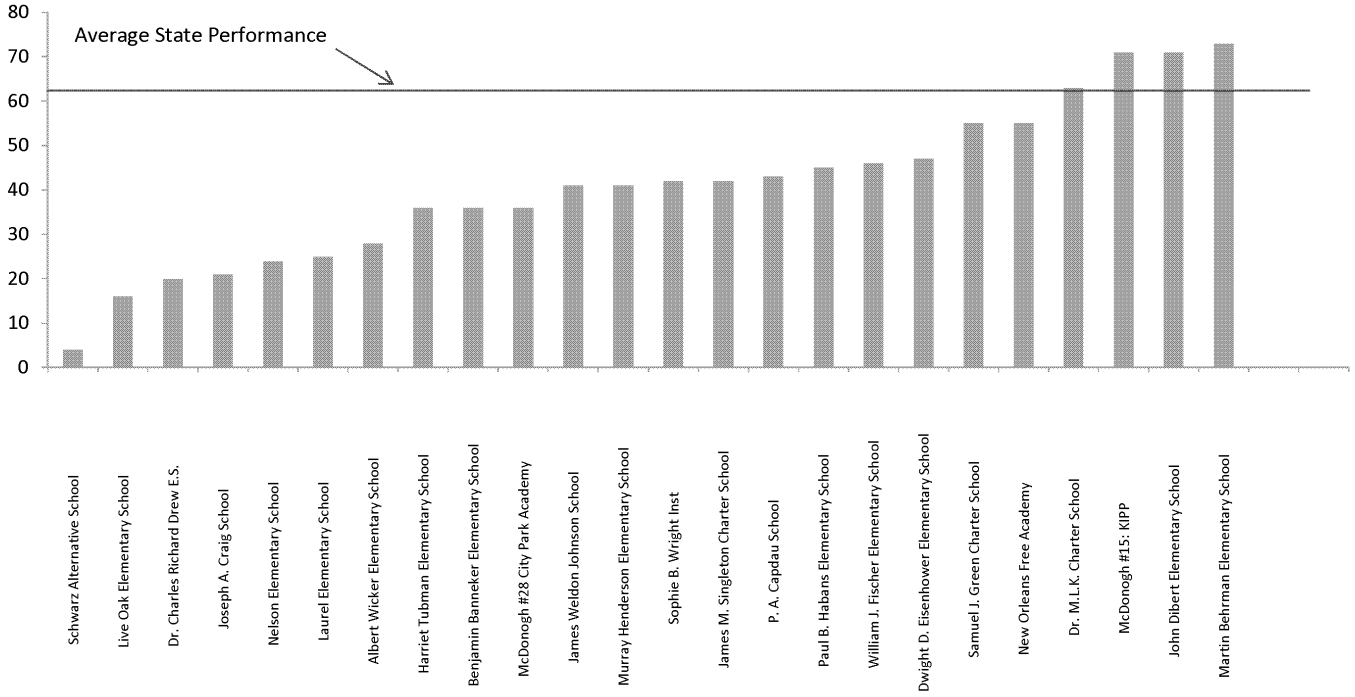
Growth in Percentage of 8th Grade Students Scoring Basic+ in ELA 2007 to 2009 at RSD Schools



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

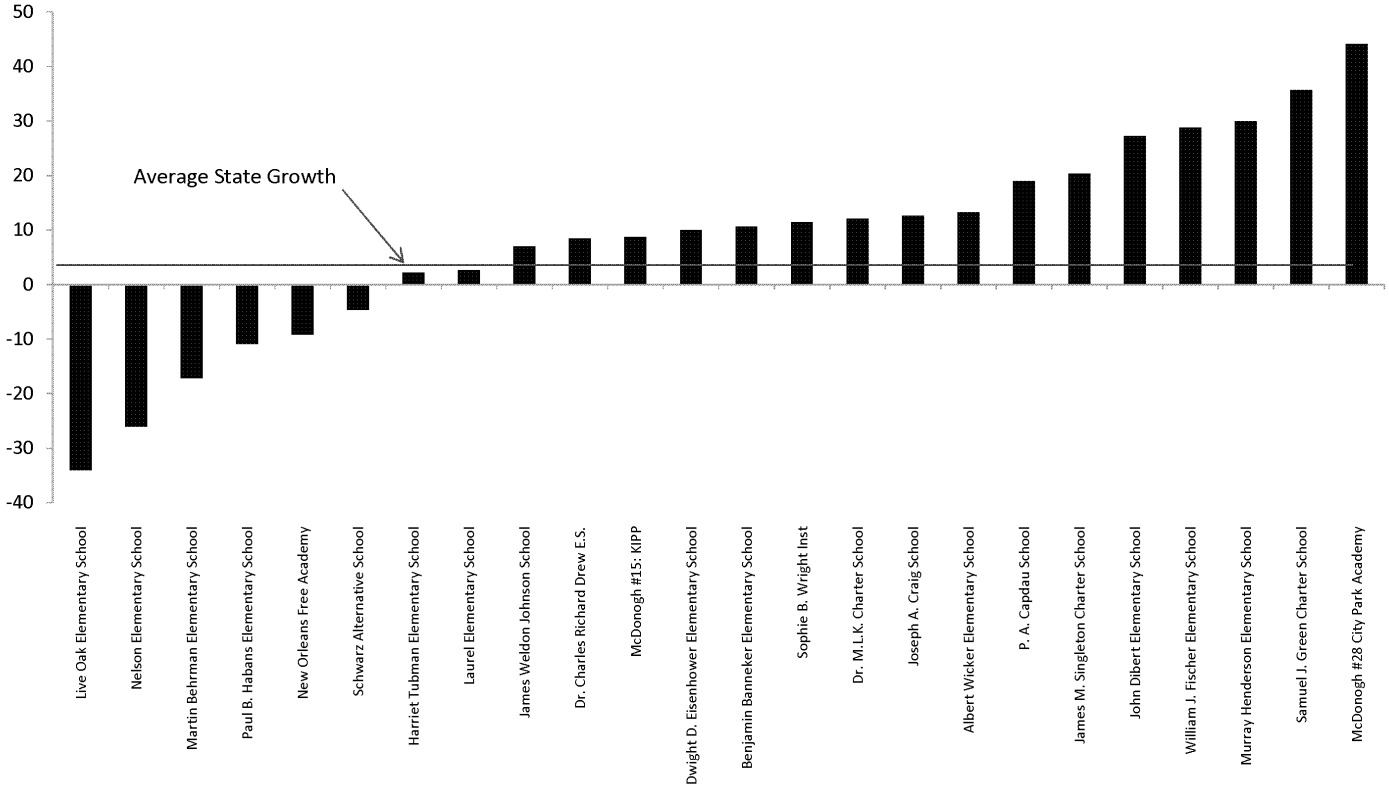
Percentage of Students Scoring Basic+ on 8th Grade ELA in 2009 at RSD Schools

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.

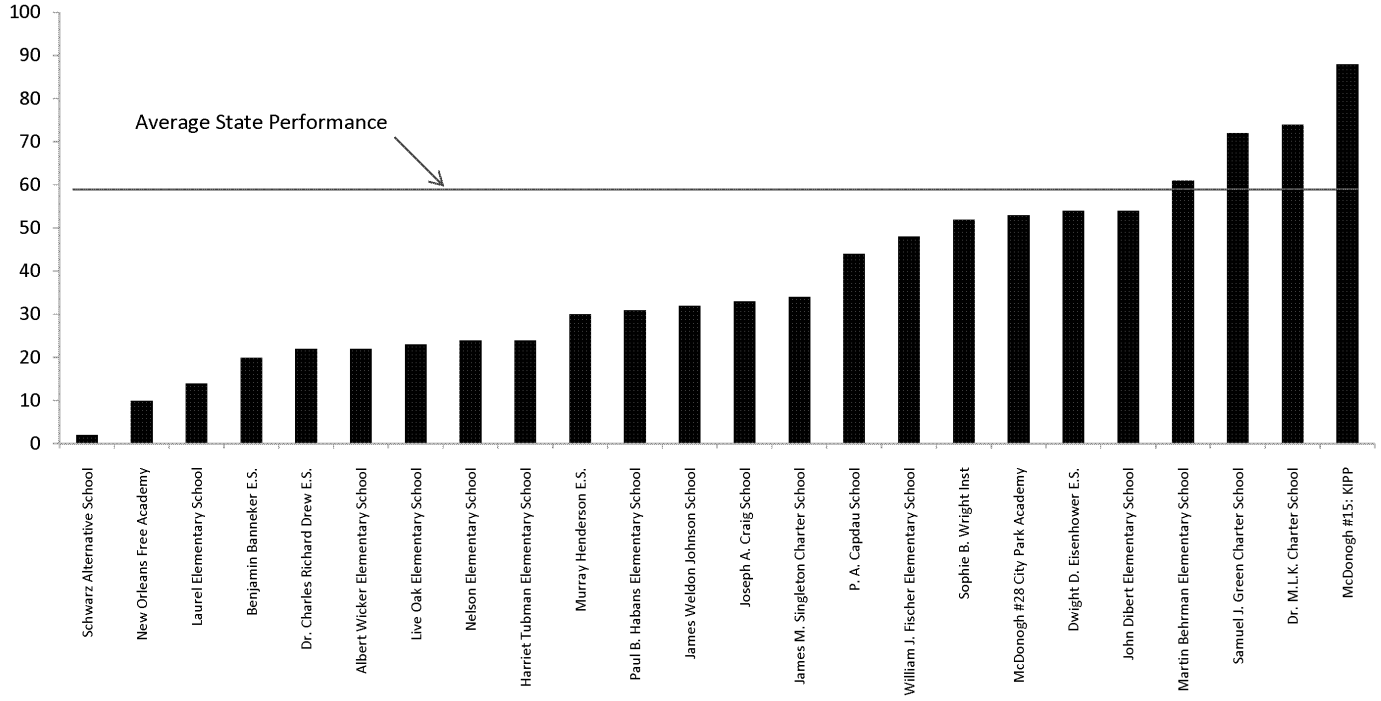
Growth in Percentage of 8th Grade Students Scoring Basic+ in Mathematics: 2007 to 2009 at RSD Schools



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.

****

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
Special Advisor to the Superintendent
Louisiana Department of Education
225.342.6100 Office
225.408.9310 Cell

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	Y	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	Y	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	Y	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	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
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	Y

	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)
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	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	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	Y
Terrebonne Parish	40	19,103	8,079	42.29%	12,393	64.87%	Y	Y	Y	Y	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	Y	Y	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	Y

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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	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	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	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	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	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	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	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	Y
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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	Y

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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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	Y
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	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	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	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	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	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	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	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	Y

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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	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	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	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	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	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	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	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 R2T	**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)

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*

(b)(6)

- "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

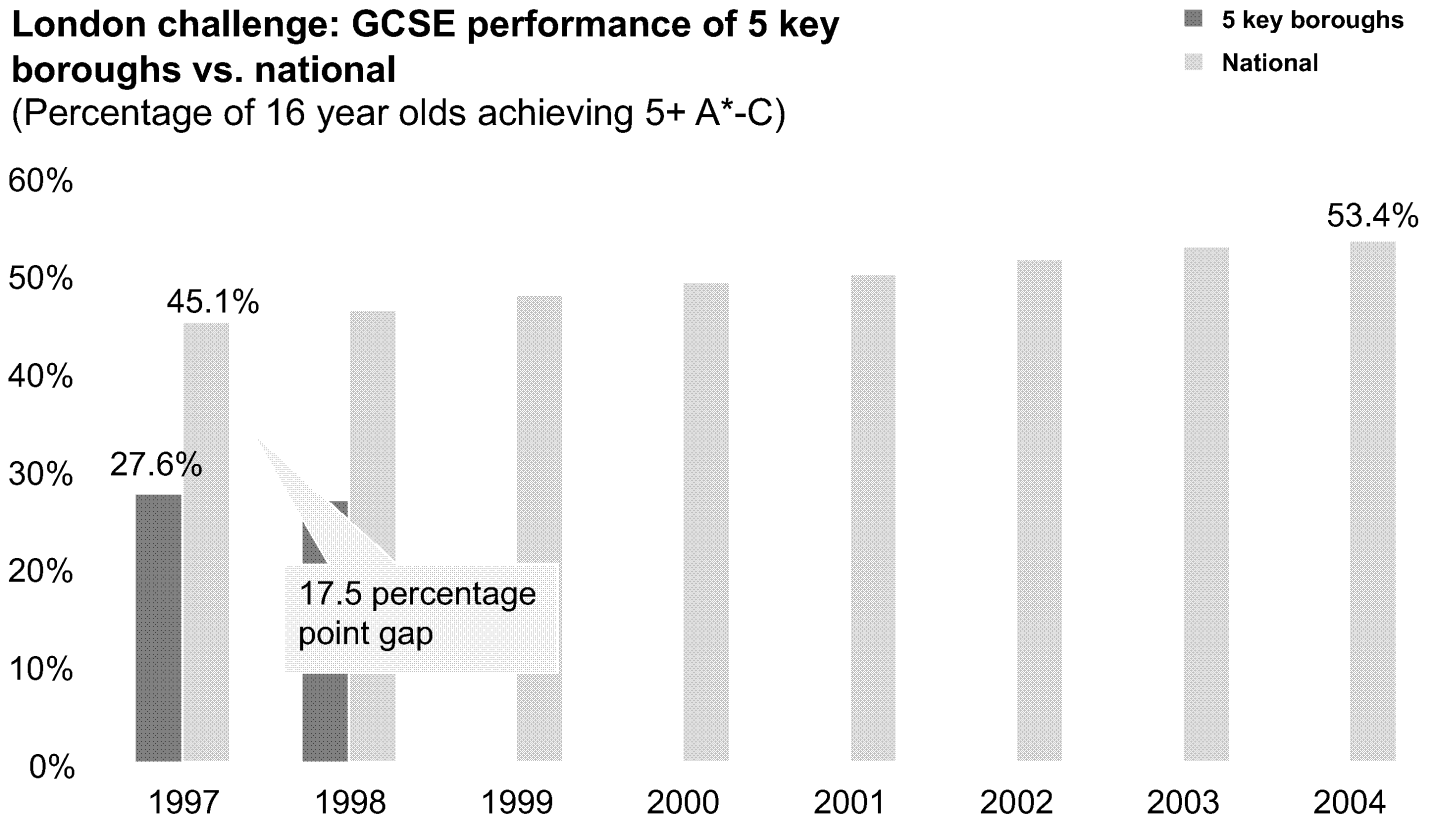
- Education was a priority with Blair's New Labour government. In 1996, Blair made his "Education, education, education" speech and stuck to his commitment for over a decade
- The Delivery Unit drove progress on education reform through three phases

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

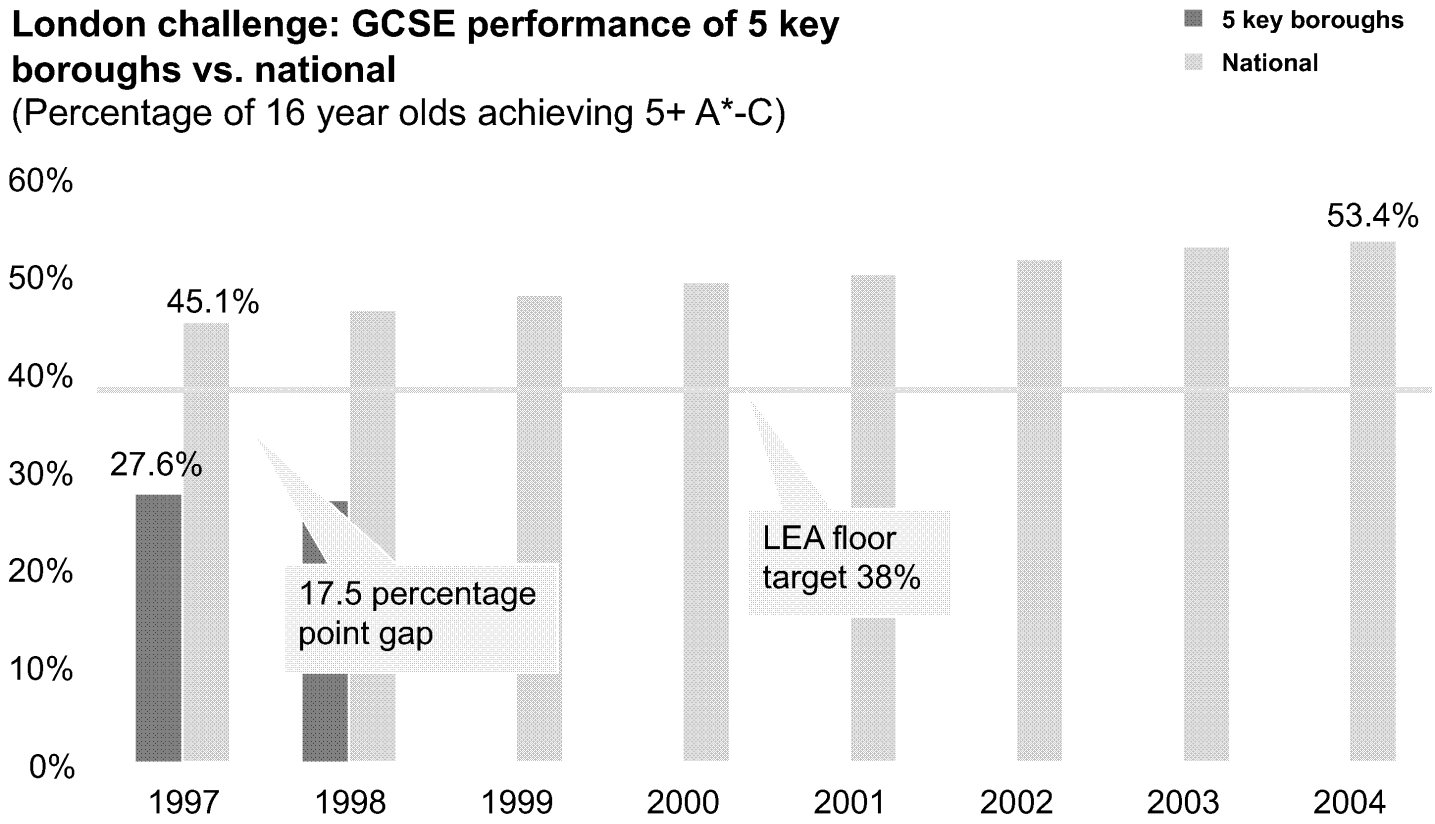
- Targets were shared publicly, creating pressure on the system to deliver and a timetable which drives urgency
- Performance results (league tables) were shared publicly
- Each school was able to compare its own performance to schools with similar intake
  - Possible to calculate progress that each 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



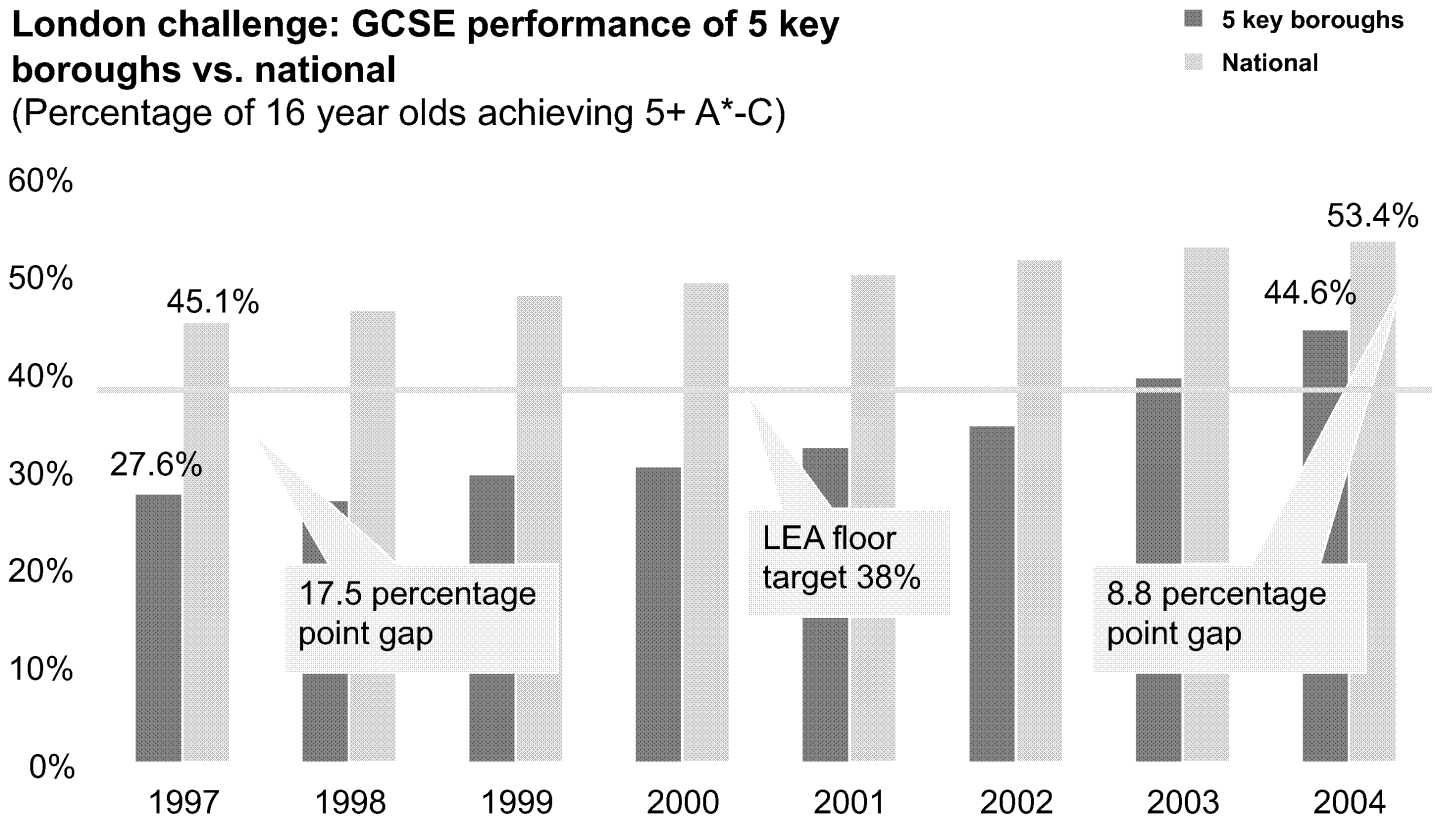
Source: Department of Education and Skills

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

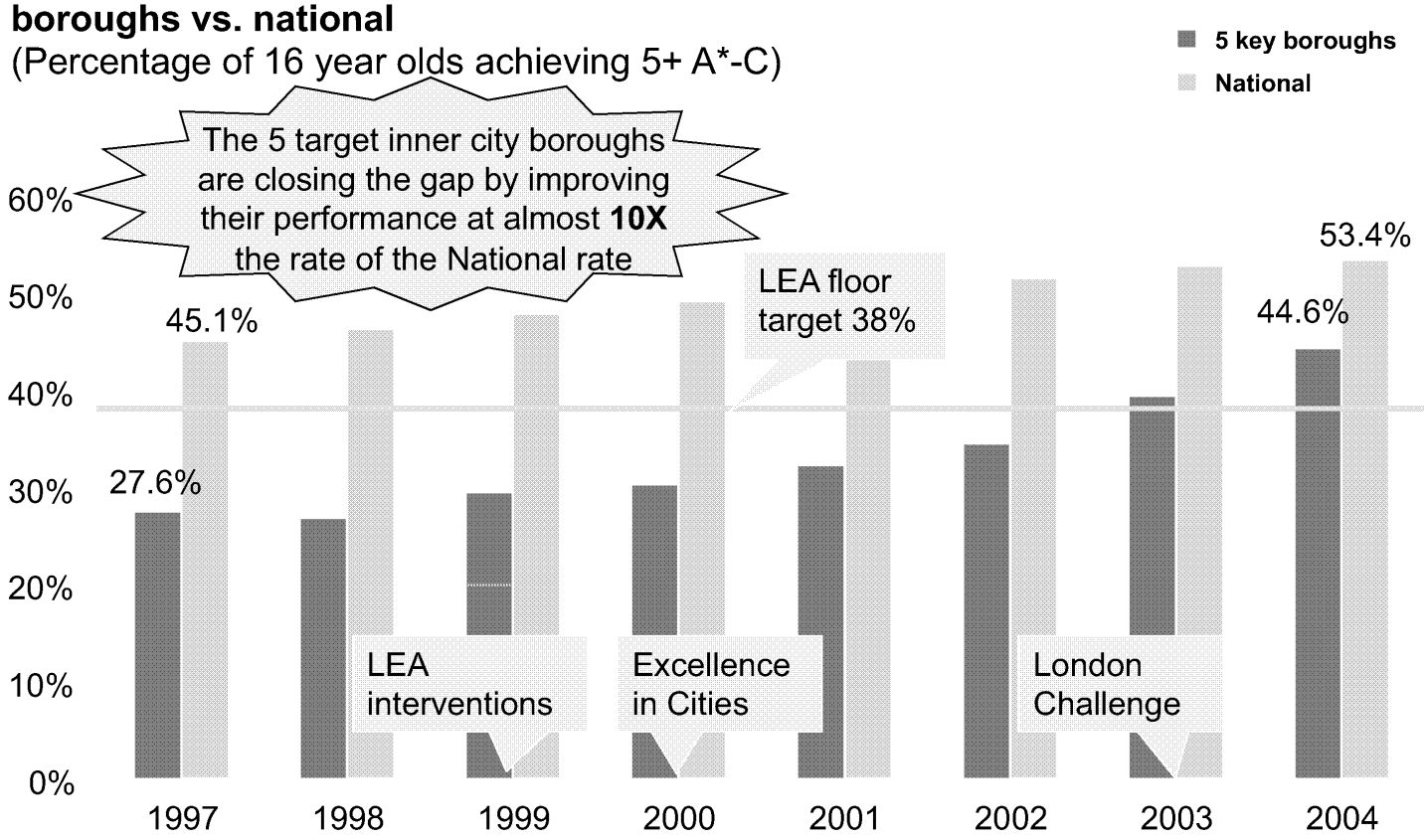


Source: Department of Education and Skills

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

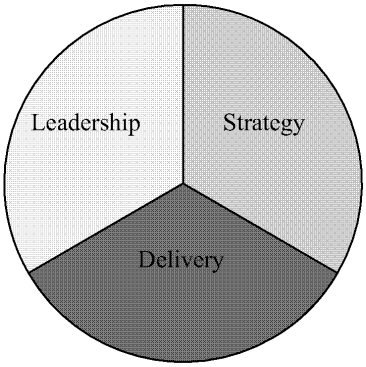
5 Create an irreversible delivery culture

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

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	

Sample from Capacity Review Rubric

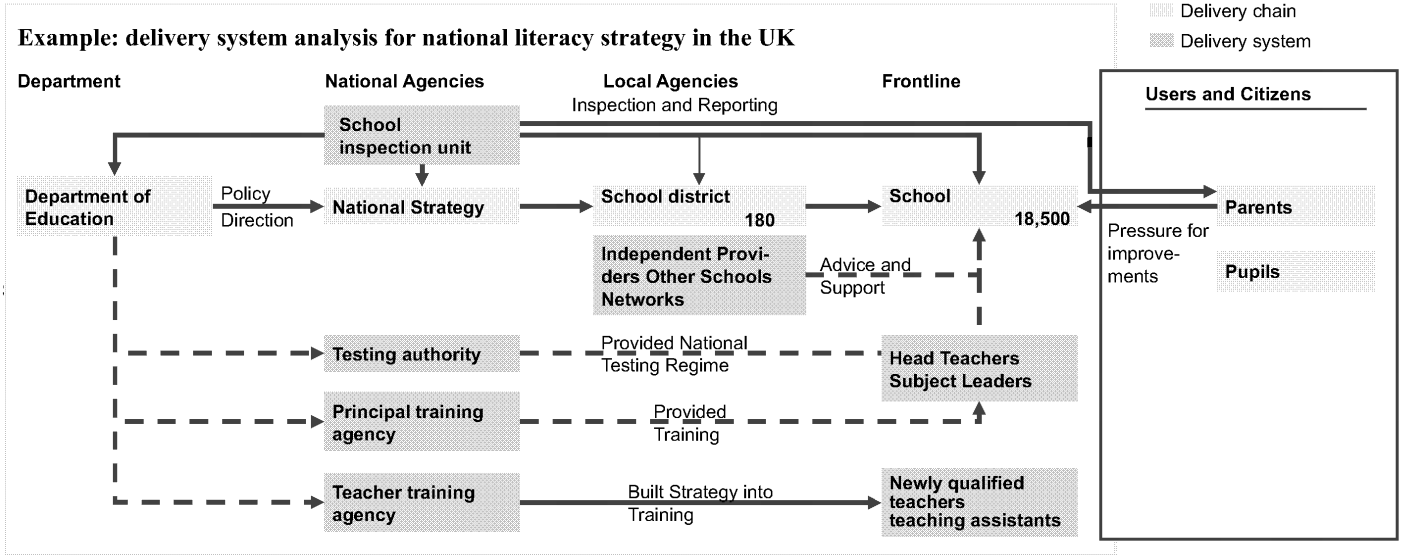
SOURCE: USEDI Delivery Handbook

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:

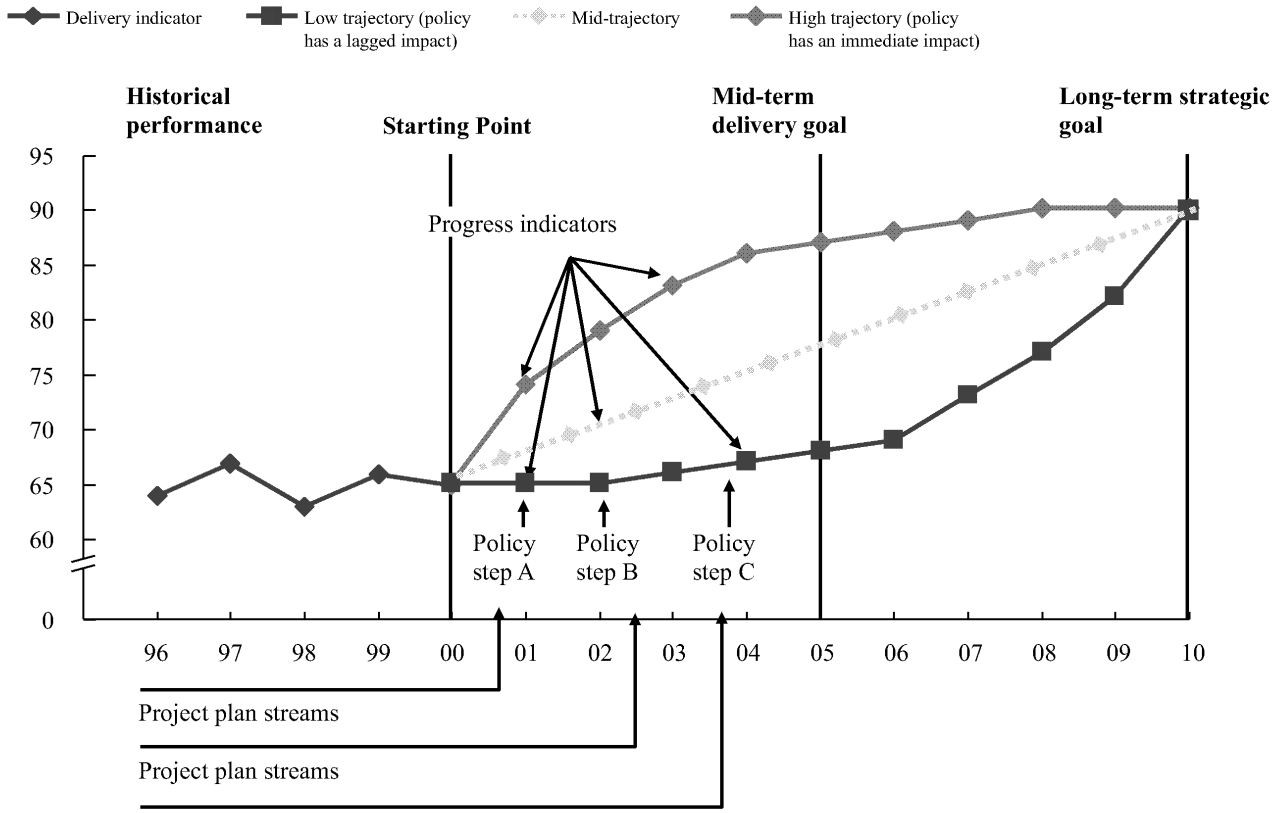
- You have some form of meaningful influence over them
- They have the potential to contribute, in some way, to achieving your aspiration

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



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	

Recent performance against trajectory and milestones

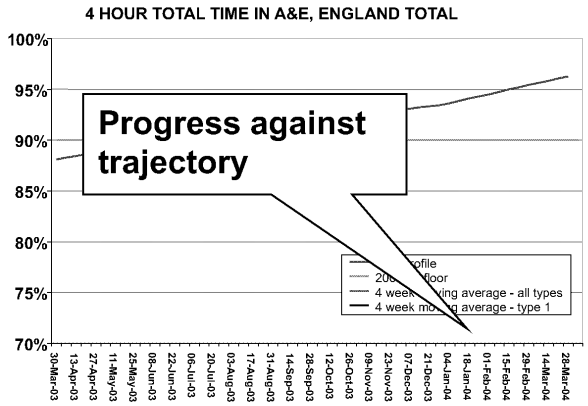
Likelihood of delivery

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



Progress against trajectory

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 [illegible] ober 2003, 44% of type Xs are s[illegible] below 80%.
- Method for dealing w[illegible] consultation completed [illegible] al decision now made.
- Evaluation of new ini[illegible] e for improving processes in every Department curre[illegible] 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[illegible] as evaluated
- Clear arrangements established [illegible] ace for maintaining per[illegible]
- Co[illegible] sible late bre[illegible]
- Re[illegible]

Clear measurable statement of "what success looks like"

Action required

- **Urgent**
  - ☒ Communicate the 9[illegible] nt line
  - ☒ Agree performan[illegible] 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[illegible] e departments against their [illegible] continue reporting at [illegible] oor performers.
- [illegible] these actions at an [illegible] 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

Initiatives

(b)(6)

APRIL 2010

Louisiana Department of
EDUCATION

PAUL G. PASTOREK | STATE SUPERINTENDENT
LOUISIANA DEPARTMENT OF EDUCATION

Initiatives

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Introduction

It may be the right thing to do, but do we really have a choice now?

With each year's budget projections getting smaller and smaller, we are forced to think of more efficient ways to do business. We know the tremendous responsibility we have to do the right thing for our children ... and now we have to make tough choices – and make them now. The education budget is no different or more sacred than any other agency budget. The difference is our product is children and our children deserve a fully functioning, world-class "system."

Bold leadership blazing the trail...

Leadership is the key in integrating educational funds to achieve the sustainability of "system change" for improved student outcomes. We must put aside our "turfs" and our "purse-strings," in order to overcome the challenges that dwindling resources present for school improvement planning. It is critical for all leaders at the district level to support this effort, in order to empower all personnel to collaborate in new and effective ways.

Leaders must remain engaged in this new way of planning and allow personnel the flexibility to think outside of the box to transform the way we do business. Refocusing our energy into thinking about the function (i.e., what we hope to accomplish) of our educational system should ultimately drive the structure (i.e., the way adults are organized to do the work). Having function discussions with all stakeholders at the table will lead to more effective use of the structure.

Rigid thinking will undermine this process.

Managing change is difficult and to be successful, we have to meet the needs of all children, regardless of the ways we choose to fund programs. Far too often, in our silos we have said, "No, we can't do that because...," rather than working together to eliminate the silos. We are comfortable with the inflexibility we have created.

This training includes more than the federal program managers for a reason. Having others at the planning table shows the collaborative nature that is now required of us. All parties must make a commitment to be action-oriented to avoid another reform attempt that ends up dusty on the shelf. We simply cannot afford it.

Who says it is okay?

We are not asking you to do anything we are not willing to do ourselves. We have looked at ourselves differently, and have even designed this manual differently. We have already come to the table and collectively we are telling you it is okay to think outside the box. The function of your district and local needs should drive how you structure your resources, both financial and human. With fewer people, the old adage is true, we have to work smarter, not harder. You are urged to overcome the bureaucratic resistance and examine all funding streams that use existing funds appropriately to achieve improved outcomes for children.

How did we get there?

We took a close look at our departmental functions and realized there is a challenge to transcend what any one system alone can provide to support districts and schools. We offer a unified concept that adopts a three component framework to guide the development of school improvement. That framework includes:

1. An Instructional Component that provides guidance for best practices for effective instruction.
2. A Comprehensive Learning Supports Component that guides the coalescing of resources to address barriers to student engagement in the classroom.
3. A Management Component that guides best practices for site management and administrative capacity.

How do we help you get there?

We have done a lot of leg work. Our work together identified promising initiatives that serve as best practices for meeting Louisiana's educational Priority Goals. We also assessed how federal, state, and local funding sources can work together to implement these promising initiatives. While not intended to be an exhaustive list of best practices or available funding options, this guide is intended to be a district/school framework for review of current and planning for future, fiscal effectiveness.

The initiatives represented in this booklet are organized in templates which include the following information:

Purpose

Target Population

Academic Achievement Support

Activity Description

Budget Activities for Development/Implementation

Research Base

The initiative template is followed by a graphic identifying "potential" funding sources for the sample budget activities listed for each initiative. Intended as a guide to possible funding sources, this should influence the fiscal efforts of districts, and final decisions within the regulations of each program.

While we believe these initiatives will aid your students in achieving Louisiana's Priority Goals, this guide is not intended to limit allowable expenditures of federal dollars to only these initiatives or best practices. Expenditures allowed under the established federal guidance continue to be appropriate uses of federal funds.

Ultimately, the state and district leaders are responsible for successfully linking instruction, learning supports and management to ensure the academic success of each child and to create a world-class system.

Adolescent Literacy Project (6-12)

LDOE Priority Goals: 4, 6

Purpose To disseminate the state's adolescent literacy plan to ensure all middle and high schools have an action-based blueprint to improve the quality of adolescent literacy in Louisiana, and to provide direct support to 20 middle and/or high schools to implement the plan.

Targeted Population All middle and high schools in Louisiana (to include principals, lead teachers, district *ELA* literacy coordinators, literacy coaches), with intensive support provided to 20 of these schools based on state graduation rate data.

Detail how this LDOE initiative supports academic achievement

» Increase graduation rate to 80% by 2014 in the targeted high schools.

» Increase student achievement on literacy assessments, including state standardized tests, in 9th grade in 2010-2011; with an increase in additional targeted grade levels for each of the following years (2011-2015).

» Successfully implement the new LA Adolescent Literacy Plan, as measured by improvements in literacy instruction using classroom observation and assessment data.

PROGRAM/ACTIVITY: Adolescent Literacy Project (6-12)	
PROGRAM/ACTIVITY DESCRIPTION: The plan will be implemented in the ninth grade in year 1, and then adds a grade level up and a grade level down each of the following years to continue the laser-like focus on the 2014 Graduation Cohort, as well as subsequent Cohorts, enabling schools to sustain the graduation goal beyond the first Cohort.	
2009-2010:	Plan development and identification of schools; orientation sessions
2010-2011:	Ninth grade in fifteen targeted high schools
2011-2012:	Ninth and tenth grades in same high schools; eighth grade in three middle schools that feed into two of the high schools
2012-2013:	Ninth, tenth, and eleventh grades in same high schools; seventh and eighth grades in the same three middle schools
2013-2014:	Ninth, tenth, eleventh and twelfth grades in same high schools; seventh and eighth grades in the same three middle schools; sixth grade in three elementary schools that feed into the middle schools
2014-2015:	Continued focus on the same grades and schools in previous year; begin process again

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» A certified intervention teacher will provide supplemental reading instruction to struggling readers. The interventionist may be full-time or part-time.

Professional Development

» Each interventionist will receive training, technical assistance, and/or support in the implementation of a supplemental reading intervention program.
» Teacher team meetings will be held during planning periods for content area teachers involved in the project to look at student work and to develop and adjust instructional plans using the recommended actions included in Louisiana's Adolescent Literacy Plan.
» Principals will conduct literacy walk-through observations and use the data to differentiate professional development activities.

Travel

» In-state travel for LDOE staff to conduct two on-site visits to project schools each semester to provide technical assistance and support.
» In-state travel is used for project participants to attend training two times a year on progress monitoring and the use of assessment data to inform instruction.

Materials/Supplies

» A progress monitoring instrument will be administered as a pre- and post-test to measure student achievement in reading.
» A research-based, supplemental reading intervention program will be implemented to accelerate students' literacy development.
» Classroom materials and supplies are needed to support reading and writing in all content areas.

Other

» The principal of each participating school, along with the district superintendent, will be asked to commit to a set of assurances based on Louisiana's Adolescent Literacy Plan, in order to enhance the school's success in the Adolescent Literacy Support Project. See attached Adolescent Literacy Support Project Assurances.

RESEARCH: After carefully reviewing the research, policies, and promising practices on adolescent literacy, Louisiana's Adolescent literacy Plan describes five interconnected core components important to improving adolescent literacy:

» Leadership and Sustainability

» Standards-Based Curriculum

» Assessment System

» Instruction and Intervention

» Professional Learning and Resources

Primary sources of information include:

Biancarosa, C., & Snow, C. E. (2006). *Reading next – A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.).* Washington, DC: Alliance for Excellent Education. 4).

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice guide (NCEE #2008-4027).* Washington, D.C.: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

ADOLESCENT LITERACY PROJECT (6-12)

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
Budget Code	Activity	Part A			Part C	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
			1003A	1003G	Migrant										
100	**Salaries**														
	Literacy Coaches	X	X	X		X				X					
	School site Interventionists	X	X	X	X			X		X	X				
	Teacher Stipends for PD	X	X	X		X				X		X			
	Sub Pay for Teachers for PD	X	X	X		X				X		X			
200	**Employee Benefits**														
		X	X	X	X	X				X					
300	**Purchased Professional /Tech SVC**														
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	X	X	X		X	X			X		X			
	Travel-Out of State	X	X	X		X	X			X		X			
	Summer Teacher Institutes	X	X	X		X	X			X		X			
600	**Supplies (Less Than $5,000)**														
	Resource Materials - Adol Lit Plan	X	X	X						X					
	Resource Materials - Intervention	X	X	X						X					
	Resource - Software	X	X	X			X			X					
700	**Resource -Software**														
800	**Other Objects**														

After School Interventions

LDOE Priority Goals: 1, 2, 3, 4, 5, 6

Purpose To improve student achievement and provide students and their families with academic and enrichment opportunities during out-of-school hours.

Possible Funding Sources NCLB Title I, IVA (Safe and Drug Free Schools), IVB (21st Century Community Learning Centers), VI (REAP), IDEA

Targeted Population K-12 students and their families

Detail how this LDOE initiative supports academic achievement Department of Education after school programs are required to align curricula with the Department's Literacy and Numeracy initiatives and BESE adopted After School Standards. All LDOE funded after school program providers are evaluated on the academic performance of participating students. Failure to show academic improvement among participating students will lead to sanctions up to termination as a provider.

PROGRAM/ACTIVITY: After School programs should focus on project-based learning in the areas of literacy, numeracy, enrichment, credit recovery, and workforce development. The programs should use innovative technology to foster a strong culture of student responsibility. The various research based approaches focus on preparing students from all types of backgrounds to excel in school and prepare students to excel in postsecondary education and the modern workplace. Using small groups and one-on-one instruction through smaller classrooms, programs provide cross-disciplinary curricula, increased rigor and real-world experiences

PROGRAM/ACTIVITY DESCRIPTION: 21st CCLC providers must offer high quality services to support student learning and development, including tutoring and mentoring, homework help, technology, academic enrichment and community service opportunities. Services are to be offered to the K-12 students, along with their families.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

- Project Director – (Full-time administrative position) performs a variety of supervisory and administrative tasks in monitoring and administering the operation of the 21st CCLC before-school and after-school programs according to federal, state and local guidelines. The Project Director oversees the implementation of programs, monitoring their effectiveness, providing staff development opportunities, and ensuring adherence to federal, state and local policies and procedures. Employee also coordinates with outside agencies to share ideas and services to better meet the needs of students.
- Site Coordinator (Part-time administrative/instructional position - OPTIONAL) should oversee the planning and implementation of activities at a site level and will collaborate with school personnel and community partners to ensure an effective program that meets the needs of the local community and draws on all available resources to accomplish the center's goals.
- Student Worker (optional instructional part-time position – Student Workers MAY NOT BE 21ST CCLC PARTICIPANTS) responsibilities include reinforcing learning skills as assigned by the teacher and Site Coordinator with groups of students or a single student; assisting in tutoring students, either in a group or individually; assisting Site Coordinator, teacher and instructional assistant in planned daily activities; and assisting Site Coordinator in preparation of materials.
- After-School Program Teacher – (Instructional Position) responsibilities include developing and instructing enrichment activities for youth, including short-term and long-term plans for the class; monitoring student progress and needs as appropriate; providing documented lesson plans for all activities; and preparing students for performances or presentations, as appropriate.

Professional Development

- The Department will sponsor at least one quarterly staff development opportunity. Professional development funds must be budgeted annually, although dates and locations may vary from year to year. Projects are encouraged to provide ongoing, appropriate staff development for all staff (project director, teachers, site coordinators, paraprofessionals, volunteers, bus drivers, etc.), in coordination with the school or community partner(s). Quality training should be pertinent to the responsibilities of the staff person and the identified objectives and needs of the program, community and school.

Travel

» In-state travel may consist of program staff such as the lead teacher and project director traveling from one site to another or to in-state professional development. Funds may support a maximum of two individuals per contract to travel out-of-state to attend the USDOE-sponsored after-school conference. Generally, attendees should be the project director or site supervisor. Providers must reimburse the state according to state rates in the PPM49 state travel guide, justify attendance showing a link to their project objectives, and document how the training will improve program quality.

Materials/Supplies As a guideline, the contractor may use funds for the following:

» **After-school and summer activities that promote student achievement:** Allowable costs include program staffing, facilities, equipment, supplies, curricula, professional services, transportation, etc. Contractors are limited to providing the allowable activities outlined in Section 1.4. Expenditures must be fully justifiable and linked to objectives and activities of the program. Equipment requests will need to be fully justified and linked to proposed outcomes. Contractors may not provide ANY services during school hours.

» **Technical Assistance Meetings and Professional Development:** Proposers should include costs for mileage and per diem for two individuals to participate in the state and national 21st CCLC workshops during each year of the funding period. These meetings are required for all 21st CCLC contractors. Travel costs will be reimbursed in accordance with PPM 49.

» **Indirect Costs/Administrative Costs:** Indirect costs are the expenses incurred by a school district, community-based organization or other entity in administering or providing program services. Indirect or administrative costs for school districts are at the fixed federal rate; administrative/indirect costs for private, non-profit organizations can be no more than twenty percent (20%). When calculating indirect costs, private, non-profit organizations cannot include administrative costs as both line items and an indirect cost line item.

» **Fiscal Audit and Evaluation Costs:** Contractors cannot exceed $7,500 for the sum total of audit and/or evaluation costs associated with the contract. If the contractor receives $500,000 or more per year in federal awards, a fiscal audit is required.

» **Pre-Award Costs:** Pre-award costs such as travel to orientation and program supplies may be charged against the contract pending LDE approval.

Other

» None

RESEARCH INFORMATION: According to The National Youth Violence Prevention Resource Center Afterschool Fact Sheet, 2007, high-quality after-school programs can produce a range of outcomes for its participants, including:

- A reduction in the number of children who use drugs and become teen parents. Research shows that children and youth who spend no time in extracurricular activities are 49% more likely to have used drugs and 37% more likely to have become teen parents than those who spend one to four hours per week in extracurricular activities.

Students in high-quality after-school programs have better academic performance (math, reading and other subjects), behavior, and school attendance, and greater expectations for the future.

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
Budget Code	Activity		1003A	1003G	Migrant										
100	**Salaries**														
	School Site Coordinator	X	X	X					X	X					
	Teachers for After Hours														
	Instruction	X	X	X					X	X			X	X	
	Recreation								X						
	Enrichment								X		X				
	Stipends for Content Specific PD	X	X	X		X			X	X			X	X	
200	**Employee Benefits**														
	Coordinator	X	X	X					X	X				X	
	Teachers	X	X	X					X	X					
	Stipends for PD	X	X	X		X			X	X					
300	**Purchased Professional /Tech SVC**														
	Contract Site Coordinator	X	X	X					X	X					
	Contract Teachers	X	X	X	X			X	X	X	X		X	X	
	Contract Private Provider	X	X	X					X	X					
	PD - Program Implementation	X	X	X					X	X			X	X	
	PD Content Specific Instruction	X	X	X	X	X		X	X	X			X	X	
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	X	X	X					X	X			X	X	
	Travel-Out of State	X	X	X					X	X			X	X	
600	**Supplies (Less Than $5,000)**														
	PD Program Implementation	X	X		X				X	X			X	X	
	Content specific PD	X	X	X	X	X		X	X	X			X	X	
	Computers to support enrichment	X	X	X			X		X	X					
	Software	X	X	X			X		X	X					
700	**Property (Greater Than $5,000)**														
800	**Other Objects**														

Career and Technical Education Industry-Based Certification (CTE IBC)

LDOE Priority Goals: 6, 7, 8

Purpose Career and Technical Education incorporates a broad range of program areas, which afford students the opportunity to participate in career specific courses, culminating in Industry-Based Certification and dual enrollment/articulated credit courses that provide a "jump start" to postsecondary education. CTE supports the following LDOE Agency Goals: Graduate on time; enroll in postsecondary education or workforce ready (postsecondary enrollment); and enroll in postsecondary education or workforce ready (IBC attainment).

Available Amount and Funding Source Various federal, state and local.

Targeted Population All secondary students.

Detail how this LDOE initiative supports academic achievement CTE programs provide rigorous instruction that incorporates academic concepts into career specific skills. Through these courses, students are able to make connections between academic concepts and career choices. Through CTE, academic rigor is intertwined with academic relevance.

PROGRAM/ACTIVITY: Career and Technical Education Instructor Training

PROGRAM/ACTIVITY DESCRIPTION: The majority of the professional development is provided during LDOE's Super Summer Institute, held the last week of July. Additional professional development is provided regionally throughout the year.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» Secondary and postsecondary CTE instructors: special emphasis will be give to secondary instructors at "Target Rich" schools. Training will focus on attainment of Industry-Based Certifications by instructors, in order for them to in turn offer the training to their students.

Professional Development

» Targeted course specific credential requirements and on-going job imbedded implementation. Training will be targeted to certification, re-certification, and/or renewal requirements.

Travel

» Statewide and regional training and professional development concerning IBCs.

Materials/Supplies

» Support of CTE Regional Service Center Graduation Coordinators, College to Career Transition Coordinators (CCTC) employed through the LCTCS, and regional LCTCS staff. Approved instructional technology, curriculum resources, instructional materials, professional development materials, equipment purchases. NOTE: consumable supplies are not approved expenditures under Federal Perkins guidelines.

» Session-specific materials/supplies necessary for effective training.

Other

» None.

RESEARCH INFORMATION: Analysis of Louisiana CTE data reveals that students earning an IBC are more likely to graduate than students not earning an IBC. Additionally, a student earning an IBC is more likely to become a First Time Freshman, continuing his/her education and training at the postsecondary level.

Research from the University of Minnesota's College of Education and Human Development shows that carefully integrating academic and technical curricula leads to higher test scores.

Research conducted through Achieve Texas 2007 concluded earning an Industry-Based Certification (IBC) has multiple benefits, including:

» student holds a highly valued professional credential
» student becomes more employable with a high starting salary
» IBCs are valid, reliable evidence of technical skill attainment

CAREER AND TECHNICAL EDUCATION INDUSTRY-BASED CERTIFICATION (CTE-IBC)

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C	A:	D:			B:			Part	Early	
Budget Code	Activity		1003A	1003G	Migrant	Teacher Quality	Tech	LEP	B	REAP-RLIS	McKinney-Vento		B	Intervening	Preschool
100	**Salaries**														
	Stipends for Teacher PD		X	X	X			X	X			X			
	Sub-Pay for Teacher PD		X	X	X			X	X			X			
	Extended Year Salaries											X			
200	**Employee Benefits**														
	Stipends for Teacher PD		X	X	X			X				X			
	Sub-Pay for Teacher PD		X	X	X			X				X			
	Extended Year Salaries											X			
300	**Purchased Professional /Tech SVC**														
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State: CTE activities only				X		X	X		X		X			
	Travel-Out of State: CTE related activities only				X		X	X		X		X			
	CTE Courses				X		X	X		X		X			
600	**Supplies (Less Than $5,000)**														
	Computer Software: CTE only						X					X			
	Materials/Lab Equipment: CTE only				X			X		X		X			
	Student-Specific Equipment				X			X		X					
700	**Property (Greater Than $5,000)**														
	Equipment necessary for IBC training											X			
800	**Other Objects**														

Cecil J. Picard LA 4 Early Childhood Program

LDOE Priority Goals: 1

Purpose LA 4 is a program that provides universal access to high-quality, developmentally appropriate prekindergarten classes and before- and after-school enrichment activities to at-risk four-year-old children who are eligible to enter public school kindergarten the following year.

Available Amount and Funding Source Multiple funding sources are utilized to fund this initiative (i.e., State, Local, Federal). TANF, Title I, IDEA, EEF, 8(g)

Targeted Population Four-year-old students who qualify for free or reduced price meals and who may be insufficiently ready for Kindergarten for the following year. Children who do not qualify for free or reduced price meals may attend the program on a tuition basis or though local funds.

Detail how this LDOE initiative supports academic achievement The LA 4 Prekindergarten Program is an early intervention program. The program provides high-quality, developmentally appropriate educational opportunities and experiences for four-year-old children deemed at-risk for school failure.

PROGRAM/ACTIVITY: Provision of early childhood classes for at-risk four-year-old students along, with appropriate professional development and technical assistance for all prekindergarten staff.

TARGETED POPULATION: Four-year-old students who qualify for free or reduced price meals and who may be insufficiently ready for Kindergarten for the following year.

PROGRAM/ACTIVITY DESCRIPTION: TLA 4 program provides: Full day; full school year educational programs staffed by certified early childhood teachers; before- and after-school enrichment programs; inclusive settings for children with disabilities and for those whose home language is other than English; a research-based curriculum which supplements the Louisiana Standards for Programs Serving Four-Year-Old Children and supporting Grade-level Expectations; an adult to child ratio of 1:10, maximum class size of 20; vision/hearing screenings and referrals, on-site technical assistance for program improvement; appropriate assessments; program monitoring for adherence to state and federal guidelines and regulations; mandated eighteen hours of professional development for all prekindergarten staff relevant to the field of early childhood education; parental involvement activities; transportation and other support services; learning environments set up to foster children's academic and social, approaches to learning and physical development; collaborative partnerships with other stakeholders in four-year-old programs to maximize services for children and families

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

- Certified Teachers –Responsible for setting up the learning environment and implementing a developmentally appropriate curriculum to meet the Louisiana Standards for Programs Serving Four-Year-Old Children and supporting Grade-Level Expectations to promote achievement in all areas of development (cognitive, social/emotional, health/physical and approaches to learning). They provide on-going, authentic assessment and monitoring of student progress.
- Highly-qualified paraprofessionals – Paraprofessionals are essential partners supporting teaching staff in all areas. Additionally, they assist teachers in efforts to individualize instruction through small group instruction or one-on-one focus.
- District/charter Coordinators - Responsible for ensuring that all programs operate at the maximum level of effectiveness. Job responsibilities include securing all essential materials/equipment/activities, providing required professional development, requesting and appropriating funds for program operation and ensuring supports and services are provided to children and families.
- Resource Coordinators - Responsible for ensuring that support services are provided for children and families. These support services promote child health, child development knowledge/parenting skills and linkages to mental health services/adult literacy/employment counseling, etc.
- Other administrative staff - Responsible for verifying attendance and eligibility. They perform clerical/fiscal duties, including development and oversight of program budgets, making requests for reimbursement, etc.

» LDOE/Regional Staff - Provide support to district/charter programs through on-site technical assistance and monitoring, guidance on state policy/guidelines/regulations, information on trends in research and best practices. They design and deliver professional development modules and ensure that grantees are held accountable for appropriate use of funds and program operation.
» Substitute pay - Required when teaching staff must be away from the classroom, in order to continue offering on-going instruction and continuity of care.

Professional Development
» State statute requires the delivery of a minimum of 18 hours of job-embedded professional development focused on early childhood issues for all staff. Professional development must include, but is not limited to, guidance and best practice for children with disabilities.
» Districts may collaborate with other providers of early childhood programs or other districts/charters, in order to maximize resources. May include contracting with recognized professionals in the field of early childhood care and education.

Travel
» District travel is essential for all parties involved. District/charter coordinators must be able to monitor, evaluate and provide support/guidance to their programs to ensure that they are effectively meeting the educational needs of children. Additional travel is needed to address specific areas of program need and/or to investigate issues that would jeopardize a program's quality.
» In-state travel by coordinators and/or teaching staff includes travel to Regional Service Centers, in order to participate in professional development opportunities, such as conferences and workshops, and to network with other staff members. Additionally, district/charter coordinators are required to travel to the Department of Education periodically for the purposes of monitoring and/or for updates in program policies and guidelines.
» Out-of-state travel is encouraged when staff members have opportunities to participate in high-quality professional development opportunities.

Materials/Supplies
» Instructional Materials/supplies - Provided in order to accommodate all appropriate programmatic activities. May include, but are not limited to: age and developmentally appropriate classroom/outdoor materials for centers and whole/small group work, access to activities and experiences to promote child development and learning, materials supporting student assessment and progress, other consumable supplies to support program operation, etc.
» Computers/Smartboards - Age and developmentally appropriate computer and other technology materials/equipment that support student learning and growth
» Special software - Supporting software that provides programs with opportunities to enhance learning; to be integrated into thematic units of instruction or projects. May include assessment software as well.
» Assistive technology - Essential for students whose developmental and/or physical needs require additional supports that regular classroom materials cannot provide.
» Playground equipment - Necessary to support the growth and development of children's health/physical skills and abilities. May include age appropriate stationary and portable equipment.
» Parent Outreach/Involvement - Includes any materials, consumables and/or activities that encourage any support and parental involvement in their child's education.
» Classroom furniture - Age and size appropriate furniture must be provided ,in order to appropriately support children's development and safety.

Other
» Programmatic monitoring - Includes all materials/activities essential to monitor program progress and effectiveness, including consumable items, documentation materials, etc.
» Evaluation - Evaluation of program in order to determine effectiveness and to determine appropriate professional development needs for staff, improve program quality and increase student achievement in all developmental domains.
» Technical assistance – Materials and/or experiences for teachers to enhance their skills. May include mentoring activities, assistance from other professionals, access to on-going planning and strategy-building activities, etc. May include materials and/or activities that encourage collaboration efforts between other stakeholders in early childhood programs.

RESEARCH INFORMATION: Louisiana's LA 4 program began in SY 2007-08. At that time, more than 14,000 were enrolled statewide. At the end of SY 2007-2008, students scored at the 50th percentile in language, the 59th percentile in print and the 46th percentile in math on the Developing Skills Checklist (DSC).

At the end of SY 2008-2009, student performance on the DSC was at the 50th percentile in print and 52nd percentile in math indicating that all posttest scores were statistically significant and at or above the national average.

When compared to children that did not participate in the public school prekindergarten program, the students in LA4 were at the 75th percentile in *ELA*; 73 percentile in Math; 71st percentile in Science; and the 70th percentile in Social Studies on the LEAP subtests in 2008-09 when compared to their peers that did not participate in the public prekindergarten program that were at the 71st percentile in *ELA*; 67th percentile in math; 67th percentile in science; and 66 percentile in social Studies.

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C	A:	D:			B:			Part	Early	
Budget Code	Activity		1003A	1003G	Migrant	Teacher Quality	Tech	LEP	B	REAP-RLIS	McKinney-Vento		B	Intervening	Preschool
100	**Salaries**														
	Certified Classroom Teachers	X	X	X						X					
	Resource Coordinators	X	X	X											
	Clerical/Support Staff														
	Stipends for professional Development	X	X	X	X	X		X		X			X		X
	Sub-Pay for PD	X	X	X		X				X			X		X
	Administrative Staff														
200	**Employee Benefits**														
	Certified Classroom Teachers	X	X	X						X					
	Resource Coordinators	X	X	X						X					
	Admin/Clerical/Support Staff														
300	**Purchased Professional /Tech SVC**														
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	X	X	X	X			X		X			X		X
	Travel-Out of State	X	X	X	X			X		X			X		X
600	**Supplies (Less Than $5,000)**														
	Instructional Materials/supplies	X	X	X	X			X		X					
	Computers/Smartboards	X	X	X	X		X	X		X			X		X
	Special Software	X	X	X	X		X	X		X			X		X
	Assistive Technology		X	X			X			X			X		X
	Playground Equipment	X	X	X						X					
	Parent Outreach/involvement	X	X	X	X			X		X			X		X
	Classroom furniture	X								X					
700	**Property (Greater Than $5,000)**														
800	**Other Objects**														

Comprehensive Learning Supports System (CLSS)

LDOE Priority Goals: 1, 2, 3, 4, 5, 6

Purpose To ensure all students have opportunity to succeed at school by aligning and redeploying resources to develop a comprehensive system of learning that addresses students' academic, emotional, physical, and social needs.

Possible Funding Sources Title I, II, III, IV, VI, X, School Improvement, MFP, IDEA.

Targeted Population Students with physical, social, or emotional barriers to learning.

Detail how this LDOE initiative supports academic achievement Students learn best when their academic, emotional, physical, and social needs are met. By addressing all of these needs, we are educating the whole child and ensuring that he/she is healthy, safe, engaged, supported, and challenged. Anticipated outcomes are (1) increased graduation rates and reduced student dropout rates; (2) re-engaged students; (3) reduced number of low-performing schools; (4) narrowing of the achievement gap; and (5) countering of student achievement plateau effect.

PROGRAM/ACTIVITY: Implement a fully developed Comprehensive Learning Supports System

PROGRAM/ACTIVITY DESCRIPTION: The Comprehensive Learning Supports System is a comprehensive and systemic approach to ensuring all students have equal opportunity to succeed at school. Learning Supports are the resources strategies and practices that provide physical, social, and emotional support to directly address barriers to learning and teaching and to re-engage disconnected students.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel
- District CLSS Facilitator - directs, guides, and facilitates the development of a cohesive and coherent district-wide support with the intent of addressing barriers to learning and teaching and reengaging disconnected students.

Professional Development
- Job Embedded professional development to model appropriate learning supports strategies to improve student academic achievement.
- Stipend and Substitute allowances for teacher and support staff participation in professional development.

Travel
- In-state - travel to schools by facilitators to improve student achievement by providing technical assistance and job-embedded professional development. Travel to other districts to view model schools and to attend state-level training.
- Out of state - Travel to conferences that focus on strategies to implement a comprehensive system of learning supports designed to improve student achievement by eliminating barriers to learning and teaching and providing equal opportunity for all students.

Materials/Supplies
- Supplies to facilitate professional development activities.

Other
- None.

RESEARCH: The work of Drs. Howard Adelman and Linda Taylor through the UCLA School Mental Health Project, (http://smhp.psych.ucla.edu/) indicates the need for developing a comprehensive, multifaceted, and cohesive system of learning supports. There are many barriers that interfere with ensuring all students have an equal opportunity to succeed at school. A comprehensive learning supports system is essential to ensuring higher academic achievement, closing the achievement gap, and preparing students to be effective citizens in a global market. The research-base for initiatives to pursue a comprehensive focus on addressing barriers indicates the value of a range of activity that can enable students to learn and teachers to teach. The findings also underscore that addressing major psychosocial problems one at a time is unwise because the problems are interrelated and require multifaceted and cohesive solutions. In all, the literature supports the need for new directions, offers content for learning supports, and stresses the importance of integrating such activity into a comprehensive, multifaceted approach.

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C	A Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
Budget Code	Activity		1003A	1003G	Migrant										
100	**Salaries**														
	CLSS Leader: to support existing or new employee	X	X	X		X				X					
	Stipends - Teacher PD	X	X	X	X	X		X		X				X	
	Sub Pay Teacher CLSS PD	X	X	X	X	X		X		X				X	
200	**Employee Benefits**														
		X	X	X	X	X		X		X				X	
300	**Purchased Professional /Tech SVC**														
	Capacity Building PD: Admin/teach	X	X	X	X	X		X		X				X	
	Capacity Building: PA and Support*	X	X	X	X			X		X				X	
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	X	X	X	X	X		X		X				X	
	Travel-Out of State	X	X	X	X	X		X		X				X	
600	**Supplies (Less Than $5,000)**														
	PD Materials/Supplies	X	X	X	X	X		X		X				X	
	Outreach Materials/Supplies	X	X	X	X			X		X				X	
700	**Property (Greater Than $5,000)**														
800	**Other Objects**														

*School Psych/SW/S Counselors

Ensuring Literacy and Numeracy for All

LDOE Priority Goals: 1, 2, 3

Purpose The Ensuring Literacy and Numeracy Initiative is a competitive grant intended to improve literacy and numeracy achievement in schools. The ELFA and ENFA programs support state goals to have students enter kindergarten ready to learn, literate by third grade, and enter fourth grade on time. The Literacy Pilot Program supports the goal for students to perform at or above grade level in *English Language Arts* by 8th grade.

Available Amount and Funding Source Funding is provided from the state general fund in the amount of $13,290,000 supplemented with 8(g) state funds in the amount of $5,000,000.

Targeted Population ELFA PreK-4th Grade, ENFA PreK-5th Grade, Literacy Pilot K-12th Grade

Detail how this LDOE initiative supports academic achievement The Ensuring Literacy and Numeracy for All Initiative seeks to improve student achievement in selected schools through intensive content-specific professional development targeted at the classroom level in the areas of curriculum, instruction, and tied to assessment.

PROGRAM/ACTIVITY: Ensuring Literacy and Numeracy for All Initiative

PROGRAM/ACTIVITY DESCRIPTION: The Ensuring Literacy and Numeracy for All Initiative seeks to improve student achievement in selected schools through intensive content-specific professional development targeted at the classroom level in the areas of curriculum and instruction, tied to assessment.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» School Level Literacy and Numeracy Instructional Coaches who are directly involved on a daily basis (80% of time) in working with teachers in classrooms to improve instruction.

» Interventionists who are certified teachers employed on a full-time or part-time basis (may be a retired teacher) assigned to work with low-performing students in reading/math. Funding may be used to hire paraprofessionals as interventionists only if a district states that a certified teacher is not available.

Professional Development

» Job-embedded professional learning (e.g., instructional coaching, coaching clusters, study groups), other trainings such as specific literacy and numeracy strategies, LETRS, DIBELS, leadership, assessment, paraprofessional trainings, coach and interventionist trainings.

Travel

» In-state travel for conference and professional development opportunities if aligned with ELFA/ENFA guidelines and a plan for redelivery of information.

» Out-of-state travel as approved by the LDOE if meeting the criteria for in-state travel and a plan for redelivery of information.

Materials/Supplies

» Classroom materials and supplies needed to support a scientifically based comprehensive curriculum and a consistent literacy/numeracy program aligned with the state initiative.

Other

» Substitute pay or stipend for approved professional learning.

RESEARCH INFORMATION: Research has shown that the inclusion of specific instructional components and strategies delivered through systematic, explicit instruction increases the impact on student outcomes. Infrastructural components required for a strong literacy or numeracy program include: extended time for instruction with additional time for intervention as needed, job-embedded professional development, data-driven decisions based on formative and summative assessment, and strong instructional leadership.

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C	A:				B:			Part	Early	
Budget Code	Activity		1003A	1003G	Migrant	Teacher Quality	D: Tech	LEP	B	REAP-RLIS	McKinney-Vento		B	Intervening	Preschool
100	**Salaries**														
	Instructional Coach	X	X	X		X				X			X	X	
	Student Interventionist	X	X	X	X			X		X	X		X	X	
	Stipends - Teacher PD	X	X	X		X				X			X	X	
	Sub-Pay for Teacher PD	X	X	X		X				X			X	X	
200	**Employee Benefits**														
		X	X	X	X	X				X			X	X	
300	**Purchased Professional /Tech SVC**														
	PD Consultants	X	X	X		X				X			X	X	
	Site License	X	X	X			X			X					
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	X	X	X		X	X			X			X		
	Travel-Out of State	X	X	X		X	X			X			X		
600	**Supplies (Less Than $5,000)**														
	Computer software	X	X	X			X			X			X		
	Classroom materials	X	X	X						X			X		
	Intervention Program material	X	X	X						X			X		
	PD Training Materials	X	X	X		X				X			X		
	Parent Ed Materials	X	X	X	X					X			X		
	Computers for Intervention	X	X	X			X			X					
700	**Property (Greater Than $5,000)**														
800	**Other Objects**														

Freshman Academies/Middle Grade Transitions

LDOE Priority Goals: 4, 5, 6

Purpose Freshman Academies/Middle Grade Transitions is a dropout prevention program designed to increase the high school readiness of 8th and 9th grade students. It will provide start-up costs related to high school transition programs. Possible uses of funds include the following:

» Contract nationally-recognized expert consultant(s) to provide continuing technical assistance and/or professional development;

» Make site visit(s) to schools that are exemplary models of redesign and/or arrange meetings with leaders of redesign programs in such schools;

» Attend conferences related to redesign;

» Purchase resource materials that have been specifically developed to aid schools in the process of redesigning;

» Provide stipends/substitutes for faculty to engage in professional development and planning.

Available Amount and Funding Source Current funding (2010-11) in the amount of $2,000,000 is available through a BESE 8(g) statewide competitive grant. The program may also be funded through state and local funds, as well as Title I and II, other general funds, and, partially, through Carl Perkins funds (with strict stipulations regarding CTE activities and as provided for by an approved Perkins budget that follows the State Plan.)

Targeted Population 8th and 9th grade students

Detail how this LDOE initiative supports academic achievement Targeted students receive interventions aimed at improving outcomes and ultimately assuring an on-time graduation in the 9th grade cohort. Participating schools show improvement in the following indicators:

» Improved promotion rates;

» Decreased dropouts;

» Increased daily attendance rates;

» Reduced core course failures;

» Fewer disciplinary referrals; and

» Higher scores on state standardized tests.

PROGRAM/ACTIVITY: Freshman Academies/Middle Grade Transitions

PROGRAM/ACTIVITY DESCRIPTION: The purpose of this initiative is to assist the state in reaching its goals by encouraging and supporting Louisiana public schools in using their data collection system to Identify at-risk students, and provide interventions to assure that more students receive an on-time promotion to the next grade and ultimately graduate with their 9th grade cohort.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» Additional teachers for reducing class size; an additional freshmen school counselor to improve counselor-to-student ratio.
» Credit Recovery instructors for students who have failed to make up class credits.
» Freshman Academy Administrator who coordinates the activities of the program full-time.
» Freshman Academy Coordinator who is a school staff member who coordinates the program part-time in exchange for a lesser teaching load or as extra duties.
» Stipends for instructional staff to attend trainings beyond regular work hours; to offer instruction during before and after school tutoring programs; to engage in planning/program development beyond regular work hours.
» Pay for substitutes while instructional staff attend trainings or attend planning meetings
» Teachers to provide more academic support for students needing "Academic Catch Up"

Professional Development

» Comprehensive School Counseling model
» Advisory Program start-up costs (professional development and/or materials)
» Attendance Recovery for students who need to make up missed seat time pass their grade
» Credit Recovery for students who need to (re)take academic content to pass their grade
» Grade Recovery for students who need remediation to prevent class/grade failure
» Literacy
» Education/Career Planning for school staff to work with students on planning for their future
» Teaming (common, structured planning time for teachers who share a group of students)

Travel

» In-state visits to model schools
» In-state trainings as described above and High School Redesign conferences (if offered)
» Out-of-state conferences related to redesigning schools and middle-to-high-school transition

Materials/Supplies

» Instructional materials, PD materials, Parent contact software or phone system

Other

» logistical supplies and computers supporting the goals/purposes of the program

RESEARCH INFORMATION: An efficacy study conducted by the Louisiana Department of Education showed that the 9th Grade Initiative led to 4 more graduates per 100 students served. **Schools participating in the 8(g) 9th Grade Initiative during 2007-10 showed statistically significant gains in rates of promotion, dropout, core course failure, suspension, and *i*LEAP when comparing AY 2005-06 to AY 2008-09.** In most areas, schools appeared to make the strongest gain in the first year of the program, with smaller gains in the second year.

9th Grade Initiative Schools	2006-07	2007-08	2008-09
Promotion Rate	81.9%	87.5%	90.0%
Dropout Rate	3.3%	1.6%	1.2%
Failure of One or More Courses	31.4%	26.3%	25.3%
Suspensions	27.4%	23.8%	20.8%

In *ELA*, strong gains in the percent of students scoring *Basic* or above were found across both years. In mathematics, the statistically significant gains were found in the second year of the initiative, not in the first.

9th Grade Initiative Schools	2006-07	2007-08	2008-09
Basic or above *ELA* *i*LEAP	57.1%	62.1%	66.3%
Basic or above Math *i*LEAP	57.6%	59.6%	65.8%

FRESHMAN ACADEMICS/MIDDLE GRADE TRANSITIONS

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C										
Budget Code	Activity		1003A	1003G	Migrant	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
100	**Salaries**														
	Additional CSR Teachers for Academy	X	X	X		X				X					
	Credit Recovery Instructors	X	X	X						X			X		
	Freshman Academy Admin														
	Freshman Academy Coord														
	Freshman Academy Counselor	X	X	X						X					
	Stipends for Teachers PD	X	X	X	X	X	X	X		X					
	Stipends for planning/development														
	Sub Pay for PD	X	X	X	X	X		X		X					
	Sub pay for planning/development														
	Teachers for Academic Catch up	X	X	X	X			X		X			X		
200	**Employee Benefits**														
		X	X	X		X				X					
300	**Purchased Professional /Tech SVC**														
	Comprehensive School counseling	X	X	X		X				X		X			
	Advisory Program	X	X	X		X				X					
	Attendance Recovery	X	X	X		X				X					
	Credit Recovery	X	X	X		X	X			X					
	Ed/Career Planning											X	X		
	Grade Recovery	X	X	X		X				X			X		
	Team Teaching	X	X	X		X				X		X	X		
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	X	X	X		X	X			X			X		
	Travel-Out of State	X	X	X		X	X			X			X		
600	**Supplies (Less Than $5,000)**														
	Specialized Software	X	X	X			X			X			X		
	Content specific Software	X	X	X			X			X					
	Parent contact Software	X	X	X			X			X					
	Parent Contact Phone System	X	X	X						X					
	Parent Information/Outreach	X	X	X	X			X		X					
700	**Property (Greater Than $5,000)**														
	Technology to support student achievement						X								
800	**Other Objects**														

High Schools that Work/Making Middle Grades Work

LDOE Priority Goals: 4, 5, 6, 7, 8

Purpose High Schools That Work/Making Middle Grades Work is an effort-based school improvement initiative designed by the Southern Regional Educational Board (SREB) to provide high school and middle grades leaders and teachers with the skills for implementing the 10 key practices found by SREB to be essential to school improvement while increasing rigor, relevance and relationships in the school and classroom.

Available Amount and Funding Source This initiative may be funded through state and local funds, Titles I, II, and VI.

Targeted Population Middle and High Schools.

Detail how this LDOE initiative supports academic achievement This initiative has provided initial Site-Based Technical Assistance Visits (TAVs) at each school, monthly coaching at the school sites, school choice site-based PD, and professional development throughout the school year dealing with various school improvement topics.

PROGRAM/ACTIVITY: Site-Based Technical Assistance Visits (TAVs) at each school, monthly coaching at the school sites, school choice site-based PD, professional development throughout the school year dealing with various school improvement topics and Summer Conference attendance.

PROGRAM/ACTIVITY DESCRIPTION: Professional development dealing with site development, leadership, literacy, guidance, embedding Math and English in CTE, Transition in grades 5-6, 8-9 and senior, teaching to grade level standards, failure is not an option, and program of studies.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel
» None.

Professional Development
» Professional contracted services through Southern Regional Education Board (SREB) for professional development activities, including coaching, workshops, etc.

Travel
» In-state to attend relevant professional development offerings sponsored by SREB and/or LDOE.
» Out of state to attend relevant professional development offerings sponsored by SREB.

Materials/Supplies
» None.

Other
» None.

RESEARCH INFORMATION: HSTW has shown a 12 graduate per 100 student increase over the state average graduation rate. For participating HSTW/MMGW schools, school data indicate that 70% of participating schools made improvement in *ELA* LEAP scores; 60 % made improvement in Math LEAP. For GEE, 70% of participating schools improved in both *ELA* and math.

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C	A:	D:			B:			Part	Early	
Budget Code	Activity		1003A	1003G	Migrant	Teacher Quality	Tech	LEP	B	REAP-RLIS	McKinney-Vento		B	Intervening	Preschool
100	**Salaries**														
200	**Employee Benefits**														
		X	X	X	X			X		X				X	
300	**Purchased Professional /Tech SVC**														
	Professional contracted services through Southern Regional Education Board (SREB)	X	X	X		X				X					
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	X	X	X		X	X			X		X			
	Travel-Out of State	X	X	X		X				X		X			
600	**Supplies (Less Than $5,000)**														
700	**Property (Greater Than $5,000)**														
800	**Other Objects**														

Jobs for America's Graduates (JAG-LA)

LDOE Priority Goals: 6

Purpose To reduce the dropout population of Louisiana youth by keeping them actively engaged in age-appropriate educational settings that lead to a recognized high school exit. JAG-LA will provide salary for JAG specialists, travel, classroom supplies, student materials and professional development to support JAG-LA participants.

Available Amount and Funding Source $11 million TANF, and Title I, II, VI, X and Perkins (limited).

Targeted Population Students with three or more barriers, as defined by the national JAG organization, that identify students who are most at risk of dropping out of the traditional school setting.

Detail how this LDOE initiative supports academic achievement JAG-LA helps LDOE achieve the targeted 80% graduation rate through academic remediation, mentoring and attaining employability skills.

PROGRAM/ACTIVITY: Jobs for America's Graduates/Dropout Prevention

PROGRAM/ACTIVITY DESCRIPTION: Jobs for America's Graduates-Louisiana (JAG-LA) is a dropout prevention and recovery program that delivers a unique set of services for at-risk students to help them earn a high school diploma, and for out-of school youth, to assist them in earning a GED and marketable skills. Services are provided by a Job Specialist and are centered around the national JAG Competencies. Information on JAG-LA participants is entered daily in the JAG National Database System, which provides an accurate measure of success for the JAG-LA Program. The program also provides 12 months of post-graduation follow-up services, with the graduate pursuing post-secondary education and/or entering the workforce in a quality job leading to a career.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel
» JAG-LA Specialists—full-time certified teachers who work with at-risk students to support them in attaining graduation and job placement.

Professional Development
» Quarterly meetings and monthly conference calls conducted by the LDOE
» National JAG conference

Travel
» In and Out of State professional development, as described above

Materials/Supplies
» Telephone, fax machine, computer, classroom supplies, additional instructional materials, and GED assessment
» Computer software for interventions to improve student achievement
» Computer software to improve career readiness
» Instructional materials and classroom supplies specifically for improving achievement for at-risk students

Other
» Administration fees of the *WorkKeys* assessment for measuring career-readiness skills

RESEARCH INFORMATION: Based on 08-09 data derived from the National JAG Electronic Data Management System:

» In-school program participants completed requirements for a high school diploma with a 93% graduation rate (national standard = 90%).

» Out-of-school program (dropout recovery) participants completed requirements for a GED with a graduation rate of 50% (national standard = 50%).

Based on follow-up data, graduates employed full-time, enrolled in post-secondary education on a full-time basis, or a combination of work and school equated to 79% (national standard = 60%) of in-school program participants and 82% (national standard =60%) of out-of-school program participants.

JOBS FOR AMERICA'S GRADUATES (JAG-LA)

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C	A:	D:			B:			Part	Early	
Budget Code	Activity		1003A	1003G	Migrant	Teacher Quality	Tech	LEP	B	REAP-RLIS	McKinney-Vento		B	Intervening	Preschool
100	**Salaries**														
	JAG Specialists/Teachers (General Fund/TANF)	X	X	X						X	X	X			
200	**Employee Benefits**														
	JAG Specialists/teachers	X	X	X						X	X	X			
300	**Purchased Professional /Tech SVC**														
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	X	X	X						X		X			
	Travel-Out of State	X	X	X						X		X			
600	**Supplies (Less Than $5,000)**														
	WorkKeys Assessment														
	Computer Software-Intervention	X	X	X			X			X					
	Computer Software - Career	X	X	X			X			X		X			
	Instructional materials	X	X	X						X		X			
	Classroom Supplies - Intervention	X	X	X						X					
	GED Assessment														
700	**Property (Greater Than $5,000)**														
800	**Other Objects**														

Louisiana Virtual School (LVS)

LDOE Priority Goals: 4, 5, 6, 7, 8

Purpose The purpose of the Louisiana Department of Education's Louisiana Virtual School (LVS) is to improve student achievement and academic opportunities by providing students and teachers with increased access to required courses, a rich curriculum, enrichment programs, and professional development opportunities utilizing 21st century technology tools. The LVS employs both proven distance-learning techniques and pilots the use of new technologies for providing greater course/curriculum access to participating schools throughout every Louisiana school district/system. The LVS delivers more than 60 web-based courses via the Internet through a course content management system.

Available Amount and Funding Source Multiple funding sources are utilized to fund this initiative (i.e. state, local, Federal: Title I, Part A; Title II, Part D; IDEA; EEF).

Targeted Population LVS courses are being used to meet public and non-public high school student graduation requirements; to qualify students for TOPS scholarships, for recovery credit and/or catch–up purposes, to alleviate scheduling conflicts, and to extend Dual Enrollment, Career and Technical Education, and Advanced Placement (AP) course offerings to students across the state.

Detail how this LDOE initiative supports academic achievement LVS courses are being used to meet graduation requirements; to qualify students for TOPS scholarships, for recovery credit and/or catch–up purposes, to alleviate scheduling conflicts, and to extend Dual Enrollment, Career and Technical Education, and Advanced Placement (AP) course offerings to students across the state.

PROGRAM/ACTIVITY: Louisiana Virtual School
PROGRAM/ACTIVITY DESCRIPTION: The LVS is an established statewide program which advances education in Louisiana through a variety of means. Because course delivery occurs online, students in the LVS regularly develop 21st century technology skills through the use of blogs, wikis, simulations and a variety of synchronous and asynchronous tools. LVS courses are designed to foster online collaboration, unique instructor/student communication and opportunities to work with technology tools essential not only for increased student achievement, but also for future workforce development. All LVS courses are currently Section 508 compliant, which allows for seamless access to students with disabilities, including those with sight and hearing impairments.
ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION: **Personnel** » School Site Facilitator – Monitors students online course participation per Bulletin 741 - §2395 Distance Education. » Technical Support Staff – To support set up of infrastructure to support LVS computer labs/equipment. **Professional Development** » Stipends – Participation in LVS PD/Training for on-site school facilitators and participating instructors. » Sub-Pay – To pay for a sub while attending an LVS PD/Training session. » Digital Textbooks – To pay for any required electronic LVS course materials/supplement. » Franchise Model – Associated cost of leasing LVS course content designed to help students reach challenging academic standards. » Student Registration Fees – Any associated registration/technology , and or LVS course material cost. **Travel** » Travel-In State – Travel to attend an LVS PD/Training session. » Travel Out of State – Travel to attend an LVS PD/Training session ex. AP Institute for online LVS instructors. **Materials/Supplies** » LVS Supplies – Associated LVS course supply fees that help students reach challenging academic standards.

Other

» None

RESEARCH INFORMATION:

» 70% or more of LVS students score a grade of C or above in their online courses.

» The LVS received data from the 2008 Algebra I end of course exam, indicating that LVS online Algebra I students show higher levels of achievement with a composite EOC exam average of 712 opposed to a 686 average by their peers being taught in traditional classrooms.

» LVS Credit Recovery results are significant, in that (71%) of Algebra I and (83%) of English I students recover their credit.

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C	A:	D:			B:			Part	Early	
Budget Code	Activity		1003A	1003G	Migrant	Teacher Quality	Tech	LEP	B	REAP-RLIS	McKinney-Vento		B	Intervening	Preschool
100	**Salaries**														
	School Site Facilitator						X			X					
	Technical Support Staff						X			X					
	Stipends - Teacher Trainings	X	X	X		X	X			X		X	X		
	Sub-Pay - Teachers LVS training	X	X	X		X	X			X		X	X		
200	**Employee Benefits**														
							X			X					
300	**Purchased Professional /Tech SVC**														
	Digital Textbooks (Core/Other)						X			X					
	Franchise Model	X	X	X			X			X		X	X		
	LVS Registration Costs	X	X	X	X		X			X	X		X		
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State					X	X			X		X			
	Travel-Out of State						X			X					
600	**Supplies (Less Than $5,000)**														
	LVS Supplies	X	X	X			X			X		X			
700	**Property (Greater Than $5,000)**														
800	**Other Objects**														

Positive Behavior Support (PBS)

LDOE Priority Goals: 1, 2, 3, 4, 5, 6

Purpose Positive behavioral supports provide an alternative to the traditional methods of discipline. The goal of positive behavioral supports is to replace the use of punitive measures (e.g., detention, suspension, expulsion) with proactive, preventative, and educative processes that result in a more positive school climate and increased academic performance.

Available Amount and Funding Source Title IV; IDEA B; *LSU PBS Project [for PBS only]

***Note:** If a district opts to implement Positive Behavior Support (PBS) as its positive behavioral approach through the LSU PBS Project, costs associated with a teacher's professional development are reimbursable through the LSU PBS Project.*

Targeted Population Students Pre-K through 12th grade

Detail how this LDOE initiative supports academic achievement Positive behavioral supports create a more positive school climate, which increases academic performance (*i*LEAP, LEAP, GEE scores), while at the same time decreasing negative outcomes (suspensions, expulsions, and low-attendance rates, and grade-level retention rates) as opposed to traditional methods of discipline.

PROGRAM/ACTIVITY: Provide schools with techniques and strategies for implementing positive behavioral approaches to classroom management and discipline; the Department contracts with LSU to provide Positive Behavior Support (PBS) as a recommended positive behavioral approach.

PROGRAM/ACTIVITY DESCRIPTION: Positive behavioral supports create a more positive school climate which increases academic performance (*i*LEAP, LEAP, GEE scores) while at the same time decreasing negative outcomes (suspensions, expulsions, and low-attendance rates, and grade-level retention rates) as opposed to traditional methods of discipline. Professional development is needed for school personnel – so that a positive behavioral approach to classroom management and discipline can be implemented effectively.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» To pay stipends to teachers, particularly during the summer months when they are not under contract with their respective school boards. Otherwise, normally the only funds that would be submitted for reimbursement would be the cost that is incurred to pay the substitutes for those teachers who attended the PBS trainings during the school year. In the past, regional coalitions were provided funding through the LA PBS Project contract with LSU on a reimbursement basis. During the school year, districts that sent teachers to trainings would be reimbursed for the cost for the substitute teachers covering the trainees' classes and, in some regions, the coalitions would reimburse the district for the cost of the travel as well. Districts would also request reimbursement for any stipends the coalitions provided to teachers who attended trainings during non-school time frames, usually during the summer.

Professional Development

» The Louisiana Positive Behavior Support Project will continue to use personnel throughout the state to deliver a variety of trainings, including the district and school-level trainings associated with implementing the three tiers of PBS (Universal, Secondary, and Tertiary), classroom management PBS, and other staff development related activities. These consultants will consist of both personnel within the districts that have been already trained who will redeliver trainings and other state and national personnel associated with PBS, especially experts in tertiary implementation.

Travel

» The travel in state will involve travel to deliver trainings, provide technical assistance, and conduct formal evaluation assessments of the fidelity of implementation of all three tiers of PBS. Out-of-state travel would involve attending the Association of Positive Behavior Support (APBS) conference to improve training skills and expertise in the training and implementation of PBS. It would also involve conferring with other states to develop more knowledge in the expansion of the state-wide initiative.

Materials/Supplies

» None.

Other

» None.

RESEARCH INFORMATION: School-wide Positive Behavior Support is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. SWPBS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.

Among the most rigorous standards for documenting that a practice/procedure is "evidence-based" is demonstration of at least two peer-reviewed randomized control trial research studies that document experimental control. To meet this standard the practice/procedure must be operationally defined, there must be formal measures of fidelity, there must be formal outcome measures, and these elements must be used within a randomized control trial group research design.

There have been innumerable studies conducted by a multitude of universities regarding the outcomes of the implementation of Positive Behavior Support with fidelity. The below are a couple of scientific studies completed:

1. Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press) conducted a study, "A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools." *Journal of Positive Behavior Interventions, that showed that implementation of PBS was associated with students meeting reading standard.*

2. Bradshaw, C., Mitchell, M., & Leaf, P. (in press) in examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions* showed that implementation of SWPBIS was related to (a) high fidelity of implementation, (b) reduction in office discipline referrals, (c) reduction in suspensions, and (c) improved fifth grade academic performance.

Evaluation studies examining SWPBS that used research quality measures, but did NOT employ experimental designs document both implementation of the core feature by typical school personnel, and either improved academic performance, or reductions in office discipline referrals.

Barrett, S., Bradshaw, C., & Lewis-Palmer, T. (2008). Maryland state-wide PBIS initiative. *Journal of Positive Behavior Interventions, 10,* 1005-114.

Benedict, E., Horner, R.H., & Squires, J. (in press). Assessment and implementation of Positive Behavior Support in preschools. *Topics in Early Childhood Special Education.*

Biglan, A. (1995). Translating what we know about the context of antisocial behavior in to a lower prevalence of such behavior. *Journal of Applied Behavior Analysis, 28,* 479-492

Blonigen, B., Harbaugh, W., Singell, L., Horner, R.H., Irvin, L., & Smolkowski, K. 2008). Application of economic analysis to school-wide positive behavior support programs. *Journal of Positive Behavior Interventions*

Bohanon, H., Fenning, P., Carney, K., Minnis, M., Anderson-Harriss, S., Moroz, K., Hicks, K., Kasper, B., Culos, C., Sailor, W., & Piggott, T. (2006).School-wide application of positive behavior support in an urban high school: A case study. Journal of Positive Behavior Interventions 8(3), 131-145

Chapman, D., & Hofweber, C., (2000). Effective behavior support in British Columbia. *Journal of Positive Behavior Interventions,* 2 (4), 235-237.

Colvin, G., & Fernandez, E., (2000). Sustaining Effective Behavior Support Systems in an Elementary School. Journal of Positive Behavior Interventions 2(4), 251-253.

De Pry, R. L., & Sugai, G. (2002). The effect of active supervision and precorrection on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education, 11,* 255-267.

POSITIVE BEHAVIOR SUPPORT (PBS)

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C	A:	D:			B:			Part	Early	
Budget Code	Activity		1003A	1003G	Migrant	Teacher Quality	Tech	LEP	B	REAP-RLIS	McKinney-Vento		B	Intervening	Preschool
100	**Salaries**														
	Stipends for Teachers for PD	X	X	X		X				X			X	X	
	Sub Pay for Teachers for PD	X	X	X		X				X			X	X	
200	**Employee Benefits**														
		X	X	X		X				X			X	X	
300	**Purchased Professional /Tech SVC**														
	Consultants to Provide PD	X	X	X		X				X			X	X	
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	X	X	X		X				X			X	X	
	Travel visit local schools	X	X	X		X				X			X	X	
	Travel-Out of State					X				X			X	X	
600	**Supplies (Less Than $5,000)**														
	Rewards	X	X	X						X			X	X	X
700	**Property (Greater Than $5,000)**														
800	**Other Objects**														

Response to Intervention (RTI)

LDOE Priority Goals: 2, 3, 4, 5, 6

Purpose Response To Intervention (RTI) is a process of evaluating the success of instruction and providing appropriate interventions to give early, effective assistance to children who are not achieving grade level success.

Available Amount and Funding Source: Multiple funding sources are utilized to fund this initiative. (i.e. state, local, federal).

Targeted Population RTI is designed to assess and provide early interventions for all students who are struggling learners.

Detail how this LDOE initiative supports academic achievement RTI seeks to ensure academic success through early intervention, frequent progress monitoring, and increasingly intensive research-based instructional interventions for students according to their need.

PROGRAM/ACTIVITY: Data Review and District and School Professional Development

PROGRAM/ACTIVITY DESCRIPTION: Support the RTI process throughout the State by providing assistance to districts as they develop their RTI plans and implement the RTI process.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» District RTI Coordinator to coordinate the district program, review overall progress of schools, and lead the development of the District RTI Implementation Plan.
» Academic coaches to provide embedded professional development to teachers about RTI implementation and to assist with student intervention plans and data analysis.
» Academic interventionists to work with students and teachers to improve the academic achievement of struggling learners.

Professional Development

» In-services and webinars - to provide implantation strategies for effective RTI implementation.
» Job embedded professional develop to model appropriate differentiated instructional strategies to improve student academic achievement.

Travel

» In-state - travel to schools by coordinator, coaches and interventionists to improve student achievement by providing Technical Assistance through data analysis, intervention planning, job-embedded P.D, as well as direct student assistance by interventionists. Travel to other districts to view model schools and to attend state in-services.
» Out of state - Travel to conferences that focus on RTI implementation strategies that are designed to improve student achievement of struggling learners through instructional or intervention strategies and data analysis strategies to inform the decision making process in determining specific intervention changes that may need to be made for struggling learners.

Materials/Supplies

» Teacher and student related materials - manuals, CDs, PowerPoint presentations, videos/DVDs, technology (Tracker - online management tool).

Other

» Supplies to facilitate PD activities.
» Computer intervention software and materials to improve the academic achievement of students achieving below grade level.

RESEARCH INFORMATION: The Response to Intervention (RTI) Process is composed of the following essential elements: a three-tiered framework, strong research-based instruction and interventions, universal screening, progress-monitoring, and data driven-decisions. These elements have been exhaustively researched and published in educational journals. Following are a few sample references:

Fuchs, D., Compton, D. L., Fuchs, L. S., & Bryant, J. (2008). Making "secondary intervention" work in a three-tier responsiveness-to-intervention model: Findings from the first-grade longitudinal reading study at the National Research Center on Learning Disabilities. *Reading and Writing: An Interdisciplinary Journal, 21*, 413–436.

Fuchs, D., & Fuchs, L. S. (2005). Responsiveness-to-intervention: A blueprint for practitioners, policymakers, and parents. *Teaching Exceptional Children, 38*, 57–61.

Fuchs, D., & Fuchs, L. S. (2006). Introduction to responsiveness-to-intervention: What, why, and how valid is it? *Reading Research Quarterly, 4*, 93–99.

Fuchs, L. S., & Fuchs, D. (2008). The role of assessment within the RTI framework. In D. Fuchs, L. S. Fuchs, & S. Vaughn (Eds.), *Response to intervention: A framework for reading educators* (pp. 27–49). Newark, DE: International Reading Association.

Fuchs, L. S., & Stecker, P. M. (2003). Scientifically based progress monitoring. National Center on Student Progress Monitoring: Washington, DC. Retrieved May 15, 2009.

Good, R. H., Simmons, D. C., & Kame'enui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. *Scientific Studies of Reading*, 5, 257–288.

McMaster, K. L., & Wagner, D. (2007). Monitoring response to general education instruction. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.). *Handbook of response to intervention: The science and practice of assessment and intervention* (pp. 223–233). New York: Springer.

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C	A:	D:			B:			Part	Early	
Budget Code	Activity		1003A	1003G	Migrant	Teacher Quality	Tech	LEP	B	REAP-RLIS	McKinney-Vento		B	Intervening	Preschool
100	**Salaries**														
	RTI Site Coaches	X	X	X		X				X			X	X	
	Stipends for Teacher PD	X	X	X		X				X			X	X	
	Sub-Pay for Teachers	X	X	X		X				X			X	X	
	RTI School Site Interventionist	X	X	X						X					
	RTI District Coordinator	X		X		X				X					
200	**Employee Benefits**														
	RTI Site Coaches	X	X	X		X				X			X	X	
	Stipends for Teacher PD	X	X	X		X				X	X				
	Sub-Pay for Teachers	X	X	X		X				X			X	X	
	RTI School Site Interventionist	X	X	X						X					
	RTI District Coordinator	X		X		X				X					
300	**Purchased Professional /Tech SVC**														
	Webinars	X	X	X		X	X			X					
	PD Consultants	X	X	X		X				X			X	X	
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	X	X	X		X				X			X	X	
	Travel-Out of State	X	X	X		X				X			X	X	
	Travel - District	X	X	X		X				X					
600	**Supplies (Less Than $5,000)**														
	RTI PD Materials	X	X	X		X				X			X	X	
	Specialized Software	X	X	X			X			X					
	Intervention Materials	X	X	X						X					
	Assessment Materials	X	X	X						X					
	Computers/Printers	X	X	X			X			X					
700	**Property (Greater Than $5,000)**														
800	**Other Objects**														

Senior Project®

LDOE Priority Goals: 6, 7

Purpose The Senior Project® is a rigorous, relevant, standards-based program for high school seniors that includes four related components: issue-based research paper, project/ product/ service, a comprehensive portfolio, and an oral presentation before a panel of 4-5 judges composed of school/district staff and community members. Senior Project® is a process that includes intense professional development and training for secondary educators, administrators, district personnel, and community and business volunteers.

Available Amount and Funding Source Funding for 2008-09 included 8g and state general funds (professional development and training for 35 schools, substitute and partial travel reimbursements; local funding for participant travel & lodging expenses, web-based tracking system for two schools). Funding for 2009-10 could be obtained by pooling resources from High School Redesign, Curriculum and Standards, Title I, Title II, IDEA, Career-Tech, and Workforce.

Targeted Population Secondary students and parents, teachers, administrators, district personnel, and community and business volunteers

Detail how this LDOE initiative supports academic achievement The Senior Project® process reinforces and refines the necessary skills for IEP (gifted/talented and special needs), IB/AP/Dual Enrollment, Vocational and Career Diploma, ELL, and regular education students to be successful in their transition to their career pathway after high school:

For seniors, the Senior Project® instills a deep, sustained learning experience and confidence while increasing clarity and understanding related to complex problem solving, application of effective interpersonal skills, demonstration of work ethic and meeting expectations, importance of personal goals, and, yes, even their dreams. For schools and school staff, Senior Project® addresses drop-out issues, raises high school graduation standards, aligns with curriculum, incorporates 21st century skills, initiates full staff involvement, engages the community, and increases staff and parent understanding of not only what seniors know but also how seniors can apply their knowledge and skills.

PROGRAM/ACTIVITY: Professional Development and training; Louisiana Senior Project® web-based network

PROGRAM/ACTIVITY DESCRIPTION: To provide professional development and Phase I, Phase II, and Next Steps training for 100 Louisiana high schools to develop and implement rigorous, consistent Senior Project® programs that meet Bulletin 741 requirements. In addition, to provide a Louisiana online Senior Project Network™ (LASPN) for 3-5 staff members from each of the 100 schools. This online tool would facilitate a rapid and accurate flow of Senior Project® information and resources for participating districts and/ or high school staff members, program Coordinators, and the LDOE Senior Project® support team staff. This web-based network would offer:

- Direct and efficient communication and collaboration opportunities for the LA Senior Project® High Schools across the state.
- Downloadable and reproducible Senior Project® support resources, i.e., Pathfinder (62 page Senior Project® student manual; teacher manuals; Leap (school to career materials aligning with Senior Project® and school to career portfolio).
- A secure discussion board for all members and for the LA Senior Project® State Advisory Council.
- Accurate and current calendar of events.
- Senior Project® Podcasts and PowerPoint Presentations.
- Senior Project® information: research, related articles; skill sheets; LDOE communications.
- Archive of Senior Project® newsletters.

Managing the LASPN, the Senior Project Center™ would quickly and efficiently upload for the LDOE staff any related documents, calendar updates, messages directed at the Senior Project® high schools. The Senior Project® Center team would also keep information current and fresh, provide updates, relevant information, and new downloads.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» To assist and support students with individual needs in development of students' Senior Projects, i.e., guiding the process of selecting topics; facilitating the research process; coaching writing of research papers; steering students in obtaining mentors; guiding student budgeting of project; monitoring, evaluating and assessing student progress and communicating progress to appropriate parties; aligning Senior Projects with IEPs; aiding students in presentations; monitoring and developing culminating portfolio process; communicating with school staff, parents, and community; assisting in developing and adjusting time schedules and due dates; maintaining records; and providing clerical support.

Professional Development

» Professional Development (PD) by National Senior Project Consultants (Phase I, Phase II, Next Steps, Bridges and Transitions, Tracker (online management tool) and other Senior Project related PD for educators, i.e., teachers, Senior Project Coordinators, administrators, and guidance counselors.

Travel

» Local - reimburse Senior Project related travel expenses for teachers, administrators, Senior Project Coordinators, and guidance counselors to attend Senior Project related training and PD, judging, and conferencing/networking.
» Regional - reimburse Senior Project related travel expenses for teachers, administrators, Senior Project Coordinators, and guidance counselors to attend Senior Project related training and PD, judging, and conferencing/networking.
» State - reimburse Senior Project related travel expenses for teachers, administrators, Senior Project Coordinators, and guidance counselors to attend Senior Project related training, conferences, meetings, and PD; Senior Project site visitations; judging Senior Project presentations; and conferencing/networking.

Materials/Supplies

» Teacher and student related materials--manuals, CDs, PowerPoint presentations, videos/DVDs, technology (Tracker--online management tool).

Other

» None.

RESEARCH INFORMATION: Established more than 2 decades ago, the award-winning Senior Project® advocates a pivotal requirement in the senior year. States, districts, and high schools focused on restructuring, raising high school standards, and actively engaging all seniors in a challenging and relevant educational process incorporate the Senior Project® program. It is a nationally acclaimed educational program that was developed in 1982 and is supported by numerous states and/or districts, i.e., Rhode Island, North Carolina, Hawaii, Oregon, California, Pennsylvania, New York, Massachusetts, Mississippi, Texas, Georgia, Wisconsin, Washington, Idaho, Ohio, and DC, to name a few. In addition, various colleges within universities that require Senior Projects, such as Hoffstra University, University of Iowa, University of North Carolina, Purdue University, Colorado State University, Louisiana State University, and many others, follow the Partnership for Learning's Senior Project® model and components of the program. In addition, many groups and publications support Senior Project®, such as National Commission on the Senior Year, USDOE; South Eastern Regional Vision for Education (SERVE); Southern Regional Education Board (SREB), High Schools That Work; *Education Leadership; NEA Today; Education Weekly; American School Board Journal; Exemplary Practices in Education, English Journal, Washington Post, Wall Street Journal, Los Angeles Times, Sacramento Bee*, and *Detroit News*. See the links below for articles.

SREB: Slide 1 - Southern Regional Education Board (slide 12); High schools seeking to raise graduation rates offer a number of ... (page 13--graduation rates and SP)

Bill Dagget: http://www.leadered.com/pdf/Improve%20Perf%20with%20declining%20resources.pdf

NASSP: http://www.principalspartnership.com/seniorproject.pdf

Feds: Raising our Sights: http://www.perfspot.com/docs/doc.asp?id=1009 (page 5 col. 1; page 32 col 1, page 33, col. 1)

SERVE: (4 research docs) http://www.serve.org/SDImprov/products4.php

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C	A:	D:			B:			Part	Early	
Budget Code	Activity		1003A	1003G	Migrant	Teacher Quality	Tech	LEP	B	REAP-RLIS	McKinney-Vento		B	Intervening	Preschool
100	**Salaries**														
	SP Teacher/Para														
	Stipends for teacher and admin for PD	X	X	X		X	X			X		X			
	Sub-pay for teachers to participate in PD	X	X	X		X	X			X		X			
200	**Employee Benefits**														
		X	X	X		X	X			X		X			
300	**Purchased Professional /Tech SVC**														
	SP consultants	X	X	X		X				X					
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	X	X	X		X	X			X		X			
	Travel-Out of State	X	X	X		X				X		X			
600	**Supplies (Less Than $5,000)**														
	PD Supplies	X	X	X		X				X		X			
	Student/Teacher manuals														
	Miscellaneous Supplies														
	LASP Network (LASPN)	X	X	X			X			X		X			
700	**Property (Greater Than $5,000)**														
800	**Other Objects**														

TAP™: The System for Teacher and Student Advancement

LDOE Priority Goals: 2, 3, 4, 5, 6

Purpose TAP™ is a system to attract, retain, develop, and motivate talented people to the teaching profession. TAP™ is designed to improve teacher quality and increase student achievement.

Available Amount and Funding Source Multiple funding sources are utilized to fund this school-wide initiative (i.e. state, local, Federal – Title I, Title II, Title III, Title IV, IDEA, EEF, School Improvement 1003(a) and 1003(g), MFP At-Risk Factor, 8(g) $2,000,000).

Targeted Population TAP™ is a comprehensive, whole school reform structure that is available to any PK-12 school in Louisiana.

Detail how this LDOE initiative supports academic achievement TAP™ is a comprehensive, research-based reform model that is built upon four critical elements: (1) multiple career paths and career advancement opportunities; (2) ongoing, on-site, job-embedded, applied professional development driven by the needs of the students in the school; (3) a fair, transparent instructionally-focused accountability system (evaluation) for teachers; and (4) differentiated compensation for teachers based on the teachers' performance in the classroom and on the performance of their students. Student academic gains are measured using a value-added statistical methodology developed by William Sanders.

PROGRAM/ACTIVITY: Ongoing, Applied, Job-embedded Professional Development
PURPOSE: To provide professional development to the instructional staff providing the student strategies and teaching strategies that directly address identified student academic needs.
TARGETED POPULATION: Career Teachers, Mentor Teachers, Master Teachers, Administrators and PK-12 students
PROGRAM/ACTIVITY DESCRIPTION: TAP™ schools re-configure their daily schedule to allow for 60 to 90 minutes of uninterrupted, quality collaborative learning time in grade-alike or subject-alike groups called cluster meetings each week. These cluster meetings provide teachers the collaborative opportunity to identify specific student needs based on data. Once these broad needs are identified, the focus is narrowed to specific student skills that support those broad areas of student need. A school goal is established, as well as specific cluster cycle goals outlining a timeline for cluster groups to focus on specific areas. Master teachers then find research-based strategies to target those needs, do field testing with students in the building, and then model the strategies for other teachers. Master and mentor teachers provide follow-up support to classroom teachers as they implement the strategies and bring back student work to help frame their next steps. Although master teachers are prepared with numerous researched-based, field-tested strategies, it is the student work that dictates the direction the cluster will take. The typical protocol for a cluster meeting, *STEPS for Effective Learning*, involves 5 specific steps for master teachers to follow: 1. Career teachers identify the specific student need based on student work. 2. Master/mentor teachers model a researched-based strategy that has been field tested pointing out critical attributes of the strategy to career teachers to ensure effective transfer. 3. Career teachers develop the new strategy or part of the strategy into their anticipated lessons for the coming week with guidance from the master and mentor teachers. 4. Career teachers make plans to apply the strategy in their classrooms while master and mentor teachers make plans to tailor the support each career teacher will need. (team teach, model, observe and provide feedback, etc.). 5. All career teachers bring back student work to the next meeting in order to evaluate the effectiveness of the strategy and make appropriate modifications.

PROGRAM/ACTIVITY: Multiple Career Paths

PURPOSE: TAP™ enables good teachers to move into a variety of teaching positions—career, mentor, and master teacher—depending upon their interests, abilities, and accomplishments. As they move up the ranks, their qualifications, roles, and responsibilities increase and so does their compensation. Mentor teachers and master teachers play an integral role in TAP™ by providing critical support and modeling of teaching practices on an ongoing basis. The roles of mentor and master teachers support professional advancement for teachers without the teachers having to "leave the classroom." Through a competitive hiring process, schools advertise, interview, and hire master and mentor teachers who share instructional leadership with the principal.

TARGETED POPULATION: Career Teachers, Mentor Teachers, Master Teachers

PROGRAM/ACTIVITY DESCRIPTION: **Master teachers** generally do not carry a classroom teaching assignment but put in a large amount of teaching time through modeling and team teaching with career teachers. They share in the evaluation/conferencing responsibilities of the school leadership team. Master teachers are also responsible for supporting the principal in guiding the leadership team in the disaggregating of data and outlining the school's focus for improvement. They specifically locate research-based instructional strategies that target the identified areas of student need, field test those strategies with students within the building, and then model those strategies for career and mentor teachers during weekly grade-alike or subject-alike professional development sessions called "cluster meetings." The master teachers, along with mentor teachers, provide follow-up and support to classroom teachers in the form of observation with feedback, team teaching, modeling, etc., as the teachers are implementing new instructional strategies. Master teachers also guide career and mentor teachers in the development of an Individual Growth Plan (IGP). The IGP is a record-keeping log to support teachers in their own professional growth and to ensure that growth in classroom practice connects to measurable increases in student achievement. The recommended ratio of master teachers to career teachers is 1:15.

Mentor teachers maintain a full class load and are given release time to support the master teachers as they plan and deliver professional growth opportunities for teachers throughout the building. They serve on the school leadership team with the administrators and master teachers and accept evaluation/conferencing responsibilities. Mentor teachers support career teachers with their IGPs. The recommended ratio of mentor to career teachers is 1:8.

Career teachers are regular classroom teachers. These teachers may be new to teaching or may have taught for many years. The career teachers participate fully in cluster group meetings, are evaluated by the principal, master teacher, and mentor teacher, and are eligible to receive a performance bonus award each year. After two years of successful teaching experience, career teachers may apply to fill open mentor teacher positions and may apply to fill open master teacher positions after five years of successful teaching experience.

PROGRAM/ACTIVITY: Instructionally-Focused Accountability of Teachers (Evaluation)

PURPOSE: The TAP™ teacher evaluation process is designed to provide teachers with observations and evaluations that support their growth and improvement. Teachers in TAP™ schools are held accountable for high quality classroom instruction through the use of the TAP™ Instructional Rubric. During the first year of implementation in a TAP™ School, a considerable amount of time in cluster meetings is spent on introducing the teaching staff to the indicators in the instructional rubric. Master teachers continue to embed the instructional rubric into weekly cluster meetings which provide a solid opportunity for them to model what specific indicators look like and sound like in effective classroom teaching.

The TAP™ Instructional Rubric measures teacher effectiveness in four Domains:

» Designing and Planning Instruction which includes three indicators (Instructional Plans, Student Work, and Assessment).

» The Learning Environment which includes four indicators (Expectations, Managing Student Behavior, Environment, and Respectful Culture).

» Instruction which includes twelve indicators (Standards and Objectives, Motivating Students, Presenting Instructional Content, Lesson Structure and Pacing, Learning Activities and Materials, Questioning, Academic Feedback, Grouping Students, Teacher Content Knowledge, Teacher Knowledge of Students, Thinking, and Problem Solving).

» Responsibilities which include seven indicators (Staff Development, Instructional Supervision, School Responsibilities, Mentoring, Community Involvement, Growing and Developing Professionally, and Reflecting on Teaching).

TARGETED POPULATION: Career Teachers, Mentor Teachers, Master Teachers

PROGRAM/ACTIVITY DESCRIPTION: TAP™ teachers are evaluated four times during the school year (one announced and three unannounced). These evaluations are completed by administrators, master teachers, and mentor teachers, all of whom participate in intensive training on the TAP™ Instructional Rubric, inter-rater reliability, and pre/post-conferencing skills. Periodically the leadership team (administrators, master teachers, and mentor teachers) conduct inter-rater reliability checks within their team by watching, scripting, scoring, and planning post conferences with a video library of teaching episodes provided by the NIET.

After each evaluation, a teacher completes a "self evaluation" of the lesson. During the instructional post-conference held after each evaluation, the teacher is guided through cognitive coaching to self-reflect on the lesson with a focus on a specific area of reinforcement and a specific area of refinement from the TAP™ Instructional Rubric. The scores from a teacher's four evaluations combine with a "responsibility score" to make up part of his/her opportunity to pull from a bonus pool of money in the performance-based pay element of TAP™. Administrators are trained in the Comprehensive Online Data Entry (CODE) system, an online data management system in which principals enter teacher evaluation scores and are able to generate specific reports that identify trends in teacher evaluation reports, so that they can plan support for teachers in specific instructional areas within the school. Administrators also use CODE to monitor for score inflation.

PROGRAM/ACTIVITY: Differentiated Compensation/Performance Pay

PURPOSE: To acknowledge and reward teachers based on performance.

TARGETED POPULATION: Career Teachers, Mentor Teachers, Master Teachers

PROGRAM/ACTIVITY DESCRIPTION: TAP™ changes the current system by providing additional compensation to teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students. Although base salaries remain the same, salary addendums are given to master and mentor teachers because these teachers take on more responsibility and share instructional leadership with the principal.

Additionally, all teachers in a TAP™ school are eligible for financial awards from a pool of money created by the district specifically to reward teachers for their classroom teaching performance AND student growth. This pool of money ranges from $1,000 to $5,000 per teacher. Teachers are able to draw from this pool of money based on:

» The average scores they earn on the four evaluations of their classroom teaching performance (50%).

» Their students' classroom level achievement growth using a value-added model (30%).

» School-level achievement growth as measured using a value-added model (20%).

For teachers assigned to grades/subjects not state tested, the opportunity for financial award is based 50% on the four evaluations and 50% on school-wide value-added gains. The TAP™ program currently uses statistician William Sanders' model of value-added growth calculations to determine value-added gains of students.

Current state assessment data (LEAP and *i*LEAP) are sufficient to meet the requirements for calculating value-added growth using the Sanders model. All student test data and historical test data are submitted by the State Department of Education. Districts enter into separate contracts with the Sanders group for their value-added reports.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» TAP Master Teacher Base Salary - Provides ongoing and targeted PD on identified screening and monitoring needs of students and teachers, models lessons, team teaches, field test strategies, uses screening and progress monitoring data to identify skill deficits, engage teachers in aligning instruction with standards and benchmarks, engage teachers in assessing and monitoring student mastery, engage teachers in differentiating and aligning learning activities.
» Master Teacher/Mentor Teacher Salary Augmentation - This cost consists of the additional compensation master teachers and mentor teachers received for their position. This addendum represents compensation for the additional responsibilities assigned to master/mentor teachers and for the performance of the additional tasks associated with being a master or mentor teacher.
» One-Time Performance Awards - Teacher and principal Stipends for performance based on student gain, school gain, and teacher effectiveness score.

Professional Development

» Stipends - For teachers before or after regular work hours for Cluster Meetings.
» Sub Pay - Note: Only Allowable to allow teacher to participate in PD during regular work day. Hire sub during work day to allow mentor teachers to model lessons, participate in Clusters, and or to conduct peer observations to enhance teaching/implementation of new teaching strategies.
» Master Teacher/Mentor Teacher Stipend - Master and mentor teachers will often work additional school days beyond the regular school calendar according to local arrangement.
» One-Time Performance Awards - Teacher and principal Stipends for performance based on student gain, school gain, and teacher effectiveness score.

Travel

» State-Out-of-State - Cost of travel for school staff members to visit other TAP schools, attend state TAP trainings, and attend TAP National Conference that is aligned with the SIP.

Materials/Supplies

» **Materials** for on-going, job-embedded professional development for the teachers
» **Computer** - for Master Teachers to use in cluster meetings and PD presentations
» **Infocus Projector** - for TAP PD

Other

» **Value-Added Calculations** - Value-Added calculations are done by SAS, Inc.
» **Observation Management System: CODE** - The CODE (Comprehensive Online Data Entry) system enables principals and leadership teams to input and archive teacher evaluation data and generate individual summative evaluation scores for teachers.

RESEARCH INFORMATION: TAP™ was developed based upon scientific research as well as best practices from the fields of education, business and management. A bibliography of national research that supports the four critical components of TAP™ is available at http://tapsystem.org/policyresearch/policyresearch.taf?page=elements_biblio.

A July 2009 Center for American Progress report highlights TAP™ as a system that builds teaching capacity in high-need schools and districts. Aligned by Design: How Teacher Compensation Reform Can Support and Reinforce Other Educational Reforms cites TAP™ as a system that reforms teacher compensation, along with other support structures, in an effective and sustainable way. Complete report is available at http://www.americanprogress.org/issues/2009/07/pdf/teacher_alignment.pdf.

The number of TAP™ schools has grown steadily. Most of this nationwide growth comes from the participation of high-need schools. Nearly 88% of TAP™ schools in 2008-2009 are high-need schools. At 78% of TAP™ schools nationwide, students gain a full year or more of achievement growth during one year of schooling. This high performance has remained stable over several years even while the number of schools included in the statistic (especially the number of schools serving higher-need communities) has expanded. According to nationwide data, TAP™ teachers on average show higher student achievement growth than non-TAP™ teachers. And on average, more TAP™ schools outperform similar non-TAP™ schools in producing an average year's growth or more in both reading and math achievement. More detailed national results are available at http://tapsystem.org/policyresearch/policyresearch.taf?page=results_nat.

Similarly, Louisiana has grown in the number of TAP™ schools and in the academic achievement of students in those schools. In 2006-2007, over 68% of the schools demonstrated student growth of at least one year, with 31% at over one year of growth. In 2007-2008, over 69% of the schools demonstrated student growth of at least one year, with 47% at over one year of growth. In 2008-2009, over 92% of the schools demonstrated student growth of at least one year, with 77% at over one year of growth.

The following are promising indicators of success in Louisiana (June 2009 data analysis completed by Dr. Peggy Kirby):

1. Number of TAP™ schools in Louisiana is 8 times greater in 2009 than in 2005.
2. TAP™ schools serve greater proportions of minority students and those eligible to receive free or reduced lunch than Louisiana public schools in general.
3. TAP™ schools at least doubled the state 2008 to 2009 gains in 4th, 5th, 9th, and 10th grade *ELA*, and in 5th, 8th, 9th, and 10th grade Math.
4. The longer a Louisiana school participated in TAP™, the higher its percentages of students scoring *BASIC* or ABOVE on *i*LEAP 3rd grade and LEAP 4th grade *ELA* and MATH.
5. TAP™ process appears to effectively distinguish teacher knowledge and skills as evidenced by the positive correlation between average SKR (teacher knowledge and skills) scores and 4th grade LEAP performance in TAP™ schools from 2005 to 2008.

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
Budget Code	Activity		1003A	1003G	Migrant										
100	**Salaries**														
	Master Teacher Salary	X	X	X		X		X		X			X	X	
	Master Teacher Addendum	X	X	X		X		X		X			X	X	
	Mentor Teacher Addendum	X	X	X		X		X		X			X	X	
	One-time Performance Pay for Teachers/ Principals	X	X	X		X		X		X			X	X teachers only	
	Stipends for Teacher PD	X	X	X		X		X		X			X	X	
	Sub-Pay for teacher participation in PD	X	X	X		X		X		X			X	X	
200	**Employee Benefits**														
		X	X	X		X		X		X			X	X	
300	**Purchased Professional /Tech SVC**														
	Contract for Value-Added Calculations	X	X	X		X		X		X			X	X	
	CODE Management System	X	X	X		X		X		X			X	X	
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State*	X	X	X		X		X		X			X	X	
	Travel-Out of State*	X	X	X		X		X		X			X	X	
600	**Supplies (Less Than $5,000)**														
	TAP™ PD Supplies	X	X	X		X		X		X			X	X	
	Computer: Master Teacher PD	X	X	X		X		X		X			X	X	
	Infocus: TAP™ PD	X	X	X		X		X		X			X	X	
700	**Property (Greater Than $5,000)**														
800	**Other Objects**														

*All travel should be in alignment with SIP

Teaching, Learning and Technology Centers (TLTC)

LDOE Priority Goals: 2, 3, 4, 5, 6

Purpose The primary goal of the TLTC Competitive Grants (Teaching, Learning, and Technology Centers) is to improve student academic achievement through the use of technology in elementary and secondary schools. They are also designed to assist every student, regardless of race, ethnicity, income, geographical location, or disability, in becoming technologically literate by the end of the eighth grade and to encourage the effective integration of technology resources and systems with professional development to promote research-based instructional methods that can be widely replicated.

Available Amount and Funding Source Approximately $1.9 million (reflects approx. 62% cut in Enhancing Education through Technology (EETT) Program funds using tentative calculations) will be awarded. Each award will be approximately $225,000.00 Eight TLTC grants will be funded. Additional sources include Title I, Part A; Title II, Part A; Title II, Part D; IDEA; EEF.

Targeted Population High-need LEAs based on poverty level. Poverty level to be adjusted (if necessary) based on data provided using the U.S. Census site. Previous year funding reflected an 18.8% or greater poverty level. The LEA had 18.8% or more of children from families with incomes below the poverty line living within the LEA.

Detail how this LDOE initiative supports academic achievement Professional development opportunities for teachers, principals, and administrators as provided by TLTC will serve to enhance ongoing efforts to improve teaching and learning through the use of technology including improving student achievement through the use of technology, by assisting all students to become technology literate by the end of the 8th grade and through improved instructional opportunities provided by effective curriculum integration.

PROGRAM/ACTIVITY: TLTC Competitive Grants

PROGRAM/ACTIVITY DESCRIPTION: TLTC (Teaching, Learning and Technology Regional Centers) establish one TLTC in each BESE region serving as an extension of the Louisiana Department of Education (LDOE) assisting with the development and implementation of technology-integrated professional development and technology leadership programs while supporting existing state curriculum standards and effective implementation of the state endorsed Louisiana Comprehensive Curriculum. TLTCs support ALL districts in a BESE region.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel
» TLTC Facilitator – LEA hosting a TLTC can pay for the lead technology facilitator at the site.
» TLTC Asst. Facilitator – LEA hosting a TLTC can pay for the asst. technology facilitator at the site.

Professional Development
» Stipends – For attendance at a TLTC sponsored technology integration PD offering.
» Sub Pay – Sub to cover attendance at a TLTC sponsored technology integration PD offering.

Travel
» Travel-In State – Travel to attend a TLTC Technology Integration PD Training class/session.
» Travel Out of State – Travel to attend a TLTC Technology Integration PD Training class/session ex. NECC, Intel, etc.

Materials/Supplies
» Conference Registration – Instructional Technology conferences only.
» Computer Software – Software that teachers receive training on at a TLTC.
» Workshop Materials – Materials to support TLTC PD technology integration classes.

Other
» None.

RESEARCH INFORMATION: Education Week's 2009 "Technology Counts" report gave Louisiana a perfect score of 100 and an A in its Use of Technology in the classroom. Eight other states – Arizona, Georgia, Maryland, North Carolina, South Carolina, South Dakota, Utah and West Virginia – also earned perfect scores and therefore share the number one designation with Louisiana. Teachers trained to deliver instruction in a 21st Century classroom, students have access to appropriate technology and digital resources for technology-integrated curriculum activities on the campus, in the district, at home, or at key locations in the community. Teachers seamlessly integrate technology in a student-centered learning environment where technology is used to solve real-world problems in collaboration with business, industry, and higher education. Teachers and students apply technology across all subject areas to provide learning opportunities that are not possible without the technology. The student-to-computer ratio, as reported via technology surveys, has improved from a dismal 88:1 to approximately 2.54:1. Approximately 99.79% of Louisiana schools have Internet access. Teacher and student use of technology continues to grow.

TEACHING, LEARNING AND TECHNOLOGY CENTERS (TLTC)

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C	A:	D:			B:			Part	Early	
Budget Code	Activity		1003A	1003G	Migrant	Teacher Quality	Tech	LEP	B	REAP-RLIS	McKinney-Vento		B	Intervening	Preschool
100	**Salaries**														
	TLTC Facilitator						X			X					
	TLTC Assistant, if needed						X			X					
	Stipends - Teacher Trainings	X	X	X		X	X			X			X		
	SubPay - Teacher TLTC Trainings	X	X	X		X	X			X			X		
200	**Employee Benefits**														
							X								
300	**Purchased Professional /Tech SVC**														
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	X	X	X		X	X			X			X		
	Travel-Out of State	X	X	X		X	X			X			X		
600	**Supplies (Less Than $5,000)**														
	Computer Software	X	X	X		X	X			X					
	Workshop Materials	X	X	X		X	X			X					
700	**Property (Greater Than $5,000)**														
800	**Other Objects**														

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EDUCATION

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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

Race to the Top
LDOE Proposed Streamlining Plan

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

Stakeholder Letters of Support

Example Letters

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

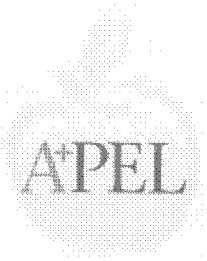
CATEGORY	ORGANIZATION
Teachers' and Principals' Unions	Associated Professional Educators of Louisiana (APEL)*
	Louisiana Association of Principals*
	Louisiana Federation of Teachers*
Legislative Leadership	Senate President Pro Tempore Sharon Weston Broome
	Senator David Heitmeir (Judiciary, Vice Chairman)
	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 LaFleur (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
Civil Rights	NAACP*
	100 Black Men*
	Urban League*
	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
Parent Organizations	Algiers Charter Schools
	Assumption Parish Schools
	Bogalusa City Schools
	Crocker Arts and Technology Schools

	East Carroll Parish
	Kenilworth Science & Technology School
	Lafource Parish Schools
	Madison Parish
	Maxine Giardina Charter School
	McDonogh City Park Academy*
	Richland Parish Schools
	Sabine Parish Schools
	Sophie B. Wright Charter School
	St. John Parish Schools
	St. Mary Parish Schools
	Success Preparatory Academy
	Tangipahoa Parish Schools
	Terrebonne Parish Schools
STEM Partners	Advantage Personnel, Inc.
	Associated Builders and Contractors, Inc.
	Barataria Terrebone National Estuary Program
	Building Louisiana Science and Technology (BLaST)
	Center 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 Intiative 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 Lousiana'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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LOUISIANA ASSOCIATION OF PRINCIPALS
103 Crawford Street
Winnfield, LA. 71483
The Voice of School Based Administrators

Telephone: 318-648-2999
Fax: 318-648-2990

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

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

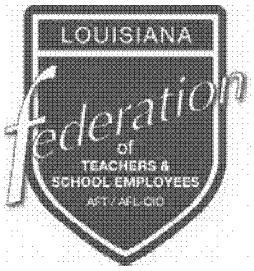
The Louisiana Association of Principals is pleased to express its support for Louisiana's participation in the Race to the Top (R2T) application and the plan that will be developed by the Louisiana Department of Education (LDOE) in collaboration with the state's education community, as well as other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

JIM TUCKER
SPEAKER

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

May 25, 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

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

Advance Baton Rouge
CHARTER SCHOOL ASSOCIATION

[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.

(b)(6)

Signature Date 1/6/09

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Baton Rouge, LA 70806
225-436-3072 (Office)
(225) 341-8700 (Fax)

www.advancebr.org

Every Child, Every Chance, Every Day

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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.

(b)(6)

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.

(b)(6)

Signature Executive Director Date January 10, 2010

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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 70051-0949
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

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)

Signature

1/13/2010

Date

Urban League of
Greater New Orleans

Empowering Communities.
Changing Lives.

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

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Tyrone Rousell
Jade Brown Russell
Damon I. Singleton
Dana Rae Stumpf
Keely C. Thibodeaux
Gary C. Watson, Jr.
Constance C. Willems, Esq.
Qiana W. Wiggins

The Urban League of Greater New Orleans, Inc. 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.

Our hope is 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.

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)

Nolan V. Rollins
President & CEO

May 25, 2010
Date

Patrick F. Taylor Urban League Center for Social & Economic Development
2322 Canal Street New Orleans, LA 70119 504.620.2332 (o) 504.620.9654 (f)

2000-2010
baeo
Black Alliance for Educational Options

888 16th Street, NW, Suite 800
Washington, D.C. 20006
p: 202.429.2236
f: 202.349.9879

May 27, 2010

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

Dear Superintendent Pastorek:

The Black Alliance for Educational Options (BAEO) is pleased to express its 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, and other groups inside and outside Louisiana. 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.

Over the last several years, Louisiana has embarked upon a series of bold reform initiatives designed to fundamentally change the educational experiences for Louisiana's children and families. While those efforts have gotten off to a strong start and are yielding some promising evidence of success, much remains to be done. Nearly a third of students across the state are still performing below grade level. Thus, Louisiana must take advantage of every opportunity to ensure that every child in the state thrives in their educational pursuits and beyond.

Louisiana's Race to the Top application is focused on 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 a positive and lasting impact on student achievement.

We are also pleased to see that the LEAs that have chosen to participate in Louisiana's Race to the Top effort educate nearly 60 percent of Louisiana's minority students, 51 percent of the state's students in poverty, and nearly half of the state's total student population. Within Participating LEAs, more than 72 percent of students live in poverty, compared with 66 percent statewide.

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.

Sincerely,

(b)(6)

Kenneth Campbell
President

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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Carmen Weisner
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

BOARD OF DIRECTORS

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

4122 E. Fourth Street, Suite 240 · Baton Rouge, LA 70809 · 225.383.3844 · fax 225.383.3814 · www.educationnextrizon.org

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)

Kevin Hall
CEO

350 Interlocken Boulevard Suite 190 Broomfield Colorado 80021 phone 303.217.8290 fax 303.531.7141 www.charterschoolfund.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.

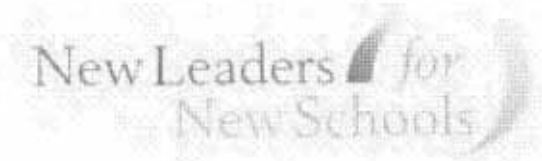
In recent years, KIPP has worked closely with educators and communities in New Orleans to open five of the highest performing open-enrollment public schools in the city and serve as the anchor tenant of New Orleans' charter-based reform movement. KNOS seeks to expand its mission in New Orleans to a network 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.

Sincerely,

(b)(6)

Jean Desravines
Chief Officer for Cities and Policy

National & New York
Program Office
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2nd Floor
New York, NY 10010
Tel 646-792-1070
Fax 646-792-1071
www.nlns.org

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,

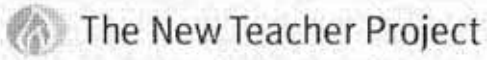
(b)(6)

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.

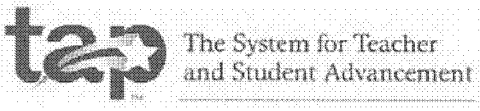
Intensive Staffing Support. Because high need schools often have the least access to effective teachers, TNTP hopes to support Louisiana by training leaders of select schools in advanced hiring techniques that will improve the quality of their teaching workforces. TNTP has identified capacity to work 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
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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)

Signature

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:

✓ *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.

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

Office of Academic Affairs • 166 Thomas Boyd Hall • Baton Rouge, LA • 70803 • 225-578-8863 • Fax 225-578-5980

McDonogh City Park Academy
2733 Esplanade Avenue
New Orleans, LA 70119
Tel: 504-940-1740 / Fax: 504-940-1780

Christine T. Mitchell
Principal & CEO

On behalf of McDonogh City Park Academy PTO and concerned parents, we strongly support the Louisiana's Race-to-the-Top Grant Application and Plan. As parents, we understand that to effectively educate our children begins at home, but also requires the support and efficiency of a strong education system. Race-to-the-Top aims to help states adopt rigorous standards, ensure the equitable distribution of effective teachers, and turn around lowest-performing schools.

"Our Children Can't Wait," the title of Louisiana's Race-to-the-Top application, is a sentiment the PTO wholeheartedly supports. Over the last several years, McDonogh City Park Academy has witnessed a steady improvement of student achievement by 1) increasing the percentage of kindergarten students scoring at the Benchmark Level on DIBELS from 37% to 56% and decreasing the percentage of kindergarten students scoring at the Intensive Level from 21% to 6%, 2)increasing the number of students reading on grade level from 35% in 2008-2009 to 53% in 2009-2010, and 3) increasing our growth performance score from 48.6 (2007-2008) to 65.6 (2008-2009). However, we also recognize that nearly a third of the schools and students across our city are still performing below grade level; and therefore pursuing grant opportunities such as the Race-to-the-Top is vital to the success of our school.

With Race-to-the-Top funds, McDonogh City Park Academy, through the efforts of our PTO, would be able to:

1. Provide students with additional instructional resources and learning experiences.
2. Hire additional reading and math interventionists.
3. Provide staff with data driven, targeted professional development.
4. Recruit and retain highly qualified teachers.

McDonogh City Park Academy PTO and the entire student body thank you for your consideration of our Race-to-the-Top Grant Application, and we eagerly await your response.

Sincerely,

(b)(6)

Mrs. Deirdre Slack
PTO President

ExxonMobil Chemical Company
4999 Scenic Highway
Baton Rouge, Louisiana 70805-3359
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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.

(b)(6)

Daniel L Schuessler
Site Manager
Baton Rouge Chemical Plant

(b)(6)

Angela H Zeringue
Engineering Services Manager
Management Sponsor – Education Outreach

(b)(6)

George Pietrogallo
Public Affairs Manager
Baton Rouge Complex

(b)(6)

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)

Date 1/8/10

Joe Rosier, President/CEO

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Louisiana STEM Alliance Core Committee

Connie Fabre
Executive Director
Greater Baton Rouge Industry Alliance
(Business Organization)

Ann Fumarolo
President/CEO
Sci-Port, Louisiana's Science Center
(Science-rich Museums and Community Providers)

Shelly Hynes
Secondary Science Teacher
Louisiana School for Math, Science and the Arts
(Classroom Educator)

William Katzman
Program Leader
LIGO Livingston
(Research Representative)
Jean May-Brett*
Math Science Partnership Program Director
Louisiana Department of Education

Nita Mitchell
YouthALIVE! Coordinator
Louisiana Art and Science Museum
(Gender Equity and Underserved Populations)

Frank Neubrander
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Senior Supervisor
ExxonMobil Baton Rouge

Joe Rosier, CPA, CFA
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The Rapides Foundation
(Foundations)

Susan Rogers
Caddo Parish Public School System
Secondary Science Supervisor
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Jon Tooraen
IT Director
Louisiana Public Broadcasting
(State Agencies and Media)

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

BACKGROUND & NEW RESULTS

George Noell, Ph.D.
Louisiana State University and A&M College

Jeanne M. Burns, Ph.D.
Louisiana Board of Regents/Southeastern Louisiana University

Kristin A. Gansle, Ph.D.
Louisiana State University and A&M College

Funding for the research study was provided by the Carnegie Corporation of New York and the Louisiana Board of Regents.

August 27, 2009

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

George Noell, Ph.D. – Louisiana State University and A&M College,
Jeanne M. Burns, Ph.D. – Board of Regents/Southeastern Louisiana University,
& Kristin A. Gansle – Louisiana State University and A&M College

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

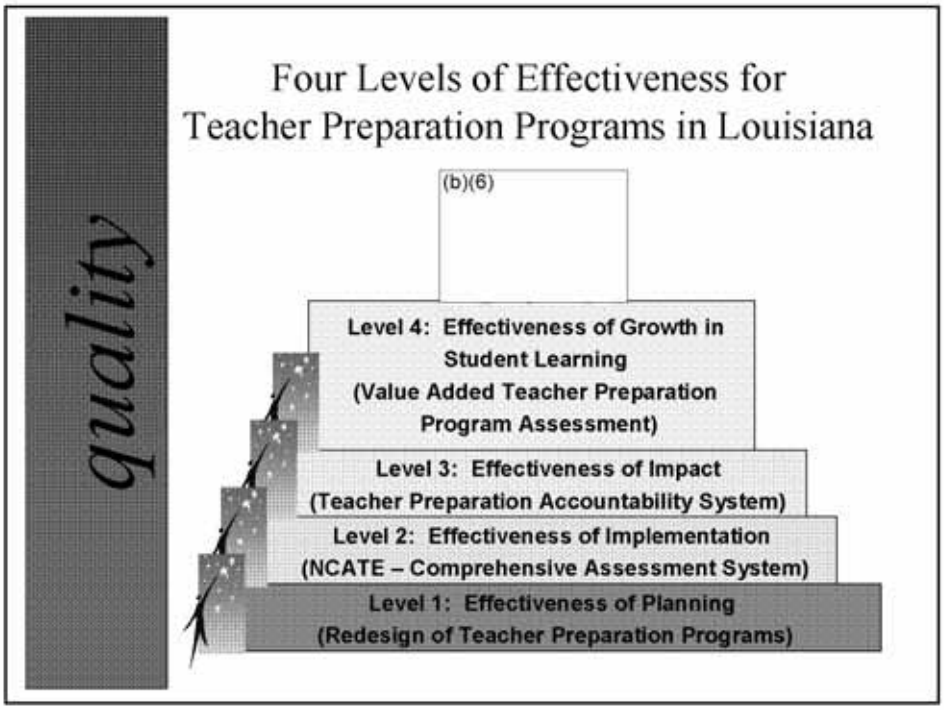

Figure 1: Four Levels of Teacher Preparation Effectiveness in Louisiana.

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.

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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.

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.

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, 2007, and 2009

		All students	
Year	**Jurisdiction**	Average scale score	Standard error
2009	National Public	220	(0.3)
	Louisiana	207	(1.1)
2007	National Public	220	(0.3)
	Louisiana	207	(1.6)
2005	National Public	217	(0.2)
	Louisiana	209	(1.3)
2003	National Public	216	(0.3)
	Louisiana	205	(1.4)
2002	National Public	217	(0.5)
	Louisiana	207	(1.7)
2000	National Public	211	(1.4)
	Louisiana	—	†
1998	National Public	213	(1.2)
	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, 2007, and 2009 Reading Assessments.

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 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, 2007, and 2009

		SD		Not SD	
Year	**Jurisdiction**	Average scale score	Standard error	Average scale score	Standard error
2009	National Public	189	(0.7)	223	(0.3)
	Louisiana	183	(2.8)	213	(1.2)
2007	National Public	190	(0.6)	223	(0.3)
	Louisiana	181	(2.7)	212	(1.6)
2005	National Public	190	(0.5)	220	(0.2)
	Louisiana	180	(3.1)	213	(1.2)
2003	National Public	184	(0.6)	220	(0.3)
	Louisiana	172	(3.2)	211	(1.5)
2002	National Public	187	(0.8)	220	(0.5)
	Louisiana	180	(3.8)	209	(1.7)
2000	National Public	167	(5.0)	215	(1.3)
	Louisiana	—	†	—	†
1998	National Public	176	(4.7)	216	(1.2)
	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, 2007, and 2009 Reading Assessments.

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 3: Table

Average scale scores for reading, grade 4, by year, jurisdiction, and Gender [GENDER]: 1998, 2000, 2002, 2003, 2005, 2007, and 2009

		Male		Female	
Year	**Jurisdiction**	Average scale score	Standard error	Average scale score	Standard error
2009	National Public	216	(0.3)	223	(0.3)
	Louisiana	203	(1.4)	212	(1.3)
2007	National Public	216	(0.3)	223	(0.3)
	Louisiana	203	(1.7)	212	(1.8)
2005	National Public	214	(0.2)	220	(0.3)
	Louisiana	208	(1.5)	211	(1.5)
2003	National Public	213	(0.3)	220	(0.3)
	Louisiana	200	(1.6)	210	(1.8)
2002	National Public	214	(0.5)	220	(0.5)
	Louisiana	204	(2.1)	210	(1.7)
2000	National Public	206	(1.4)	217	(1.6)
	Louisiana	—	†	—	†
1998	National Public	210	(1.4)	215	(1.4)
	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, 2007, and 2009 Reading Assessments.

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 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, 2007, and 2009

		Eligible		Not eligible		Info not available	
Year	**Jurisdiction**	Average scale score	Standard error	Average scale score	Standard error	Average scale score	Standard error
2009	National Public	206	(0.3)	232	(0.3)	219	(5.5)
	Louisiana	201	(1.0)	222	(1.5)	‡	†
2007	National Public	205	(0.3)	232	(0.2)	220	(3.7)
	Louisiana	200	(1.6)	225	(1.7)	‡	†
2005	National Public	203	(0.3)	230	(0.2)	218	(2.5)
	Louisiana	200	(1.4)	226	(1.7)	‡	†
2003	National Public	201	(0.4)	229	(0.3)	219	(1.7)
	Louisiana	195	(1.4)	224	(1.9)	195	(16.9)
2002	National Public	202	(0.7)	229	(0.4)	217	(2.4)
	Louisiana	197	(1.8)	227	(1.6)	199	(5.0)
2000	National Public	192	(1.8)	226	(1.3)	217	(3.7)
	Louisiana	—	†	—	†	—	†
1998	National Public	195	(1.7)	226	(0.9)	219	(3.8)
	Louisiana	189	(2.0)	221	(2.0)	206	(15.5)

— Not available.

† Not applicable.

‡ Reporting standards not met.

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, 2007, and 2009 Reading Assessments.

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 5: Table

Average scale scores for reading, grade 4, by year, jurisdiction, and Race/ethnicity (from school records) [SDRACE]: 1998, 2000, 2002, 2003, 2005, 2007, and 2009

		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
2009	National Public	229	(0.3)	204	(0.5)	204	(0.5)	234	(1.1)	206	(1.2)	224	(1.3)
	Louisiana	219	(1.4)	196	(1.3)	206	(3.3)	‡	†	‡	†	‡	†
2007	National Public	230	(0.2)	203	(0.4)	204	(0.5)	231	(1.0)	206	(1.2)	223	(0.9)
	Louisiana	220	(1.8)	194	(1.7)	213	(5.5)	‡	†	‡	†	‡	†
2005	National Public	228	(0.2)	199	(0.3)	201	(0.5)	227	(0.8)	205	(1.3)	221	(1.4)
	Louisiana	223	(1.1)	195	(1.7)	‡	†	‡	†	‡	†	‡	†
2003	National Public	227	(0.2)	197	(0.4)	199	(0.6)	225	(1.3)	202	(1.4)	220	(1.6)
	Louisiana	223	(1.4)	189	(1.6)	‡	†	‡	†	‡	†	‡	†
2002	National Public	227	(0.3)	198	(0.6)	199	(1.4)	223	(1.7)	207	(2.0)	216	(3.7)
	Louisiana	221	(1.7)	192	(2.0)	‡	†	‡	†	‡	†	‡	†
2000	National Public	223	(1.2)	189	(1.9)	188	(3.1)	223	(5.7)	‡	†	‡	†
	Louisiana	—	†	—	†	—	†	—	†	—	†	—	†
1998	National Public	223	(1.1)	192	(2.1)	192	(3.2)	211	(6.0)	‡	†	‡	†
	Louisiana	218	(1.3)	180	(2.0)	‡	†	‡	†	‡	†	‡	†

— Not available.

† Not applicable.

‡ Reporting standards not met.

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, 2007, and 2009 Reading Assessments.

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 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, 2007, and 2009

		ELL		Not ELL	
Year	**Jurisdiction**	Average scale score	Standard error	Average scale score	Standard error
2009	National Public	188	(0.8)	223	(0.3)
	Louisiana	198	(4.6)	208	(1.1)
2007	National Public	188	(0.6)	223	(0.3)
	Louisiana	‡	†	207	(1.6)
2005	National Public	187	(0.5)	220	(0.2)
	Louisiana	‡	†	209	(1.3)
2003	National Public	186	(0.8)	219	(0.3)
	Louisiana	‡	†	205	(1.4)
2002	National Public	183	(2.1)	219	(0.4)
	Louisiana	‡	†	207	(1.7)
2000	National Public	167	(5.2)	214	(1.2)
	Louisiana	—	†	—	†
1998	National Public	174	(5.3)	215	(1.1)
	Louisiana	‡	†	201	(1.6)

— Not available.

† Not applicable.

‡ Reporting standards not met.

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, 2007, and 2009 Reading Assessments.

BY REPRESENTATIVES HOFFMANN, AUSTIN BADON, HENRY BURNS, TIM BURNS, CARMODY, CARTER, CHAMPAGNE, CONNICK, GISCLAIR, HARDY, KATZ, LABRUZZO, LIGI, NOWLIN, ROBIDEAUX, SIMON, SMILEY, WILLIAMS, AND WOOTON AND SENATORS APPEL, DONAHUE, DUPLESSIS, MARTINY, AND QUINN

AN ACT

To amend and reenact R.S. 17:10.1(B) and (C), Subpart A of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:3881 through 3886, Subpart C of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:3901 through 3905, and R.S. 17:3997(D), to enact R.S. 17:10.1(D), and to repeal Subpart B of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3891 through 3895, relative to professional employee quality development; to provide for evaluation programs for teachers and administrators; to provide for program purposes and definitions; to provide for local evaluation plans and elements required for such plans; to provide relative to the powers and duties of the State Board of Elementary and Secondary Education and local school boards; to provide for an advisory committee to make recommendations relative to the development of a value-added assessment model; to require the state superintendent of education to make certain information available to the public; to provide conditions for the issuance of teacher and higher level certificates; to delete requirements relative to informal evaluations; to require reporting; to provide for applicability; to provide for effectiveness; to repeal provisions relative to the Teacher Assistance and Assessment Program; and to provide for related matters.

ORIGINATED

IN THE

House of Representatives

GOVERNOR'S OFFICE
MAY 27 2010
TIME 1:20 pm
RECEIVED

RECEIVED
BY SECRETARY OF STATE
MAY 27 2010

PUBLICATIONS DIVISION

Clerk of the House of Representatives

HOUSE BILL NO. 1033

BY REPRESENTATIVES HOFFMANN, AUSTIN BADON, HENRY BURNS, TIM BURNS, CARMODY, CARTER, CHAMPAGNE, CONNICK, GISCLAIR, HARDY, KATZ, LABRUZZO, LIGI, NOWLIN, ROBIDEAUX, SIMON, SMILEY, WILLIAMS, AND WOOTON AND SENATORS APPEL, DONAHUE, DUPLESSIS, MARTINY, AND QUINN

AN ACT

To amend and reenact R.S. 17:10.1(B) and (C), Subpart A of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:3881 through 3886, Subpart C of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:3901 through 3905, and R.S. 17:3997(D), to enact R.S. 17:10.1(D), and to repeal Subpart B of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3891 through 3895, relative to professional employee quality development; to provide for evaluation programs for teachers and administrators; to provide for program purposes and definitions; to provide for local evaluation plans and elements required for such plans; to provide relative to the powers and duties of the State Board of Elementary and Secondary Education and local school boards; to provide for an advisory committee to make recommendations relative to the development of a value-added assessment model; to require the state superintendent of education to make certain information available to the public; to provide conditions for the issuance of teacher and higher level certificates; to delete requirements relative to informal evaluations; to require reporting; to provide for applicability; to provide for effectiveness; to repeal provisions relative to the Teacher Assistance and Assessment Program; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section 1. R.S. 17:10.1(B)and (C), Subpart A of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3881 through 3886, Subpart C of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3901 through 3905, and R.S. 17:3997(D) are hereby amended and reenacted and R.S. 17:10.1(D) is hereby enacted to read as follows:

board

* * *

B. The State Board of Elementary and Secondary Education, hereafter referred to as the "state board", shall provide for a statewide system of accountability for schools and school districts based on student achievement and minimum standards for the approval of schools pursuant to R.S. 17:10. Beginning with the 2011-2012 school year, such system shall be based, in part, on growth in student achievement using a value-added assessment model as determined by the state board. The program shall include, at a minimum, clear and appropriate standards for schools and school districts, indicators for the assessment of schools and school districts, student achievement baselines, student growth targets, and appropriate minimum levels of student achievement for each public school and school district, rewards and corrective actions, specific intervals for assessment and reassessment of schools and school districts, a review process for evaluating growth targets, and technical assistance.

C. The state board shall develop and adopt a policy to invalidate student achievement growth data using a value-added assessment model for any school year in which there is a natural disaster or any other unexpected event that results in the temporary closure of schools.

D.(1) The ~~State Board of Elementary and Secondary Education~~ state board shall, by rule, define "financially at risk" as a status of any city, parish, or other local public school board the unresolved finding of which subjects the school system and its board to the provisions of Chapter 9B of Title 39 of the Louisiana Revised Statutes of 1950 regarding the judicial appointment of a fiscal administrator.

(2) Each city, parish, or other local public school board shall be notified on a regular basis by the state Department of Education of its status related to the elements of the definition of financially at risk.

* * *

§3881. Purpose

A. It is the purpose of this Part to establish periodic evaluations of performance and effectiveness, based in part on growth in student achievement using a value-added assessment model as determined by the board, and continuous professional development ~~and periodic monitoring of performance levels~~ as integral aspects of professional careers in education.

B. ~~(1) It is the purpose of the teacher assistance and assessment program to provide new teaching employees of the public school systems in this state with a system of leadership and support from experienced educators during the most formative stages of a teacher's experience in Louisiana schools.~~

~~(2) It is further the purpose of the teacher assistance and assessment program to provide assurance to the state, prior to the issuance of a permanent teacher certificate, that the new teaching employee demonstrates competency in the understanding and use of the basic components of effective teaching determined by the state to be the basis for effective professional performance.~~

~~C.~~ It is the purpose of the professional employee evaluation program to:

(1) Provide assurance to the citizens of the state that the quality of instruction and administrative performance in each public school system, building, and classroom is being ~~monitored~~ evaluated and maintained at levels essential for effective schools~~:~~ in an attempt to ensure that every student is taught by an effective teacher and every school is managed by an effective school leader.

(2) Provide clear performance expectations and significant regular information on ~~that~~ such performance to ~~each teacher and administrator~~ all teachers and administrators in the public schools while protecting their dignity and right to fair and equitable treatment.

(3) Provide a consistent means for teachers and administrators to obtain assistance in the development of essential teaching or administrative skills.

(4) ~~To establish~~ Establish professional development as an integral and expected part of a professional career in education, including both the employee's

and resources necessary.

§3882. Definitions.

For the purposes of this Part, the following definitions shall apply:

(1) ~~"Administrator" means any person whose employment requires professional certification issued under the rules of the board or who is employed in a professional capacity other than a teacher.~~ "Board" means the State Board of Elementary and Secondary Education.

~~(2) "Assessment" means the process by which the state determines whether a teacher who is seeking to retain or acquire a regular teacher certificate can sufficiently demonstrate the components of effective teaching to qualify for the teaching credential being sought.~~

~~(3)~~(2) "Components of effective teaching" means the elements of teaching performance defined by the board, ~~upon the advice of a panel of persons representing~~ in formal, recognized collaboration with educators and ~~others~~ other stakeholders involved in education, to be critical to providing effective classroom instruction. As used in the ~~assessment and~~ evaluation programs, the term includes any elements of the components being rated.

~~(4) "Evaluation" means the process by which a local board monitors the continuing performance of its teachers and administrators.~~

~~(5) "Evaluation period" means the period of time during each school year during which the evaluation program provided in Subpart C of this Part will be conducted.~~

~~(6)(a) For the purposes of the teacher assistance and assessment program, "teacher" means any full-time employee of a local board who is engaged to directly and regularly provide instruction to students in any elementary, secondary, or special education school setting who is not an administrator, who is so employed for the first time in a school in this state after August 1, 1994, and who either holds a regular teaching certificate which when issued was valid for three years or who is authorized under law or board regulation to teach temporarily while seeking a regular teaching~~

~~"teacher" shall not include any experienced teacher moving to Louisiana from another state who provides appropriate evaluation results from his immediate previous teaching assignment.~~

~~(b) For the purposes of the personnel evaluation program, "teacher" means any person employed as a full-time employee of a local board who is engaged to directly and regularly provide instruction to students in any elementary, secondary, or special education school setting, including a librarian, an assessment teacher, a speech therapist, and a counselor, who is not an administrator, who has successfully completed the teacher assistance and assessment program, as required in Subpart B of this Part, or who is not required to participate in the teacher assistance and assessment program.~~

(3) "Department" means the state Department of Education.

(4) "Evaluation" means the process by which a local board monitors the continuing performance of its teachers and administrators.

(5) "Local board" means a city, parish, or other local public school board.

(6) "Performance expectations " means the elements of effective leadership approved by the board that shall be included as evaluation criteria for all building-level administrators.

(7) "Teacher" or "Administrator" means any person whose employment requires professional certification issued under the rules of the board.

§3883. State Board of Elementary and Secondary Education; powers and duties

A. The board shall:

(1) Establish the components of effective ~~teaching. These components~~ teaching, including measures of effectiveness, which shall be periodically reviewed and revised as necessary. ~~as becomes appropriate with increased experience and knowledge.~~

(2) Develop, adopt, and promulgate, in accordance with the Administrative Procedure Act, all rules necessary for the implementation of this Part.

~~program~~ to use in determining whether the teacher has successfully ~~completed the assistance and assessment program and~~ met the ~~assessment~~ evaluation qualifications for retaining or acquiring regular teacher certification.

(4) ~~Provide for the training of all mentor teachers and assessors for the teacher assistance and assessment program as well as provide for the basis for necessary training for those doing evaluations pursuant to the school personnel evaluation.~~

~~(5)~~ Conduct training and regular staff development in evaluation skills as needed.

(5) Develop and adopt grievance procedure requirements for any teacher or administrator aggrieved by any rating by a local board which results from the implementation of this Part. Such requirements shall contain, at a minimum, provisions for the following:

(a) That the teacher or administrator be provided a copy of the evaluation and the evaluators' data recording forms and any documentation related thereto and be entitled to respond as provided in R.S. 17:3884.

(b) That the teacher or administrator be assured of due process, including representation, in all aspects of the evaluation grievance procedures.

(c) That the local board shall administer the evaluation in a fair, objective, and consistent manner and shall comply with all rules and regulations adopted by the board and that the failure to do so shall be a grievable matter.

(6)(a) Require the state superintendent of education to appoint and convene an Educator Evaluation Advisory Committee to make recommendations to the board regarding the development of a value-added assessment model, the identification of measures of student growth for grades and subjects for which value-added data is not available and for personnel for whom value-added data is not available, and the adoption of standards of effectiveness. The membership of the advisory committee shall be approved by the board, and at least fifty percent of the membership shall be comprised of practicing classroom educators. The advisory committee shall include

2 groups or organizations as follows:

3 (i) One member appointed by the Associated Professional Educators of
4 Louisiana.

5 (ii) One member appointed by the Louisiana Association of Educators.

6 (iii) One member appointed by the Louisiana Federation of Teachers.

7 (iv) One member appointed by the Louisiana Association of School
8 Superintendents.

9 (v) One member appointed by the Louisiana Association of Principals.

10 (vi) One member appointed by the Louisiana Association of Public Charter
11 Schools.

12 (vii) Two members of the Senate Committee on Education, appointed by the
13 chairman thereof.

14 (viii) Two members of the House Committee on Education, appointed by the
15 chairman thereof.

16 (ix) One member appointed by each member of the State Board of
17 Elementary and Secondary Education.

18 (b) The members of the committee shall serve without compensation.

19 (c) The initial meeting of the committee shall be held not later than
20 September 30, 2010.

21 (d) The committee shall submit its initial recommendations to the board and
22 the Senate and House committees on education by not later than April 30, 2012.

23 (7) Submit a written report to the Senate Committee on Education and the
24 House Committee on Education not later than sixty days prior to the 2011 and the
25 2012 regular sessions of the legislature regarding the status of the development of
26 the value-added assessment model as specified in R.S. 17:3902(B)(5) and the
27 methodology used in such development. The committees may meet separately or
28 jointly and may disapprove the assessment model so presented upon majority vote
29 of each committee, if the committees determine that the methodology is arbitrary or
30 not evidence-based.

Committee on Education and the House Committee on Education, not later than March first of each year, and at such other times as requested by the committees, regarding the implementation, results, and effectiveness of the value-added assessment model as provided in this Part.

~~(6) Require the department to monitor the assistance and assessment program established pursuant to the provisions of this Part. The method to be used in monitoring the program shall be established by the department with the approval of the board and shall be sufficient to determine whether a program has been implemented, to what extent it has been implemented, and whether such program complies with the provisions of this Part.~~

~~(7)(a) Create, by rule, a system to provide a grievance procedure for any teacher or administrator aggrieved by any result or action which results from the implementation of this Part.~~

~~(b) Such a system shall contain, at a minimum, provisions for the following:~~

~~(i) That the teacher or administrator be provided a copy of the assessment or evaluation and the assessors' or evaluators' data recording forms and any documentation related thereto and be entitled to respond as provided in R.S. 17:3884.~~

~~(ii) That the teacher or administrator be assured of due process, including representation, in all aspects of the assessment and evaluation grievance procedures, including that any hearing officer required to conduct a hearing on a grievance shall be an employee of or contracted by the office of the attorney general.~~

~~(iii) That the agencies and their employees, whether state or local, shall administer the program in a fair, objective, and consistent manner, and shall comply with all rules and regulations adopted by the board and that the failure to do so shall be a grievable matter.~~

B. The board may:

(1) Make recommendations to the legislature regarding any changes needed to this Part.

evaluation plans for compliance with ~~law and regulation, for the implementation of~~ all applicable laws and regulations to implement such evaluation plans and to provide for the exchange of information regarding them.

(3) Continue to develop, test, and improve the process and content of professional ~~assessment and~~ evaluation with input from appropriate educator ~~groups and panels.~~ groups.

(4) Continue to expand ~~the opportunity~~ opportunities for the growth and development of professional employees.

(5)(a) Request that the department ~~when deemed necessary to~~ monitor ~~an~~ evaluation ~~program established pursuant to the provisions of this Part.~~ programs as necessary. The method to be used in monitoring such programs shall be established by the department with the approval of the board and shall be sufficient to determine ~~whether such programs have been implemented, to what~~ the extent ~~they~~ to which any programs have been implemented, and whether such programs comply with the provisions of this Part. The department shall submit a report to the Senate Committee on Education and the House Committee on Education which contains the details of any monitoring methods developed pursuant to this Subparagraph.

(b) If, in conducting such monitoring, the department determines that a school system has failed to implement its evaluation program ~~of personnel evaluation~~ or ~~that a school system~~ has otherwise failed to comply with the provisions of this Part, the department shall notify the local board of such failure, and the school system shall correct such failure within sixty calendar days after receiving such notification. The department also shall ~~also~~ notify the board of such failure, by the school system.

(c) If the ~~failures are~~ failure is not corrected within the prescribed sixty calendar days, the department shall notify the board of such continued failure and shall recommend to the board whatever sanctions against such school system the department deems appropriate which may include withholding funds distributed pursuant to the minimum foundation program formula until the corrections are made.

~~receipt.~~ receipt of the notification.

§3884. ~~Assessment and evaluation~~ Evaluation records; response; access

A.(1) Each ~~assessment and~~ evaluation required in this Part shall be documented in writing and a copy shall be transmitted to the school employee not later than fifteen days after the ~~assessment or~~ evaluation takes place. The employee shall have the right to initiate a written reaction or response to the ~~assessment or~~ evaluation. Such response and ~~assessment or~~ evaluation shall become a permanent attachment to the ~~single~~ official personnel file for the employee.

(2) After the ~~assessment or~~ evaluation and any documentation related thereto has been transmitted to the employee, upon request of the employee, and before the end of the school year, a meeting shall be held between the employee and the appropriate official of the local ~~governing~~ board in order that the employee may respond to the ~~assessment or~~ evaluation and have the opportunity to amend, remove, or strike any information proven to be inaccurate or invalid ~~information~~ as may be found within the written documentation and from the employee's personnel file. The employee shall have the right to receive proof by documentation of any item contained in the ~~assessment or~~ evaluation that the employee believes to be inaccurate, invalid, or misrepresented. If such documentation is not presented, such items shall be removed from the ~~assessment or~~ evaluation record and shall not be the basis for any decision of the board regarding certification or the local board regarding any employee action.

B. Copies of the ~~assessment or~~ evaluation results and any documentation related thereto of any school employee may be retained by the local board, the board, or the department and, if retained, are confidential, do not constitute a public record, and shall not be released or shown to any person except:

(1) To the ~~assessed or~~ evaluated school employee or his designated representative.

(2) To authorized school system officers and employees for all personnel matters, including employment application, and for any hearing, which relates to

school system, public or private, to which the employee has made application for employment.

(3) For introduction in evidence or discovery in any court action between the board and a teacher in which either:

(a) The competency of the teacher is at issue.

(b) The ~~assessment and~~ evaluation was an exhibit at a hearing, the result of which is challenged.

C. The superintendent of education shall make available to the public ~~such~~ the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical analyses and evaluations of educational ~~personnel, but shall not reveal information pertaining to the assessment and evaluation report of a particular employee.~~ personnel but shall not reveal information pertaining to the evaluation report of a particular employee. Beginning with the 2012-2013 school year, such public information may include school level student growth data as specified in R.S. 17:3902(B)(5).

D. Any local board wishing to hire a person who has been ~~assessed or~~ evaluated pursuant to this Chapter, whether that person is already employed by that school system or not, shall request such person's ~~assessment and~~ evaluation results as part of the application process. The board to which application is being made shall inform the applicant that as part of the mandated process, the applicant's ~~assessment and evaluations~~ evaluation results will be requested. The applicant shall be given the opportunity to apply, review the information received, and provide any response or information the applicant deems appropriate.

§3885. Beginning and Continuing Teacher Assistance

A. During the first three years of employment, beginning teachers shall be provided by the local board with professional development opportunities and assistance designed to enhance teaching competencies in accordance with rules and regulations promulgated by the board.

teachers to address deficiencies identified in the evaluation process

§3886. Teaching credentials; regular certification, permanent certification; effect of evaluation

A. If a teacher's evaluation demonstrates that he has met the standard for effectiveness as determined by the board, using value-added data, for three years during the initial certification or renewal process, a certificate shall be issued or renewed unless the board receives evidence from the local board, through an appeal, that justifies discontinuation. Similarly, if a teacher's evaluation demonstrates that he has not met the standard for effectiveness as determined by the board, using either value-added data or other components of the evaluation, for three years during the initial certification or renewal process, the board shall not issue or renew a certificate unless evidence of effectiveness is received from the local board, through an appeal, that justifies the issuance of a certificate.

B. Persons who seek a regular teacher certificate and hold a teacher certificate from out of state and have out-of-state teaching experience of three years or more shall not be credited with their years of teaching experience in the issuance of any teaching credential until receipt of a successful evaluation as provided by board policy.

SUBPART C. SCHOOL PERSONNEL EVALUATION

§3901. Applicability

~~Beginning with the 1994-1995 school year, this~~ This Subpart and the program provided herein shall apply to all teachers and administrators.

§3902. Evaluation program; process

A.~~(1) Not less often than once every three years, every~~ Every teacher and administrator who has been employed ~~as such for more than three years~~ by a local board shall be formally evaluated annually by the local board pursuant to this Subpart.

~~(2) The performance of a teacher or an administrator who has been employed as such for three years or less shall be formally evaluated annually.~~

~~is not formally evaluated, the local board shall evaluate such employee informally.~~

B. The elements of evaluation ~~are:~~ and standards for effectiveness shall be defined by the board pursuant to rules and regulations promulgated for such purpose. Such rules and regulations shall require that, at a minimum, local evaluation plans contain the following elements:

(1) A job description. The local board shall establish a job description for every category of teacher and administrator pursuant to its evaluation plan. Such job descriptions shall contain the ~~elements~~ criteria on which the teacher or administrator ~~will~~ shall be evaluated. Each teacher or administrator shall be provided with his job description prior to the beginning of his first employment in the school system in his position and each time the job description is revised. The teacher or administrator shall acknowledge receipt of the job description by signing a copy thereof.

(2) A professional growth plan. A professional growth plan shall be developed by each teacher and administrator, collaboratively with his ~~evaluator,~~ evaluator or evaluators during the beginning of each evaluation period. Such plan shall be designed to assist each teacher and administrator in meeting the standards for effectiveness, effectively addressing the social, developmental, and emotional needs of students and maintaining a classroom environment that is conducive to learning. Each such plan shall include a statement of the professional development objectives of the teacher or administrator as well as the strategies the teacher or administrator intends to employ toward the realization of each objective.

(3) ~~Self-evaluation. Each teacher and administrator shall, throughout the evaluation period, conduct a personal review of his performance, assessing strengths and weaknesses and assessing his progress toward the realization of the objectives in his professional growth plan.~~

~~(4)~~ Observation and conferencing. The evaluator or evaluators of each teacher or administrator shall conduct a pre-observation conference during which the teacher or administrator shall provide the evaluator or evaluators with relevant information. A teacher shall provide information concerning the planning of the

pertinent. The observation shall occur at a time and place established in advance, shall be of sufficient duration to provide meaningful data which, in the case of a teacher, shall be not less than the duration of one complete lesson. In the case of a teacher, the observation shall be conducted using the components of effective teaching, as well as any additional local board criteria included in the job description. In the case of an administrator, the observation may consist of the collection of prescribed performance documentation and shall be conducted using applicable components of effective teaching, elements prescribed by board rule, and any additional local board criteria included in the job description. A post-observation conference shall be conducted to discuss commendation and recommendations.

~~(5)~~(4) Classroom visitation. The evaluator may, on his own initiative or upon the request of a teacher or administrator he has evaluated, periodically visit the teacher or administrator to monitor progress toward achievement of professional growth plan objectives and provide support or assistance.

(5) Measure of effectiveness. By the beginning of the 2012-2013 school year, fifty percent of such evaluations shall be based on evidence of growth in student achievement using a value-added assessment model as determined by the board for grade levels and subjects for which value-added data is available. For grade levels and subjects for which value-added data is not available and for personnel for whom value-added data is not available, the board shall establish measures of student growth. The model shall take into account important student factors, including but not limited to special education, eligibility for free or reduced price meals, student attendance, and student discipline. The state board shall develop and adopt a policy to invalidate such student growth data for any teacher for any school year in which there is a natural disaster or any other unexpected event that results in the temporary closure of the school.

C.(1) ~~Formal evaluation shall consist of observation and conferencing in addition to the other elements of evaluation.~~

~~conferencing.~~

~~D.(1)~~ At the conclusion of each year's evaluation, the evaluator or evaluators shall determine whether the teacher or administrator is ~~satisfactory~~ effective or ~~unsatisfactory~~ ineffective pursuant to the ~~local board's~~ evaluation plan. Such determination shall be transmitted to the local board.

(2)(a) Any teacher or administrator who fails to meet the ~~local board's~~ standard of performance with regard to effectiveness shall be placed in an intensive assistance program designed to address the complexity of the teacher's deficiencies and shall be formally re-evaluated. A teacher or administrator shall be informed in writing of placement in an intensive assistance program and provided in writing with the reasons for such placement.

(b) Each intensive assistance program shall be ~~individually~~ designed for the individual teacher or administrator involving ~~collaboratively with~~ the evaluator or evaluators and the teacher or administrator and shall include at a minimum:

(i) Specific steps ~~that should~~ to be taken to improve.

(ii) The assistance, support, and resources ~~that are~~ to be provided by the local board.

(iii) An expected time line for achieving the objectives and the procedures for monitoring progress including observations and conferences. The time line shall not exceed two years.

(iv) The action ~~that will~~ to be taken if improvement is not demonstrated.

(v) If the intensive assistance program required pursuant to this Paragraph is not completed in conformity with its provisions or if the teacher or administrator ~~still performs unsatisfactorily~~ is determined to be ineffective after a formal evaluation conducted immediately upon completion of the program, then the local board shall timely initiate termination proceedings pursuant to Part II of Chapter 2 of this Title ~~within six months following such unsatisfactory performance~~.

by local boards to recognize, reward, and retain teachers who demonstrate a high level of effectiveness.

~~E.~~ D. Nothing contained in this Section shall diminish the right of the local board to evaluate employees or to make employment decisions or of principals and other employees with supervisory responsibilities to observe the employees they supervise.

§3903. Evaluators; selection and training

A. Each local board shall ~~create~~ establish and maintain an accountability relationships ~~register.~~ register in accordance with rules adopted by the board for such purpose. The register shall contain clear definition of who shall be the evaluator or evaluators of whom within the ranks of teachers and administrators. The ~~evaluator~~ evaluators of classroom teachers shall ~~always~~ be defined as the school principal or assistant principal or ~~equivalent level supervisor designee.~~ his respective supervisory level designees.

B. Every employee with responsibility for evaluating a teacher or administrator shall receive training as provided in this Part.

§3904. Local boards; power and duties

A. Each local board shall:

(1) Develop and maintain a program of local evaluation in accordance with rules and regulation promulgated by the board for every teacher and administrator employed by the local board.

(2) Create, ~~revise as necessary,~~ revise, and disseminate to each professional employee a job description which shall be the statement of performance ~~expectation~~ expectations and the basis of any evaluation criteria conducted pursuant to this Subpart. ~~For teachers, the job description shall specifically contain all applicable components of effective teaching and any additional elements adopted by the local board.~~

necessary to implement this Subpart, including providing for the training of evaluators.

(4) Assist in developing the mechanisms necessary for rapid transmission of evaluation information and reports to teachers and administrators and for maintenance of the confidentiality of such information, except for information to be made available to the public in accordance with R.S. 17:3884(C).

(5) Incorporate the evaluation plan required by this Subpart into its general employee policies.

~~(a) Establish an evaluation steering committee as provided by the board.~~

~~(b) The steering committee shall develop a plan to monitor, review, and submit recommendations to the local board concerning needed changes in the school personnel evaluation plan of the local board.~~

(6) Incorporate ~~any~~ the elements of the program in this Subpart into any performance-based contracts with its employees.

B. Each local board ~~may:~~ may

~~(1) Incorporate the evaluation plan required by this Subpart into its general employee policies.~~

~~(2) Expand~~ expand the scope of the program in this Subpart to ~~provide for~~ apply to all employees of the board.

~~(3) Incorporate the any elements of the program in this Subpart into any performance-based contracts with its employees.~~

§3905. Reports to the department

The department may request a local board to submit to the department the local evaluation plan and the accountability relationships registry, including such revisions as are made for the succeeding evaluation period and upon such request, the local board shall provide the requested information in a timely manner.

* * *

§3997. Charter school employees

* * *

~~determine whether the members of the faculty and staff of the school are going to participate in any assessment and evaluation program required by the state, including the teacher assistance and assessment program pursuant to the Children First Act. For those schools choosing not to participate in the teacher assistance and assessment program, three years of successful teaching within the charter school shall be deemed to meet the provisions of R.S. 17:3891 which require the successful completion of the teacher assistance and assessment program in order to obtain or retain a regular teacher certificate. However, such regular teacher certificate is only valid for teaching within a charter school, and any teacher with such certificate hired to teach in a public school other than a charter school shall be required to successfully complete the teacher assistance and assessment program.~~ annually shall evaluate every teacher and administrator employed at the school using the value-added assessment model and measures of student growth as determined by the State Board of Elementary and Secondary Education pursuant to R.S. 17:3902(B)(5).

(b) The governing authority of a charter school shall terminate the employment of any teacher or administrator determined to be ineffective for three consecutive years pursuant to the evaluation required by this Section.

(2) By the beginning of the 2012-2013 school year, fifty percent of each teacher and administrator evaluation conducted pursuant to Paragraph (1) of this Subsection shall be based on evidence of growth in student achievement using the value-added assessment model as determined by the state board for grade levels and subjects for which value-added data is available. For grade levels and subjects for which value-added data is not available, the state board shall establish measures of student growth. The model shall take into account important student factors, including but not limited to special education, eligibility for free or reduced price meals, student attendance, and student discipline. The state board shall develop and adopt a policy to invalidate such student growth data for any teacher for any school year in which there is a natural disaster or any other unexpected event that results in the temporary closure of the school.

the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical analyses and evaluations of educational personnel, but shall not reveal information pertaining to the evaluation report of a particular employee. Beginning with the 2012-2013 school year, such public information may include school level student growth data as specified in R.S. 17:3902(B)(5).

(4)(a) The State Board of Elementary and Secondary Education may request that the state Department of Education monitor evaluation programs established pursuant to this Section as necessary. The method to be used in monitoring such programs shall be established by the department with the approval of the board and shall be sufficient to determine the extent to which any programs have been implemented, and whether such programs comply with the provisions of this Section.

(b) If, in conducting such monitoring, the department determines that the governing authority of a charter school has failed to implement its evaluation program or has otherwise failed to comply with the provisions of this Section, the department shall notify the charter school governing authority of such failure, and the charter school governing authority shall correct such failure within sixty calendar days after receiving such notification. The department also shall notify the State Board of Elementary and Secondary Education of such failure, by the charter school governing authority.

(c) If the failure is not corrected within the prescribed sixty calendar days, the department shall notify the board of such continued failure and shall recommend to the board whatever sanctions against such charter school governing authority the department deems appropriate, which may include withholding funds distributed pursuant to the minimum foundation program formula until the corrections are made. The board shall act upon such recommendation within sixty calendar days after its receipt of the notification.

Section 2. For the 2010-2011 school year, notwithstanding any law, rule, or regulation to the contrary, each city, parish, and other local public school board shall be allowed to continue to use the personnel evaluation plan as prescribed by each board's policy

Elementary and Secondary Education fails to promulgate the rules and regulations necessary to implement the provisions of this Act at least sixty days prior to the beginning of the school year, each city, parish, and other local public school board shall be allowed to continue to use the personnel evaluation plan as prescribed by each board's policy on the effective date of this Act.

Section 3. The Louisiana state superintendent of education and every employee of the Department of Education who makes over one hundred thousand dollars shall be evaluated using the same standards and criteria as teachers and administrators evaluated pursuant to the provisions of this Act.

Section 4. Subpart B of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3891 through 3895, is hereby repealed in its entirety.

Section 5. This Act shall become effective upon signature by the governor or, if not signed by the governor, upon expiration of the time for bills to become law without signature by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If vetoed by the governor and subsequently approved by the legislature, this Act shall become effective on the day following such approval.

SPEAKER OF THE HOUSE OF REPRESENTATIVES

PRESIDENT OF THE SENATE

GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: 5/27/10
SRH

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.

COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in History/Social Studies, Science, and Technical Subjects

DRAFT

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Introduction

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

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 on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, 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 included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: 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, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate the standards into their standards for these subjects or adopt them as content area literacy standards.

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 are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

May 2010

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college- and career-readiness expectations no later than the end of high school. The CCR and high school grade-specific standards work in tandem to define the college- and career-readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college- and career-readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing 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. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college- and career-ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside of the ELA classroom. Fulfilling the standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.[1] To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. Similar to the Standards, the 2011 NAEP framework cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on writing to argue and to inform or explain.[2]

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

What is not *covered by the Standards*

The Standards should be recognized for what they are *not* as well as what they are. The most important intentional design limitations are as follows:

1) The Standards define what all students are expected to know and be able to do, not how teachers should teach. The Standards must be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2) While the Standards do attempt to focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curiculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list nor a set of restrictions that limits what can be taught beyond what is specified herein.

3) The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This

[1] The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

[2] As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

work should provide the next logical step up from the college and career readiness baseline established here.

4) The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. The Standards should be read as allowing for the widest possible range of students to participate fully from the outset, along with appropriate accommodations to ensure maximum participaton of students with special education needs. For example, for students with disabilities *reading* should allow for use of Braille, screen reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and *listening* should be interpreted broadly to include sign language. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

5) While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those herein are strongly encouraged to allow for a comprehensive, schoolwide literacy program.

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The Student Who is College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

- **They demonstrate independence.**

Students can, without significant scaffolding or support, comprehend and evaluate complex texts 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 and request clarification if something is not understood. They ask relevant questions, build on others' ideas, articulate their own ideas, and ask for confirmation that they have been understood. Without prompting, they observe language conventions, determine word meanings, attend to the connotations of words, and acquire new vocabulary.

- **They build strong content knowledge.**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

- **They respond to the varying demands of audience, task, purpose, and discipline.**

Students consider their communication in relation to audience, task, purpose, and discipline. They appreciate nuances, such as how the composition of an audience should affect tone when speaking 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).

- **They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—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.

- **They value 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.

- **They use technology and digital media 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.

- **They come to understand other perspectives and cultures.**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

How to Read This Document

Overall Document Organization and Main Features

The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices (lettered A, B, and C) accompany the main document.

Each section is divided into *strands*. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of *College and Career Readiness Anchor Standards* that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR standards in each strand. Each *grade-specific standard* (as these standards are collectively referred to) corresponds to the same-numbered CCR standard. Put another way, each CCR standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number or number and letter so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3. Likewise, W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standards

A single K–5 section lists CCR and grade-specific standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college- and career-readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including 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.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen to ideas, integrate information from oral, visual, and multimodal sources, evaluate what they hear, use digital media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions and vocabulary

The standards on conventions and effective language use 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. The vocabulary standards focus on understanding words, their relationships, and

their nuances and on acquiring new words and phrases, particularly general academic and domain-specific vocabulary.

Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

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Standards for English Language Arts
&
Literacy in History/Social Studies, Science, and Technical Subjects

K–5

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College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Reading Standards for Literature K–5

[RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	**1.** Ask and answer questions about key details in a text.	**1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	**2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	**3.** Describe characters, settings, and major events in a story, using key details.	**3.** Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	**4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	**5.** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	**5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**6.** Identify who is telling the story at various points in a text.	**6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.	**7.** Refer to pictures, illustrations, and details in a story to describe characters, setting, or events.	**7.** Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.
8. (Not applicable to literature)	**8.** (Not applicable to literature)	**8.** (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**9.** Compare and contrast the adventures and experiences of characters in stories.	**9.** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	**10.** With prompting and support, read appropriately complex prose and poetry for grade 1.	**10.** By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	**4.** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*), drawing on a wide reading of classic myths from a variety of cultures and periods.	**4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.	**5.** Explain major differences between poems, drama, and prose and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text.	**5.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Distinguish their own point of view from that of the narrator or those of the characters.	**6.** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**6.** Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas		
7. Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).	**7.** Integrate information gained from illustrations and other visual elements in a text with the words to demonstrate understanding of how the characters, setting, and plot interact and develop.	**7.** Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction).
8. (Not applicable to literature)	**8.** (Not applicable to literature)	**8.** (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	**9.** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**9.** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2–3 text complexity band independently and proficiently.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band independently and proficiently.

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Reading Standards for Informational Text K–5

[RI]

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	**1.** Ask and answer questions about key details in a text.	**1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.	**2.** Identify the main topic and retell key details of a text.	**2.** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure		
4. With prompting and support, ask and answer questions about unknown words in a text.	**4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
5. Identify the front cover, back cover, and title page of a book.	**5.** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	**5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	**6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the connection between pictures or other illustrations and the overall text in which they appear.	**7.** Use pictures, illustrations, and details in a text to describe its key ideas.	**7.** Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).
8. With prompting and support, identify the reasons an author gives to support points in a text.	**8.** Identify the reasons an author gives to support points in a text.	**8.** Describe how reasons support specific points the author makes in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**9.** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**9.** Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	**10.** With prompting and support, read appropriately complex informational texts for grade 1.	**10.** By the end of year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	**2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	**4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	**4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	**5.** Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.	**6.** Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.
6. Distinguish their own point of view from that of the author of a text.	**6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**7.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
7. Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**7.** Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.	**7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	**8.** Explain how an author uses reasons and evidence to support particular points in a text.	**8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	**9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**9.** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.	**10.** By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.	**10.** By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.

DRAFT

Reading Standards: Foundational Skills (K–5) [RF]

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These Foundational Skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: Good readers will need much less practice with these concepts than struggling readers. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

** In Kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Kindergartners:	Grade 1 students:
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page-by-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	**1.** Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words . b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

[1]Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills (K–5) [RF]

** In Kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Kindergartners:*	Grade 1 students:	Grade 2 students:
Phonics and Word Recognition		
3. 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. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.(two letters that represent one sound). b. Decode regularly spelled one-syllable words. c. Know final *-e* and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	**3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
4. Read emergent-reader texts with purpose and understanding.	**4.** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**4.** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Phonics and Word Recognition		
3. 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. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	**3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	**3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**4.** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**4.** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes[1]

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.[2]
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[1]These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.
[2]See standards 1–3 in Language, pages 26–31, for specific editing expectations.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose.. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Writing Standards K–5

[W]

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).	**1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	**1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	**2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	**3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	**3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing		
4. (Begins in grade 3)	**4.** (Begins in grade 3)	**4.** (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	**5.** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	**5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	**6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	**7.** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	**7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**8.** Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)	**9.** (Begins in grade 4)	**9.** (Begins in grade 4)
Range of Writing		
10. (Begins in grade 3)	**10.** (Begins in grade 3)	**10.** (Begins in grade 3)

Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		
1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. d. Provide a concluding statement or section.	**1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented.	**1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section.	**2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	**2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Production and Distribution of Writing		
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	**6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others.	**6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using the keyboard) as well as to interact and collaborate with others.
Research to Build Knowledge		
7. Conduct short research projects that build knowledge about a topic.	**7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**7.** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	**8.** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. (Begins in grade 4)	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text"). b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text"). b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]").
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate content from multiple graphical, visual, oral, or multimodal sources.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

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The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
Comprehension and Collaboration		
1. Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	**1.** Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	**1.** Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.	**2.** Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.	**2.** Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	**4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	**5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**5.** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Speak audibly and express thoughts, feelings, and ideas clearly.	**6.** Produce complete sentences when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	**6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. c. Explain their own ideas and understanding in light of the discussion.	**1.** Engage effectively in range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**1.** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.	**2.** Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.	**2.** Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally.
3. Ask and answer questions about information from a speaker's, offering appropriate elaboration and detail.	**3.** Identify the reasons and evidence a speaker provides to support particular points.	**3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas		
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	**4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	**5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	**5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	**6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	**6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

Effective Language Use

3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of grammar, usage, and mechanics as well as learn ways to use language to enhance meaning. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use, come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words, and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

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Language Standards K–5

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The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 31 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Kindergartners:	Grade 1 students:	Grade 2 students:
Conventions		
1. Observe conventions of grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*). d. Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*). e. Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*). f. Produce and expand complete sentences in shared language activities.	**1.** Observe conventions of grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*, *anyone*, *everything*). e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*). f . Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*). g. Use determiners (e.g., articles, demonstratives). h. Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*). i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.	**1.** Observe conventions of grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*). c. Use reflexive pronouns (e.g., *myself*, *ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).
2. Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Effective Language Use		
3. (Begins in grade 3)	**3.** (Begins in grade 3)	**3.** (Begins in grade 3)

Kindergartners:	Grade 1 students:	Grade 2 students:
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*). b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.	**5.** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. 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). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.	**5.** Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that *are spicy* or *juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*).	**6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Grade 3 students:	Grade 4 students:	Grade 5 students:
Conventions		
1. Observe conventions of grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	**1.** Observe conventions of grammar and usage when writing or speaking. a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*). b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb aspects. c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.* g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).*	**1.** Observe conventions of grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb aspects. c. Use verb tense and aspect to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense and aspect.* e. Use correlative conjunctions.
2. Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize important words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
Effective Language Use		
3. Use language to achieve particular effects when writing or speaking. a. Choose words and phrases for effect.*	**3.** Use language to enhance meaning and achieve particular effects when writing or speaking. a. Choose words and phrases to convey ideas precisely.* b. Use punctuation for effect.*	**3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).	**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	**6.** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and words and phrases basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).	**6.** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

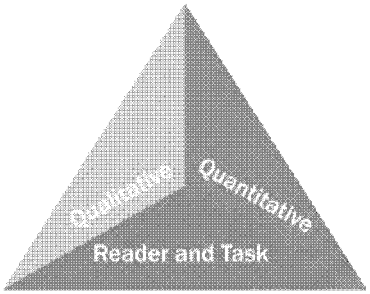
Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Skill	3	4	5	6	7	8	9–10	11–12
Ensure subject-verb and pronoun-antecedent agreement.								
Choose words and phrases for effect.								
Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.								
Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).								
Choose words and phrases to convey ideas precisely.								
Use punctuation for effect.								
Recognize and correct inappropriate shifts in verb tense and aspect.								
Use punctuation to separate items in a series.								
Recognize and correct inappropriate shifts in pronoun number and person.								
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
Vary sentence patterns for meaning, reader/listener interest, and style.								
Maintain consistency in style and tone.								
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
Choose language that expresses ideas precisely and concisely, eliminating wordiness and redundancy.								
Recognize and correct inappropriate shifts in verb voice and mood.								
Use parallel structure.								

Standard 10: Range, Quality, and Complexity of Student Reading K–5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader knowledge, motivation, and interests as well as the complexity generated by the tasks assigned and the questions posed

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K–5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Dramas**	**Poetry**	**Literary Nonfiction and Historical, Scientific, and Technical Texts**
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

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Texts Illustrating the Complexity, Quality, and Range of Student Reading K–5

* Read-aloud
** Read-along

	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K	▪ *Over in the Meadow* by John Langstaff (traditional) (c1800)* ▪ *A Boy, a Dog, and a Frog* by Mercer Mayer (1967) ▪ *Pancakes for Breakfast* by Tomie DePaola (1978) ▪ *A Story A Story* by Gail E. Haley (1970)* ▪ *Kitten's First Full Moon* by Kevin Henkes (2004)*	▪ *My Five Senses* by Aliki (1962)* ▪ *Truck* by Donald Crews (1980) ▪ *I Read Signs* by Tana Hoban (1987) ▪ *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page (2003)* ▪ *Amazing Whales!* by Sarah L. Thomson (2005)*
1[1]	▪ "Mix a Pancake" by Christina G. Rossetti (1893)** ▪ *Mr. Popper's Penguins* by Richard Atwater (1938)* ▪ *Little Bear* by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** ▪ *Frog and Toad Together* by Arnold Lobel (1971)** ▪ *Hi! Fly Guy* by Tedd Arnold (2006)	▪ *A Tree Is a Plant* by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** ▪ *My Five Senses* by Aliki (1962)** ▪ *Follow the Water from Brook to Ocean* by Arthur Dorros (1991)** ▪ *From Seed to Pumpkin* by Wendy Pfeffer, illustrated by James Graham Hale (2004)* ▪ *How People Learned to Fly* by Fran Hodgkins and True Kelley (2007)*
2–3	▪ "Who Has Seen the Wind?" by Christina G. Rossetti (1893) ▪ *Charlotte's Web* by E. B. White (1952)* ▪ *Sarah, Plain and Tall* by Patricia MacLachlan (1985) ▪ *Tops and Bottoms* by Janet Stevens (1995) ▪ *Poppleton in Winter* by Cynthia Rylant, illustrated by Mark Teague (2001)	▪ *A Medieval Feast* by Aliki (1983) ▪ *From Seed to Plant* by Gail Gibbons (1991) ▪ *The Story of Ruby Bridges* by Robert Coles (1995)* ▪ *A Drop of Water: A Book of Science and Wonder* by Walter Wick (1997) ▪ *Moonshot: The Flight of Apollo 11* by Brian Floca (2009)
4–5	▪ *Alice's Adventures in Wonderland* by Lewis Carroll (1865) ▪ "Casey at the Bat" by Ernest Lawrence Thayer (1888) ▪ *The Black Stallion* by Walter Farley (1941) ▪ "Zlateh the Goat" by Isaac Bashevis Singer (1984) ▪ *Bud, Not Buddy* by Christopher Paul Curtis (1999) ▪ *The Birchbark House* by Louise Erdrich (1999) ▪ *Where the Mountain Meets the Moon* by Grace Lin (2009)	▪ *Discovering Mars* by Melvin Berger (1992) ▪ *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber (1996) ▪ *A History of US* by Joy Hakim (2005) ▪ *Horses* by Seymour Simon (2006) ▪ *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery (2006)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

[1]Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, *orally* comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	K	1	2–3	4–5
The Human Body Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.	The five senses and associated body parts ▪ *My Five Senses* by Aliki (1989) ▪ *Hearing* by Maria Rius (1985) ▪ *Sight* by Maria Rius (1985) ▪ *Smell* by Maria Rius (1985) ▪ *Taste* by Maria Rius (1985) ▪ *Touch* by Maria Rius (1985) Taking care of your body: Overview (hygiene, diet, exercise, rest) ▪ *My Amazing Body: A First Look at Health & Fitness* by Pat Thomas (2001) ▪ *Get Up and Go!* by Nancy Carlson (2008) ▪ *Go Wash Up* by Doering Tourville (2008) ▪ *Sleep* by Paul Showers (1997) ▪ *Fuel the Body* by Doering Tourville (2008)	Introduction to the systems of the human body and associated body parts ▪ *Under Your Skin: Your Amazing Body* by Mick Manning (2007) ▪ *Me and My Amazing Body* by Joan Sweeney (1999) ▪ *The Human Body* by Gallimard Jeunesse (2007) ▪ *The Busy Body Book* by Lizzy Rockwell (2008) ▪ *First Encyclopedia of the Human Body* by Fiona Chandler (2004) Taking care of your body: Germs, diseases, and preventing illness ▪ *Germs Make Me Sick* by Marilyn Berger (1995) ▪ *Tiny Life on Your Body* by Christine Taylor-Butler (2005) ▪ *Germ Stories* by Arthur Kornberg (2007) ▪ *All About Scabs* by GenichiroYagu (1998)	Digestive and excretory systems ▪ *What Happens to a Hamburger* by Paul Showers (1985) ▪ *The Digestive System* by Christine Taylor-Butler (2008) ▪ *The Digestive System* by Rebecca L. Johnson (2006) ▪ *The Digestive System* by Kristin Petrie (2007) Taking care of your body: healthy eating and nutrition ▪ *Good Enough to Eat* by Lizzy Rockwell (1999) ▪ *Showdown at the Food Pyramid* by Rex Barron (2004) Muscular, skeletal, and nervous systems ▪ *The Mighty Muscular and Skeletal Systems* Crabtree Publishing (2009) ▪ *Muscles* by Seymour Simon (1998) ▪ *Bones* by Seymour Simon (1998) ▪ *The Astounding Nervous System* Crabtree Publishing (2009) ▪ *The Nervous System* by Joelle Riley (2004)	Circulatory system ▪ *The Heart* by Seymour Simon (2006) ▪ *The Heart and Circulation* by Carol Ballard (2005) ▪ *The Circulatory System* by Kristin Petrie (2007) ▪ *The Amazing Circulatory System* by John Burstein (2009) Respiratory system ▪ *The Lungs* by Seymour Simon (2007) ▪ *The Respiratory System* by Susan Glass (2004) ▪ *The Respiratory System* by Kristin Petrie (2007) ▪ *The Remarkable Respiratory System* by John Burstein (2009) Endocrine system ▪ *The Endocrine System* by Rebecca Olien (2006) ▪ *The Exciting Endocrine System* by John Burstein (2009)

Standards for English Language Arts

6–12

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College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Reading Standards for Literature 6–12

[RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.	**2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; summarize the text.	**2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	**3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone.	**4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	4. Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	**5.** Analyze how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning.	**5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Explain how an author establishes and develops the point of view of the narrator or speaker in a text.	**6.** Analyze how an author establishes and contrasts the points of view of different characters or narrators in a text.	**6.** Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.
Integration of Knowledge and Ideas		
7. Compare and contrast the experience of reading a story, poem, or dram to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	**7.** Compare and contrast a story, poem, or drama to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).	**7.** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. (Not applicable to literature)	**8.** (Not applicable to literature)	**8.** (Not applicable to literature)

Grade 6 students:	Grade 7 students:	Grade 8 students:
Integration of Knowledge and Ideas		
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	**9.** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	**9.** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as necessary at the high end of the range.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently.

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Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	**3.** Evaluate various explanations for characters' actions or for events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in the text and analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	**4.** Determine the meaning of words and phrases as they are used in the text and analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	**5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice at what point to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated from what is implied (e.g., through the use of satire, sarcasm, irony, or understatement).	**6.** Analyze differences and similarities in points of view or cultural experience as reflected in various works from different countries, drawing on a wide reading of world literature.
Integration of Knowledge and Ideas	
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	**7.** Analyze multiple interpretations of a story or drama (e.g., recorded or live production of a play or novel), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)
8. (Not applicable to literature)	**8.** (Not applicable to literature)
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, drawing on how two or more texts from the same period treat similar themes or topics.	**9.** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare draws on Ovid or the Bible or how a later author draws on a play by Shakespeare) in order to evaluate how the texts treat similar themes or topics.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band independently and proficiently.	**10.** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text; summarize the text.	**2.** Determine two or more central ideas in a text and analyze their development over the course of the text and their relationship to one another; summarize the text.	**2.** Determine a central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	**3.** Analyze how a text makes connections among and distinctions between key individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	**4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	**4.** Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	**5.** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	**5.** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**6.** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.	**6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas		
7. Integrate information presented in different formats (e.g., print or digital text, video, multimedia) to develop a coherent understanding of a topic or issue.	**7.** Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text's portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words).	**7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	**8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.	**8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	**9.** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**9.** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently.

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Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	**3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text and analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	**4.** Determine the meaning of words and phrases as they are used in a text and analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	**5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Analyze documents of historical and literary significance, including seminal U.S. documents (e.g., the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights), for their premises and purposes.	**6.** Analyze how various authors express different points of view on similar events or issues, assessing the authors' assumptions, use of evidence, and reasoning, including analyzing seminal U.S. documents (e.g., *The Federalist*, landmark U.S. Supreme Court majority opinions and dissents).
Integration of Knowledge and Ideas	
7. Evaluate the accounts of a subject in different mediums (e.g., a person's life story told in print or digital text, film, or multimedia), analyzing each version for which details are emphasized and how the account unfolds.	**7.** Integrate and evaluate multiple sources of information presented in different formats (e.g., print or digital text, video, multimedia) in order to address a question or solve a problem, resolving conflicting information when possible.
8. Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning and identifying false statements and fallacious reasoning.	**8.** Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning, identifying and evaluating stated and unstated premises and assumptions.
9. Analyze a case in which authors disagree with or otherwise respond to one another's ideas or accounts of events, evaluating the strength of each author's evidence, reasoning, and interpretation.	**9.** Synthesize information, explanations, and arguments from a range of sources to provide a coherent account of events or ideas, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction in the grades 9–10 text complexity band independently and proficiently.	**10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction in the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes[1]

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.[2]
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[1]These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.
[2]See standards 1–3 in Language, pages 53–57, for specific editing expectations.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes		
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	**1.** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	**1.** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	**2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes (continued)		
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	**5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish a minimum of three pages of writing as well as to interact and collaborate with others.	**6.** Use technology, including the Internet, to produce and publish a minimum of four pages of writing as well as to interact and collaborate with others.	**6.** Use technology, including the Internet, to produce and publish a minimum of five pages of writing as well as to interact and collaborate with others.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**7.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	**7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	**8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics."). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history]). b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims").	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced").
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	**1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)	
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generate question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Grades 9–10 students:	Grades 11–12 students:
Research to Build and Present Knowledge (continued)	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, drawing on how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning and identifying false statements and fallacious reasoning").	**9.** Draw evidence form literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare draws on Ovid or the Bible or how a later author draws on a play by Shakespeare) in order to evaluate how the texts treat similar themes or topics"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning, identifying and evaluating stated and unstated premises and assumptions").
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate content from multiple graphical, visual, oral, or multimodal sources.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

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The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. With guidance and support from adults, work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**1.** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.	**1.** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed. c. Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.
2. Interpret information presented in graphical, oral, visual or multimodal formats and explain how it contributes to a topic, text, or issue under study.	**2.** Analyze the main ideas and supporting details presented in graphical, oral, visual, or multimodal formats and explain how the ideas clarify a topic, text, or issue under study.	**2.** Determine the purpose of information in graphical, oral, visual, or multimodal formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence.	**3.** Delineate a speaker's argument and specific claims, evaluating the validity of the reasoning and sufficiency of the evidence.
Presentation of Knowledge and Ideas		
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	**4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	**4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	**5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	**6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	**6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)

Grades 9–10 students:	Grades 11–12 students:
Comprehension and Collaboration	
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one and in groups) on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	**1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one and in groups) on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Synthesize information from multiple graphical, visual, or multimodal sources with other information presented orally, noting any discrepancies among the data.	**2.** Integrate information from multiple graphical, oral, visual, or multimodal sources in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and resolving conflicting information when possible.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	**4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	**6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)

College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions

1. Demonstrate command of the conventions of standard English grammar and usage.
2. Demonstrate command of the conventions of capitalization, punctuation, and spelling.

Effective Language Use

3. Use language to enhance meaning, convey style, and achieve particular effects when writing and speaking.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of grammar, usage, and mechanics. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to use words, syntax, and punctuation to achieve particular rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

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Language Standards 6–12

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The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 57 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Conventions		
1. Observe conventions of grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself*, *ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	**1.** Observe conventions of grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	**1.** Observe conventions of grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*
2. Observe conventions of capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). b. Spell correctly.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
Effective Language Use		
3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	**3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	**3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Grade 6 students:	Grade 7 students:	Grade 8 students:
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).	**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).	**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.	**6.** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.	**6.** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.

Grades 9–10 students:	Grades 11–12 students:
Conventions	
1. Observe conventions of grammar and usage when writing or speaking. a. Use parallel structure.* b. 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 or presentations.	**1.** Observe conventions of grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American English*) as needed.
2. Observe conventions of capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
Effective Language Use	
3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.	**3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.	**6.** Acquire and use accurately general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.

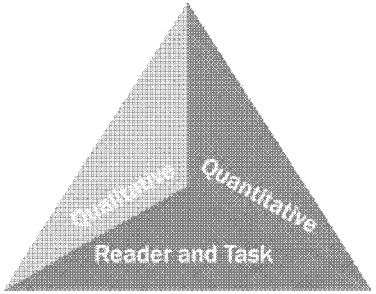
Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Skill	3	4	5	6	7	8	9–10	11–12
Ensure subject-verb and pronoun-antecedent agreement.								
Choose words and phrases for effect.								
Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.								
Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).								
Choose words and phrases to convey ideas precisely.								
Use punctuation for effect.								
Recognize and correct inappropriate shifts in verb tense and aspect.								
Use punctuation to separate items in a series.								
Recognize and correct inappropriate shifts in pronoun number and person.								
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
Vary sentence patterns for meaning, reader/listener interest, and style.								
Maintain consistency in style and tone.								
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
Choose language that expresses ideas precisely and concisely, eliminating wordiness and redundancy.								
Recognize and correct inappropriate shifts in verb voice and mood.								
Use parallel structure.								

Standard 10: Range, Quality, and Complexity of Student Reading 6–12

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader knowledge, motivation, and interests as well as the complexity generated by the tasks assigned and the questions posed

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Drama**	**Poetry**	**Literary Nonfiction**
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multiact plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, or economic accounts (including digital sources) written for a broad audience

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Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction
6–8	▪ *Little Women* by Louisa May Alcott (1869) ▪ *The Adventures of Tom Sawyer* by Mark Twain (1876) ▪ "The Road Not Taken" by Robert Frost (1915) ▪ *The Dark Is Rising* by Susan Cooper (1973) ▪ *Dragonwings* by Laurence Yep (1975) ▪ *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976)	▪ "Letter on Thomas Jefferson" by John Adams (1776) ▪ *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass (1845) ▪ *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry (1955) ▪ *Travels with Charley: In Search of America* by John Steinbeck (1962) ▪ *The Great Fire* by Jim Murphy (1995) ▪ *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie* by Elizabeth Partridge (2002)
9–10	▪ *The Tragedy of Romeo and Juliet* by William Shakespeare (1592) ▪ "Ozymandias" by Percy Bysshe Shelley (1817) ▪ "The Raven" by Edgar Allen Poe (1845) ▪ "The Gift of the Magi" by O. Henry (1906) ▪ *The Grapes of Wrath* by John Steinbeck (1939) ▪ *Fahrenheit 451* by Ray Bradbury (1953) ▪ *The Killer Angels* by Michael Shaara (1975)	▪ "Speech to the Second Virginia Convention" by Patrick Henry (1775) ▪ The Declaration of Independence by Thomas Jefferson (1776) ▪ "Second Inaugural Address" by Abraham Lincoln (1865) ▪ "State of the Union Address" by Franklin Delano Roosevelt (1941) ▪ *Cod: A Biography of the Fish That Changed the World* by Mark Kurlansky (1997) ▪ *The Race to Save Lord God Bird* by Phillip Hoose (2004)
11–CCR	▪ "Ode on a Grecian Urn" by John Keats (1820) ▪ *Jane Eyre* by Charlotte Brontë (1848) ▪ "Because I Could Not Stop for Death" by Emily Dickinson (1890) ▪ *The Great Gatsby* by F. Scott Fitzgerald (1925) ▪ *Their Eyes Were Watching God* by Zora Neale Hurston (1937) ▪ *A Raisin in the Sun* by Lorraine Hansberry (1959) ▪ *The Namesake* by Jhumpa Lahiri (2003)	▪ *The Crisis* by Thomas Paine (1776) ▪ *Walden* by Henry David Thoreau (1854) ▪ "Society and Solitude" by Ralph Waldo Emerson (1857) ▪ "Gettysburg Address" by Abraham Lincoln (1863) ▪ "Letter from Birmingham Jail" by Martin Luther King, Jr. (1964) ▪ *Google Hacks: Tips & Tools for Smarter Searching* by Tara Calishain and Rael Dornfest (2004) ▪ *America's Constitution: A Biography* by Akhil Reed Amar (2005)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.

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Standards for Literacy in History/Social Studies, Science, and Technical Subjects

6–12

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College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College- and career-ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with *independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.*

Reading Standards for Literacy in History/Social Studies 6–12 [RH]

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	**1.** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	**1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	**2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	**2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	**3.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	**3.** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	**4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	**4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	**5.** Analyze how a text uses structure to emphasize key points or advance a point of view.	**5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	**6.** Compare the point of view of two or more authors by comparing how they treat the same or similar history/social science topics, including which details they include and emphasize in their respective accounts.	**6.** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., pictures, videos, maps) with other information within or across print or digital texts.	**7.** Integrate quantitative or technical information (e.g., charts, research data) with other information within or across print or digital texts.	**7.** Integrate and evaluate multiple sources of information presented in different formats (e.g., print or digital text, video, multimedia) in order to address a question, resolving conflicting information when possible.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	**8.** Assess the extent to which the evidence in a text supports the author's claims.	**8.** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other sources of information.
9. Analyze the relationship between a primary and secondary source on the same topic.	**9.** Compare and contrast treatments of the same topic in several primary and secondary sources.	**9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	**10.** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	**10.** By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts. **2.** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. **3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	**1.** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. **2.** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. **3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.	**1.** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **2.** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. **3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*. **5.** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. **6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	**4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*. **5.** Analyze the structure of the relationships among concepts in a text, including relationships among key terms pertaining to important ideas and processes (e.g., *force*, *friction*, *reaction force*, *energy*). **6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	**4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*. **5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved or uncertain.
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information provided by the words in a text with a version of that information expressed graphically (e.g., in a flowchart, diagram, model, graph, or table). **8.** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. **9.** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	**7.** Demonstrate understanding of quantitative or technical information by translating information provided by the words in a text into graphical form (e.g., a table or chart) or translating information expressed graphically or mathematically (e.g., in an equation) into words. **8.** Assess the extent to which the evidence in a text supports a claim or a recommendation for solving a scientific or technical problem. **9.** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	**7.** Integrate and evaluate multiple sources of information presented in different formats (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem, resolving conflicting information when possible. **8.** Evaluate the hypotheses, data, and conclusions in a science or technical text, verifying data and corroborating or challenging conclusions when possible by using other sources of information. **9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range and Level of Text Complexity		
10. By the end of grade 8, read and comprehend	**10.** By the end of grade 10, read and comprehend	**10.** By the end of grade 12, read and comprehend

science/technical texts in the grades 6–8 text complexity band independently and proficiently.	science/technical texts in the grades 9–10 text complexity band independently and proficiently.	science/technical texts in the grades 11–12 text complexity band independently and proficiently.

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College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes[1]

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.[2]
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[1]These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
2. Write arguments focused on *discipline-specific content*. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. f. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. g. Establish and maintain a formal style. c. Provide a concluding statement or section that follows from and supports the argument presented.	**1.** Write arguments focused on *discipline-specific content*. f. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. g. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. h. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. j. Provide a concluding statement or section that follows from or supports the argument presented.	**1.** Write arguments focused on *discipline-specific content*. f. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. g. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. h. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. j. Provide a concluding statement or section that follows from or supports the argument presented.

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Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)		
4. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. g. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. h. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. i. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. j. Use precise language and domain-specific vocabulary to inform about or explain the topic. k. Establish and maintain a formal style and objective tone. l. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**3.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. g. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. h. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. i. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. j. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. k. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. l. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**3.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.	**3.** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.	**3.** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish a minimum of five pages of writing as well as to interact and collaborate with others.	**6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	**7.** Conduct short as well as more sustained research projects to answer a question (including a self-generate question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
10. Draw evidence from informational texts to support analysis reflection, and research.	**9.** Draw evidence from informational texts to support analysis, reflection, and research.	**9.** Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

COMMON CORE STATE STANDARDS:

Mathematics

Introduction
Toward greater focus and coherence

Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. [M]athematical process goals should be integrated in these content areas.

National Research Council, 2009

The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K–6 mathematics standards in the U.S. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1–3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.

Ginsburg, Leinwand and Decker, 2009

Because the mathematics concepts in [U.S.] textbooks are often weak, the presentation becomes more mechanical than is ideal. We looked at both traditional and non-traditional textbooks used in the US and found this conceptual weakness in both.

Ginsburg et al., 2005

There are many ways to organize curricula. The challenge, now rarely met, is to avoid those that distort mathematics and turn off students.

Steen, 2007

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is 'a mile wide and an inch deep.' These Standards are a substantial answer to that challenge.

It is important to recognize that "fewer standards" are no substitute for *focused* standards. Achieving "fewer standards" would be easy to do by resorting to broad, general statements. Instead, these Standards aim for clarity and specificity.

Assessing the coherence of a set of standards is more difficult than assessing their focus. William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

> *articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect not only the topics that fall within a certain academic discipline,* ***but also the key ideas*** *that determine how knowledge is organized and generated within that discipline. This implies that "to be coherent," a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. This deeper structure then serves as a means for connecting the particulars (such as an understanding of the rational number system and its properties).* (emphasis added)

These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.

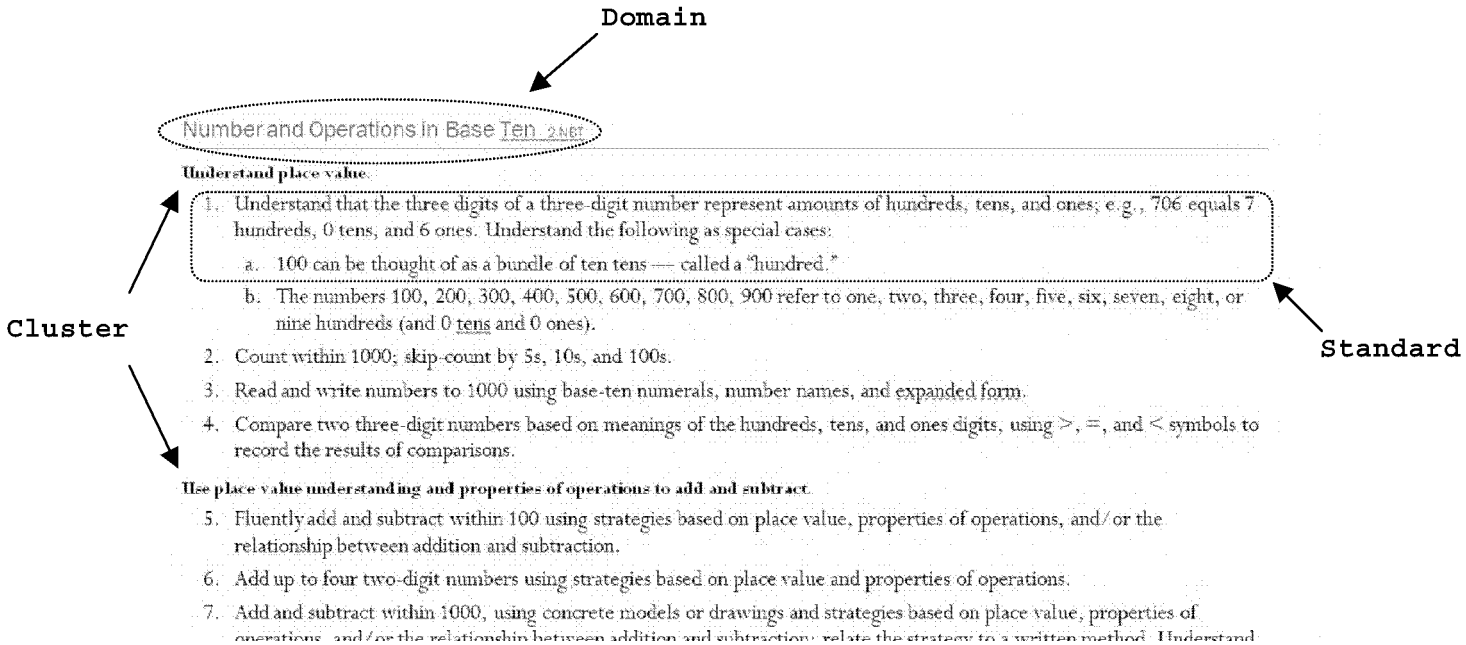
In addition, the 'sequence of topics and performances' that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing "sequenced obstacles and challenges for students…absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise." In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students' mathematical knowledge, skill, and understanding develop over time.

Understanding mathematics

These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, *why* a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as $(a + b)(x + y)$ and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding $(a + b + c)(x + y)$. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The Standards begin on the next page with eight Standards for Mathematical Practice.

How to read the grade level standards



Standards define what students should understand and be able to do. **Clusters** summarize groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject. **Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.

Dotted Underlines: Dotted underlines, for example, associative property, indicate terms that are defined in the Glossary. In each grade, underlining is used for the first occurrence of a defined term, but not in subsequent occurrences.

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education: the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections; and the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1 Make sense of 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 analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. Key related processes: Problem solving. Key related proficiencies: Conceptual understanding, strategic competence, productive disposition.

2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: 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 referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. Key related processes: Problem solving, Representation. Key related Key related proficiencies: Strategic competence, productive disposition.

3 Construct viable arguments and critique the reasoning of others.

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 are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They 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. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. Key related processes: Problem solving, Representation. Key related proficiencies: Strategic competence, productive disposition.

4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. Key related processes: Representation. Key related proficiencies: Adaptive reasoning.

5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Key related processes: Problem solving. Key related proficiencies: Strategic competence.

6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Key related processes: Problem solving, Representation. Key related proficiencies: Procedural fluency.

7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Key related processes: Reasoning and proof. Key related proficiencies: Adaptive reasoning.

8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x -$

1) = 3. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results. Key related processes: Problem solving, Reasoning and proof. Key related proficiencies: Adaptive reasoning.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student-practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curriculum, assessment, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Mathematics | Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Grade Level Overview

Counting and Cardinality	• Know number names and the count sequence. • Count to tell the number of objects. • Compare numbers.
Operations and Algebraic Thinking	• Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Number and Operations in Base Ten	• Work with numbers 11-19 to gain foundations for place value.
Measurement and Data	• Describe and compare measurable attributes. • Classify objects and count the number of objects in each category
Geometry	1. Identify and describe shapes. 2. Analyze, compare, create, and compose shapes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Counting and Cardinality K.CC

Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
   a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
   b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
   c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1]
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

Number and Operations in Base Ten K.NBT

Work with numbers 11-19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data K.MD

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[3]

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[1] Include groups with up to ten objects.
[2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

Identify and describe shapes (such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

4. Analyze and compare a variety of two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes.

[3] Limit category counts to be less than or equal to 10.

Mathematics | Grade 1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.[4]

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Grade Level Overview

Operations and Algebraic Thinking
- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten
- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data
- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry
- Reason with shapes and their attributes.

Mathematical Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

[4] Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Operations and Algebraic Thinking 1.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.[5]
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, *e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.*

Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract.[6] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*
4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*

Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*
8. Determine the unknown number in a whole-number addition or subtraction equation. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.*

Number and Operations in Base Ten 1.NBT

Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
   a. 10 can be thought of as a bundle of ten ones — called a "ten."
   b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
   c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Use place value understanding and properties of operations to add and subtract.

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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[5] See Glossary, Table 1.
[6] Students need not use formal terms for these properties.

Measurement and Data 1.MD

Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Tell and write time.

3. Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

4. Organize, represent, and interpret data with up to three 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.

Geometry 1.G

Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes; build and draw shapes to possess defining attributes.
2. Compose two-dimensional shapes (such as rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (such as cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[7]
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

[7] Students do not need to learn formal names such as "right rectangular prism."

Mathematics | Grade 2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Grade Level Overview

Operations and Algebraic Thinking	• Represent and solve problems involving addition and subtraction. • Add and subtract within 20. • Work with equal groups of objects to gain foundations for multiplication.
Number and Operations in Base Ten	• Understand place value. • Use place value understanding and properties of operations to add and subtract.
Measurement and Data	• Measure and estimate lengths in standard units. • Relate addition and subtraction to length. • Work with time and money. • Represent and interpret data.
Geometry	• Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 2.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[8]

Add and subtract within 20.

2. Fluently add and subtract within 20. By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operations in Base Ten 2.NBT

Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
   a. 100 can be thought of as a bundle of ten tens — called a "hundred."
   b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.[9]

Measurement and Data 2.MD

Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

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[8] See Glossary, Table 1.
[9] Explanations may be supported by drawings or objects.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences on a number line diagram.

Work with time and money.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Represent and interpret data.

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems[10] using information presented in a bar graph.

Geometry 2.G

Reason with shapes and their attributes.

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[11] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

[10] See Glossary, Table 1.
[11] Sizes are compared directly or visually, not compared by measuring.

Mathematics | Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole; for example, $1/2$ of the paint in a large bucket could be less paint than $1/3$ of the paint in a smaller bucket; but $1/3$ of a ribbon is longer than $1/5$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Grade Level Overview

Operations and Algebraic Thinking	• Represent and solve problems involving multiplication and division. • Understand properties of multiplication and the relationship between multiplication and division. • Multiply and divide within 100. • Solve problems involving the four operations, and identify and explain patterns in arithmetic.
Number and Operations in Base Ten	• Use place value understanding and properties of operations to perform multi-digit arithmetic.
Number and Operations—Fractions	• Develop understanding of fractions as numbers.
Measurement and Data	• Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. • Represent and interpret data. • Geometric measurement: understand concepts of area and relate area to multiplication and to addition. • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
Geometry	• Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 3.OA

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, , describe a context in which a total number of objects can be expressed as 5 × 7.*
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as* 56 ÷ 8.
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[12]
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ÷ 3, 6 × 6 = ?.*

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.[13] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by multiplying 3 × 5 = 15 then multiplying 15 × 2 = 30, or by multiplying 5 × 2 = 10 then multiplying 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*
6. Understand division as an unknown-factor problem. *For example, divide 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By end of Grade 3, know from memory all products of one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding.[14]
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

Number and Operations in Base Ten 3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.[15]

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Number and Operations—Fractions[16] 3-NF

Develop understanding of fractions as numbers.

1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.

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[12] See Glossary, Table 2.
[13] Students need not use formal terms for these properties.
[14] This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order.
[15] A range of algorithms may be used.
[16] Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.

a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.

b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

   a. Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$); explain why the fractions are equivalent, e.g., by using a visual fraction model.

   b. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.*

   c. Compare two fractions with the same numerator or the same denominator, by reasoning about their size; recognize that valid comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data 3.MD

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes; solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (ℓ).[17] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[18]

Represent and interpret data.

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 1 pet, 5 pets, or 10 pets.*
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.

   a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

   b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

6. Measure areas by counting unit squares, using square cm, square m, square in, square ft, and improvised units.
7. Relate area to the operations of multiplication and addition.

   a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

   b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems; represent whole-number products as rectangular areas in mathematical reasoning.

   c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$; use area models to represent the distributive property in mathematical reasoning.

   d. Recognize area as additive; find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

8. Solve real-world and mathematical problems involving perimeters of polygons, such as finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different area or with the same area and different perimeter.

Geometry 3.G

[17] Excludes compound units such as cm^3 and finding the geometric volume of a container.

[18] Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2).

Reason with shapes and their attributes.

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals); recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part is* $^1/_4$ *of the area of the shape.*

Mathematics | Grade 4

In Grade 4, instructional time should focus on four critical areas: (1) developing understanding and fluency with whole number multiplication, and developing understanding of whole number division; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) continuing to develop understanding of area; and (4) understanding that geometric figures can be analyzed and classified based on their properties such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They use understandings of multiplication and division to develop fluency with multiplication and division of whole numbers. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students develop their understanding of area. They understand and apply the area formula for rectangles and also find areas of shapes that can be decomposed into rectangles. They select appropriate units, strategies (e.g., decomposing shapes), and tools for solving problems that involve estimating and measuring area.

(4) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

Grade Level Overview

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 4.OA

Use the four operations with whole numbers to solve problems.

1. Interpret a multiplication equation as a comparison, e.g., interpret $5 \times 7 = 35$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.[19]
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Gain familiarity with factors and multiples.

4. Find the factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Number and Operations in Base Ten[20] 4.NBT

Generalize place value understanding for multi-digit whole numbers.

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits, using >, =, and < symbols to record the results of comparisons.
3. Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.[21]

4. Add and subtract multi-digit whole numbers accurately and efficiently using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations—Fractions[22] 4.NF

Extend understanding of fraction equivalence and ordering.

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size; use this principle to recognize and generate equivalent fractions.
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$; recognize that valid comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

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[19] See Glossary, Table 2.
[20] Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.
[21] A range of algorithms may be used.
[22] Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
   a. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation (e.g., $3/8 = 1/8 + 1/8 + 1/8$ and $3/8 = 1/8 + 2/8$). Justify decompositions, e.g., by using a visual fraction model.
   b. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
   c. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
   a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.*
   b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)*
   c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example: If each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

Understand decimal notation for fractions, and compare decimal fractions.

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[23] *For example, express $3/10$ as $30/100$ and add $3/10 + 4/100 = 34/100$.*
6. Interpret a two-digit decimal as a fraction and use decimal notation for parts of wholes; round decimals to the nearest whole number by reasoning about their size. *For example, rewrite 1.62 as $1\ 62/100$; describe a length as 1.62 meters; locate 1.62 on a number line diagram and round 1.62 to 2.*
7. Compare two decimals to hundredths by reasoning about their size; recognize that valid comparisons rely on the two decimals referring to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Measurement and Data 4.MD

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; ℓ, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of smaller unit. Record measurement equivalents in a two-column table. *For example: Know that 1 ft is 12 times as long as 1 in; express the length of a 4 ft snake as 48 in; generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
3. Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Represent and interpret data.

4. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Geometric measurement: understand concepts of angle and measure angles.

5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

[23] Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles.

b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

6. Measure angles in whole-number degrees using a protractor; sketch angles of specified measure.
7. Recognize angle measure as additive; when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry 4.G

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines; identify these in two-dimensional figures.
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size. Recognize right triangles as a category, and identify right triangles.
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts; identify line-symmetric figures and draw lines of symmetry.

Mathematics | Grade 5

In Grade 5, instructional time should focus on four critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) developing fluency with whole number operations; (3) integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths; and (4) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop fluency with multi-digit addition, subtraction, and multiplication, and develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations.

(3) Students apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(4) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real-world and mathematical problems.

Grade Level Overview

Operations and Algebraic Thinking	• Write and interpret numerical expressions. • Analyze patterns and relationships.
Number and Operations in Base Ten	• Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths.
Number and Operations—Fractions	• Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
Measurement and Data	• Convert like measurement units within a given measurement system. • Represent and interpret data. • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
Geometry	• Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 5.OA

Write and interpret numerical expressions.

1. Interpret grouping symbols in numerical expressions and evaluate expressions with grouping symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$; recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Graph pairs of corresponding terms on a coordinate plane, and identify apparent relationships between corresponding terms. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Number and Operations in Base Ten 5.NBT

Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use positive integer exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
   a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
   b. Compare two decimals to thousandths based on meanings of the digits, using >, =, and < symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently add, subtract, and multiply multi-digit whole numbers using the standard algorithm for each operation.
6. Find quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division; express the quotient as a fraction or mixed number. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals of one or two digits, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations—Fractions 5-NF

Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$ by observing that $3/7 < 1/2$.*

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as the result of dividing the numerator by the denominator ($a/b = a \div b$); solve word problems involving division of whole numbers leading to fractional answers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
   a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show* $(2/3) \times 4 = 8/3$, *and create a story context for this equation; do the same with* $(2/3) \times (4/5) = 8/15$. *(In general,* $(a/b) \times (c/d) = ac/bd$.*)*
   b. Find the area of a rectangle with fractional side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths; multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing), including by:
   a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
   b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
6. Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[24]
   a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for* $(1/3) \div 4$ *and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that* $(1/3) \div 4 = 1/12$ *because* $(1/12) \times 4 = 1/3$.
   b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for* $4 \div (1/5)$ *and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that* $4 \div (1/5) = 20$ *because* $20 \times (1/5) = 4$.
   c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, How much chocolate will each person get if 3 people share* $1/2$ *lb of chocolate equally? How many* $1/3$*-cup servings are in 2 cups of raisins?*

Measurement and Data 5.MD

Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step real-world problems.

Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
   a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
   b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.
   a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent three-fold whole-number products as volumes, e.g., to represent the associative property of multiplication.

[24] Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

b. Apply the formulas $V = \ell w h$ and $V = b h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems;

c. Recognize volume as additive; find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.

Geometry 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
2. Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify two-dimensional figures in a hierarchy based on properties.

Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions; (3) developing understanding of and using formulas to determine areas of two-dimensional shapes and distinguishing between volume and surface area of three-dimensional shapes; and (4) writing, interpreting, and using expressions and equations.

(1) Students use reasoning about multiplication and division of quantities to solve ratio and rate problems. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students extend multiplication and division to ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they build on their understanding of fractions to understand ratios. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students are able to use these operations to solve problems.

(3) Students reason about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposition into pieces whose area they can determine. They reason about right rectangular prisms with rational sides to extend the formula for its volume to rational side lengths. They prepare for work on scale drawings and constructions in Grade 8 by drawing polygons in the coordinate plane.

(4) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

Students in Grade 6 develop their ability to think statistically. Students recognize that a typical data distribution does not have a definite center, and so different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed fairly, and also in the sense that it is a balance point. Students learn to describe and summarize distributions of data, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data was collected.

Grade Level Overview

Ratios and Proportional Relationships	• Understand ratio concepts and use ratio reasoning to solve problems.
The Number System	• Apply and extend previous understandings of multiplication and division to divide fractions by fractions. • Apply and extend previous understandings of numbers to the system of rational numbers.
Expressions and Equations	• Apply and extend previous understandings of arithmetic to algebraic expressions. • Reason about and solve one-variable equations and inequalities. • Represent and analyze quantitative relationships between dependent and independent variables.
Geometry	• Solve real-world and mathematical problems involving area, surface area, and volume.
Statistics and Probability	• Develop understanding of statistical variability. • Summarize and describe distributions.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Ratios and Proportional Relationships 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid $75 for 15 paperbacks, which is a rate of $5 per paperback."*[1]
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
   a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
   b. Solve unit rate problems including unit pricing and constant speed. *For example, If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*
   c. Find a percentage of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole given a part and the percentage.
   d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

The Number System 6.NS

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.). How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?*
2. Fluently divide multi-digit numbers using the standard algorithm for each operation.

Apply and extend previous understandings of numbers to the system of rational numbers.

3. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
4. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate planes familiar from previous grades to represent negative numbers and their distance from 0.
   a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
   b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
   c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
5. Understand the ordering of rational numbers.
   a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.*
   b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write $-3\ ^\circ C > -7\ ^\circ C$ to express the fact that $-3\ ^\circ C$ is warmer than $-7\ ^\circ C$.*
6. Understand absolute value and its relationship to the order of rational numbers.

[1] Expectations for unit rates in this grade are limited to non-complex fractions.

a. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write* $|-30| = 30$ *to describe the size of the debt in dollars.*

b. Distinguish comparisons of absolute value from statements of order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*

7. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane, including using coordinates and absolute value reasoning to find distances between points with the same first coordinate or the same second coordinate.

Expressions and Equations 6.EE

Apply and extend previous understandings of arithmetic to algebraic expressions.

1. Evaluate numerical expressions involving whole-number exponents.
2. Write, read, and evaluate expressions in which letters stand for numbers.
   a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as* $5 - y$.
   b. Identify parts of an expression using mathematical language (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression* $2(8 + 7)$ *as a product of two factors; view* $(8 + 7)$ *as both a single entity and a sum of two terms.*
   c. Evaluate expressions by substituting values for their variables, including when using formulas in real-world problems. Perform arithmetic operations (including those involving whole-number exponents) in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas* $V = s^3$ *and* $A = 6s^2$ *to find the volume and surface area of a cube with sides of length* $s = 1/2$.
3. Apply the properties of operations as strategies to generate equivalent expressions. *For example, apply the distributive property to the expression* $3(2 + x)$ *to produce the equivalent expression* $6 + 3x$*; apply properties of operations to* $y + y + y$ *to produce the equivalent expression* $3y$.
4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions* $y + y + y$ *and* $3y$ *are equivalent because they name the same number regardless of which number y stands for.*

Reason about and solve one-variable equations and inequalities.

5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6. Use variables to stand for numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can be used in cases where a number is unknown, or where, for the purpose at hand, it can be any number in a specified set.
7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.
8. Write a statement of inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities graphically on a number line diagram.

Represent and analyze quantitative relationships between dependent and independent variables.

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation* $d = 65t$ *to represent the relationship between distance and time.*

Geometry 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.

1. Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the

prism. Apply the formulas $V = \ell w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Statistics and Probability 6.SP

Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its overall shape, center and spread.
3. Recognize that a measure of center for a numerical data set summarizes all of its values using a single number, while a measure of variation describes how its values vary using a single number.

Summarize and describe distributions.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
   a. Reporting the number of observations.
   b. Describing the nature of the attribute of investigation, including how it was measured and its units of measurement.
   c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered.
   d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.

Mathematics | Grade 7

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and solving linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals, and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division and their properties to all rational numbers, including integers and numbers represented by complex fractions and negative fractions. By applying the properties of operations, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain why the rules for adding, subtracting, multiplying, and dividing with negative numbers make sense. They use the arithmetic of rational numbers as they formulate and solve linear equations in one variable and use these equations to solve problems.

(3) Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by taking slices. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects made up from triangles, quadrilaterals, polygons, cubes and right prisms.

(4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

Grade Level Overview

Ratios and Proportional Relationships	• Analyze proportional relationships and use them to solve real-world and mathematical problems.
The Number System	• Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
Expressions and Equations	• Use properties of operations to generate equivalent expressions. • Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
Geometry	• Draw, construct and describe geometrical figures and describe the relationships between them. • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
Statistics and Probability	• Use random sampling to draw inferences about a population • Draw informal comparative inferences about two populations. • Investigate chance processes and develop, use, and evaluate probability models.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Ratios and Proportional Relationships 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of nonnegative rational numbers, including ratios of lengths, areas and other quantities measured in like or different units. *For example, If a person walks ½ mile in each ¼ hour, compute the unit rate as the complex fraction ½ / ¼ miles per hour, equivalently 2 miles per hour.*
2. Recognize and represent proportional relationships between covarying quantities.
   a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
   b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
   c. Represent proportional relationships by equations. *For example, total cost, t, is proportional to the number, n, purchased at a constant price, p; this relationship can be expressed as* $t = pn$.
   d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
3. Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

The Number System 7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
   a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*
   b. Understand $p + q$ as the number located a distance $|q|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
   c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
   d. Apply properties of operations as strategies to add and subtract rational numbers.
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
   a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
   b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p/q is a rational number, then $-(p/q) = (-p)/q = p/(-q)$. Interpret products of rational numbers by describing real-world contexts.
   c. Apply properties of operations as strategies to multiply and divide rational numbers.
   d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
3. Solve real-world and mathematical problems involving the four operations with rational numbers.[2]

Expressions and Equations 7.EE

Use properties of operations to generate equivalent expressions.

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,* $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.

[2] Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

2. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
3. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."*

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

4. Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.*
5. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies for calculating with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar $9\ 3/4$ inches long in the center of a door that is $27\ 1/2$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*
6. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
   a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare the algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*
   b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example, As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*

Geometry 7.G

Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures in the coordinate plane, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
2. 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, ambiguously defined or nonexistent.
3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

4. Know the formulas for the area and circumference of a circle and solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Statistics and Probability 7.SP

Use random sampling to draw inferences about a population.

1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

Draw informal comparative inferences about two populations

3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean average deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*
4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*

Investigate chance processes and develop, use, and evaluate probability models.

5. Understand that the probability of a chance event is a number between 0 and 1 expressing the likelihood of that event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around ½ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*
7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
    a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*
    b. Develop a possibly non-uniform probability model by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
    a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
    b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes for which the event occurs.
    c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: if 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*

Mathematics | Grade 8

In Grade 8, instructional time should focus on three critical areas: (1) solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

(1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize proportions ($y / x = m$ or $y = mx$) as a special case of linear equations, $y = mx + b$, understanding that the constant of proportionality (m) is the slope and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount $m \cdot A$. Students also formulate and solve linear equations in one variable and use these equations to solve problems. Students also use a linear equation to describe the association between two quantities in a data set (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(2) Students grasp the concept of a function as a rule that assigns to each element of its domain exactly one element of its range. They use function notation and understand that functions describe situations where one quantity determines another. They can translate among verbal, tabular, graphical, and algebraic representations of functions (noting that tabular and graphical representations are usually only partial representations), and they describe how aspects of the function are reflected in the different representations.

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students prove that the angles in a triangle add up to a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem is valid, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

Grade Level Overview

The Number System	• Know that there are numbers that are not rational, and approximate them by rational numbers.
Expressions and Equations	• Work with radicals and integer exponents. • Understand the connections between proportional relationships, lines, and linear equations. • Analyze and solve linear equations and pairs of simultaneous linear equations.
Functions	• Define, evaluate, and compare functions. • Use functions to model relationships between quantities.
Geometry	• Understand congruence and similarity using physical models, transparencies, or geometry software. • Understand and apply the Pythagorean Theorem. • Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
Statistics and Probability	• Investigate patterns of association in bivariate data.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Number System 8.NS

Know that there are numbers that are not rational, and approximate them by rational numbers.

1. Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.
2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

Expressions and Equations 8.EE

Work with radicals and integer exponents.

1. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
2. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Understand the connections between proportional relationships, lines, and linear equations.

3. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*
4. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.

Analyze and solve linear equations and pairs of simultaneous linear equations.

5. Solve linear equations in one variable.
   a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
   b. Solve linear equations with rational number coefficients, including equations that require expanding expressions using the distributive property and collecting like terms.
6. Analyze and solve pairs of simultaneous linear equations.
   a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
   b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.*
   c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

Functions 8.F

Define, evaluate, and compare functions.

1. Understand that a function from one set (called the domain) to another set (called the range) is a rule that assigns to each element of the domain (an input) exactly one element of the range (the corresponding output). The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.[3]
2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

[3] Function notation is not required in Grade 8.

3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*

Use functions to model relationships between quantities.

4. 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. 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.
5. Describe qualitatively the functional relationship between two quantities by reading a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Geometry 8.G

Understand congruence and similarity using physical models, transparencies, or geometry software.

1. Verify experimentally the properties of rotations, reflections, and translations:
   a. Lines are taken to lines, and line segments to line segments of the same length.
   b. Angles are taken to angles of the same measure.
   c. Parallel lines are taken to parallel lines.
2. Understand that a plane figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
3. Describe the effect of dilations, translations, rotations and reflections on figures using coordinates.
4. Understand that a plane figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar figures, describe a sequence that exhibits the similarity between them.
5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, and about the angles created when parallel lines are cut by a transversal. *For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.*

Understand and apply the Pythagorean Theorem.

6. Explain a proof of the Pythagorean Theorem and its converse.
7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

9. Know the formulas for the volume of cones, cylinders and spheres and solve real-world and mathematical problems.

Statistics and Probability 8.SP

Investigate patterns of association in bivariate data.

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

Mathematics Standards for High School

Where is the College and Career Readiness line drawn?

The high school standards specify the mathematics that all students should study in order to be college and career ready. Additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics is indicated by (+), as in this example:

> (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers).

Standards with a (+) symbol are beyond the college and career readiness threshold, but may appear in courses intended for all students. Any standard without a (+) symbol is intended to be in the common mathematics curriculum for all college and career ready students.

How are the high school standards organized?

The high school standards are listed in conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability.

Conceptual categories portray a coherent view of core high school mathematics; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus.

Modeling standards

Modeling is best interpreted not as a collection of isolated topics but in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (*).

Mathematics | High School—Number and Quantity

Numbers and Number Systems. During the years from kindergarten to eighth grade, students must repeatedly extend their conception of number. At first, "number" means "counting number": 1, 2, 3…. Soon after that, 0 is used to represent "none" and the whole numbers are formed by the counting numbers together with zero. The next extension is fractions. At first, fractions are barely numbers and tied strongly to pictorial representations. Yet by the time students understand division of fractions, they have a strong concept of fractions as numbers and have connected them, via their decimal representations, with the base-ten system used to represent the whole numbers. During middle school, fractions are augmented by negative fractions to form the rational numbers. In Grade 8, students extend this system once more, augmenting the rational numbers with the irrational numbers to form the real numbers. In high school, students will be exposed to yet another extension of number, when the real numbers are augmented by the imaginary numbers to form the complex numbers.

This ascent through number systems makes it fair to ask: what does the word *number* mean that it can mean all of these things? One possible answer is that a number is something that can be used to do mathematics: calculate, solve equations, or represent measurements.

With each extension of number, the meanings of addition, subtraction, multiplication, and division are extended. In each new number system—integers, rational numbers, real numbers, and complex numbers—the four operations stay the same in two important ways: They have the commutative, associative, and distributive properties and their new meanings are consistent with their previous meanings. For example, multiplication by a whole number can be interpreted as repeated addition of the multiplicand in extensions of the whole numbers.

Extending the properties of whole-number exponents leads to new and productive notation. For example, properties of whole-number exponents suggest that $(5^{1/3})^3$ should be $5^{(1/3)\cdot 3} = 5^1 = 5$ and that $5^{1/3}$ should be the cube root of 5.

Calculators can provide ways for students to become better acquainted with these new number systems and their notation. They can be used to generate data for numerical experiments, to help understand the workings of matrix, vector, and complex number algebra, and to experiment with non-integer exponents.

Quantities. In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, and volume. In high school, students encounter a wider variety of units in modeling, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game or batting averages. They also encounter novel situations in which they themselves must conceive the attributes of interest. For example, to find a good measure of overall highway safety, they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled. Such a conceptual process might be called quantification. Quantification is important for science, as when surface area suddenly "stands out" as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them.

Content Overview

The Real Number System Quantities The Complex Number System Vector and Matrix Quantities	• Extend the properties of exponents to rational exponents • Classify numbers as rational or irrational • Reason quantitatively and use units to solve problems • Perform arithmetic operations with complex numbers • Represent complex numbers and their operations on the complex plane • Use complex numbers in polynomial identities and equations • Represent and model with vector quantities • Perform operations on vectors • Perform operations on matrices and use matrices in applications		1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Mathematical Practices

The Real Number System N-RN

Extend the properties of exponents to rational exponents

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define* $5^{1/3}$ *to be the cube root of* 5 *because we want* $(5^{1/3})^3 = 5^{(1/3)3}$ *to hold, so* $(5^{1/3})^3$ *must equal* 5.
2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Use properties of rational and irrational numbers

3. Explain why sums and products of rational numbers are rational, that the sum of a rational number and an irrational number is irrational, and that the product of a nonzero rational number and an irrational number is irrational.

Quantities* N-Q

Reason quantitatively and use units to solve problems

1. Compare measurements of two quantities of the same type (e.g., two lengths or two weights) expressed in different units to decide which quantity is larger.
2. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
3. Define appropriate quantities for the purpose of descriptive modeling.
4. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

The Complex Number System N-CN

Perform arithmetic operations with complex numbers

1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

Represent complex numbers and their operations on the complex plane

4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.
5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. *For example,* $(1 - \sqrt{3}i)^3 = 8$ *because* $(1 - \sqrt{3}i)$ *has modulus* 2 *and argument* 120°.
6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

Use complex numbers in polynomial identities and equations

7. Solve quadratic equations with real coefficients that have complex solutions.
8. (+) Extend polynomial identities to the complex numbers. *For example, rewrite* $x^2 + 4$ *as* $(x + 2i)(x - 2i)$.
9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

(+) Vector and Matrix Quantities N-VM

Represent and model with vector quantities.

1. Understand that vector quantities have both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $\mathbf{v}$, $|\mathbf{v}|$, $||\mathbf{v}||$, v).
2. Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
3. Solve problems involving velocity and other quantities that can be represented by vectors.★

Perform operations on vectors.

4. Add and subtract vectors.
   a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.
   b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
   c. Understand that vector subtraction $\mathbf{v} - \mathbf{w}$ is defined as $\mathbf{v} + (-\mathbf{w})$, where $-\mathbf{w}$ is the additive inverse of $\mathbf{w}$, with the same magnitude as $\mathbf{w}$ and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.
5. Multiply a vector $\mathbf{v}$ by a scalar.
   a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.
   b. Compute the magnitude of a scalar multiple $c\mathbf{v}$ using $||c\mathbf{v}|| = |c|v$.
   c. Understand that when $|c|v \neq 0$, the direction of $c\mathbf{v}$ is either along $\mathbf{v}$ (for $c > 0$) or against $\mathbf{v}$ (for $c < 0$).

Perform operations on matrices and use matrices in applications.★

6. Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
7. Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
8. Add, subtract, and multiply matrices of appropriate dimensions.
9. Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
10. Understand that the zero and identity 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 square matrix is nonzero if and only if the matrix has a multiplicative inverse.
11. Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Understand a matrix as a transformation of vectors.
12. Understand a 2×2 matrix as a transformation of the plane, and interpret the absolute value of the determinant in terms of area.

Expressions. An expression is a record of a computation with numbers and symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Conventions about the use of parentheses and the order of operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p. Rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. At times, an expression is the result of applying operations to simpler expressions. For example, $p + 0.05p$ is the sum of the simpler expressions p and $0.05p$. Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.

A spreadsheet or a computer algebra system can be used to experiment with algebraic expressions, perform complicated algebraic manipulations, and understand how algebraic manipulations behave.

Equations and inequalities. An equation is a statement of equality between two expressions, often viewed as a question asking for which values of the variables the expressions on either side are in fact equal. These values are the solutions to the equation. An identity is true for all numbers; identities are often developed by rewriting an expression in an equivalent form.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers, which can be plotted in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

An equation can often be solved by successively deducing from it one or more simpler equations. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, but have a solution in a larger system. For example, the solution of $x + 1 = 0$ is an integer, not a whole number; the solution of $2x + 1 = 0$ is a rational number, not an integer; the solutions of $x^2 - 2 = 0$ are real numbers, not rational numbers; and the solutions of $x^2 + 2 = 0$ are complex numbers, not real numbers.

The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = ((b_1+b_2)/2)h$, can be solved for h using the same deductive process.

Inequalities can be solved by reasoning about the properties of inequality. Many, but not all, of the properties of equality continue to hold for inequalities and can be useful in solving them.

Connections to Functions and Modeling. Expressions can define functions, and equivalent expressions define the same function. Asking when two functions have the same value for the same input leads to an equation; graphing the two functions allows for finding approximate solutions of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling.

Content Overview

Seeing Structure in Expressions	• Interpret the structure of expressions • Write expressions in equivalent forms to solve problems		1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Mathematical Practices
Arithmetic with Polynomials and Rational Functions	• Perform arithmetic operations on polynomials • Understand the relationship between zeros and factors of polynomials • Use polynomial identities to solve problems • Rewrite and graph rational functions			
Creating Equations	• Create equations that describe numbers or relationships			
Reasoning with Equations and Inequalities	• Understand solving equations as a process of reasoning and explain the reasoning • Solve equations and inequalities in one variable • Solve systems of equations • Represent and solve equations and inequalities graphically			

Seeing Structure in Expressions A-SSE

Interpret the structure of expressions

1. Interpret expressions that represent a quantity in terms of its context.★
   a. Interpret parts of an expression, such as terms, factors, and coefficients.
   b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret* $P(1+r)^n$ *as the product of P and a factor not depending on P.*
2. Use the structure of an expression to identify ways to rewrite it. *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* $(x^2 - y^2)(x^2 + y^2)$.

Write expressions in equivalent forms to solve problems

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★
   a. Factor a quadratic expression to reveal the zeros of the function it defines.
   b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
   c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression* 1.15^t *can be rewritten as* $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ *to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*
4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.*★

Arithmetic with Polynomials and Rational Expressions A-APR

Perform arithmetic operations on polynomials

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Understand the relationship between zeros and factors of polynomials

2. Understand the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Use polynomial identities to solve problems

4. Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*
5. (+) Understand that the Binomial Theorem gives the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.

Rewrite rational expressions

6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Creating Equations* A-CED

Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law* $V = IR$ *to highlight resistance* R.

Reasoning with Equations and Inequalities A-REI

Understand solving equations as a process of reasoning and explain the reasoning

1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Solve equations and inequalities in one variable

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. Graph the solution set of an inequality on a number line.
4. Solve quadratic equations in one variable.
   a. Understand that the method of completing the square transforms any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. This leads to the quadratic formula.
   b. Solve by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.

Solve systems of equations

5. Understand that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line* $y = -3x$ *and the circle* $x^2 + y^2 = 3$.
8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.

9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).

Represent and solve equations and inequalities graphically

10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a straight line).
11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★
12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Mathematics | High School—Functions

Functions describe situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a car to drive 100 miles is a function of the car's speed in miles per hour, v; the rule $T(v) = 100/v$ expresses this relationship algebraically and defines a function whose name is T.

The set of inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context.

A function can be described in various ways, such as by a graph (e.g., the trace of a seismograph); by a verbal rule, as in, "I'll give you a state, you give me the capital city;" by an algebraic expression like $f(x) = a + bx$; or by a recursive rule. The graph of a function is often a useful way of visualizing the relationship of the function models, and manipulating a mathematical expression for a function can throw light on the function's properties.

Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with a constant term of zero describe proportional relationships.

A graphing utility or a computer algebra system can be used to experiment with properties of these functions and their graphs and to build computational models of functions, including recursively defined functions.

Connections to Expressions, Equations, Modeling, and Coordinates. Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. Questions about when two functions have the same value for the same input lead to equations, whose solutions can be visualized from the intersection of their graphs. Because functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be displayed effectively using a spreadsheet or other technology.

Content Overview

Interpreting Functions	• Understand the concept of a function and use function notation • Interpret functions that arise in applications in terms of the context • Analyze functions using different representations		1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Mathematical Practices
Building Functions	• Build a function that models a relationship between two quantities • Build new functions from existing functions			
Linear, Quadratic, and Exponential Models	• Construct and compare linear and exponential models and solve problems • Interpret expressions for functions in terms of the situation they model			
Trigonometric Functions	• Extend the domain of trigonometric functions using the unit circle • Model periodic phenomena with trigonometric functions • Prove and apply trigonometric identities			

Interpreting Functions F-IF

Understand the concept of a function and use function notation

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
3. Understand that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by* $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ *for* $n \geq 1$.

Interpret functions that arise in applications in terms of the context

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*★
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*★
6. 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.★

Analyze functions using different representations

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★
   a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
   b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
   c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
   d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
   e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
   a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
   b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as* $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, *and classify them as representing exponential growth or decay.*
9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

Building Functions F-BF

Build a function that models a relationship between two quantities

1. Write a function that describes a relationship between two quantities.★
   a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
   b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*
   c. (+) Compose functions. *For example, if* $f(t)$ *is the height of a falling body after t seconds,* $f(t - 12)$ *is the height of the same body dropped 12 seconds later.*
2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★

Build new functions from existing functions

3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
4. Find inverse functions.
   a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. *For example,* $f(x) = 2x^3$ *or* $f(x) = (x+1)/(x-1)$ *for* $x \neq 1$.
   b. (+) Verify by composition that one function is the inverse of another.
   c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.
   d. (+) Produce an invertible function from a non-invertible function by restricting the domain.

Linear, Quadratic, and Exponential Models* F-LQE

Construct and compare linear, quadratic, and exponential models and solve problems

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.
   a. Understand that linear functions grow by equal differences over equal intervals; exponential functions grow by equal factors over equal intervals.
   b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
   c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
4. For exponential models, express as a logarithm the solution to $a\,b^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.

Interpret expressions for functions in terms of the situation they model

5. Interpret the parameters in a linear, quadratic, or exponential function in terms of a context.

Trigonometric Functions F-TF

Extend the domain of trigonometric functions using the unit circle

1. Understand that the radian measure of an angle is the length of the arc on the unit circle subtended by the angle.
2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x, where x is any real number.
4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

Model periodic phenomena with trigonometric functions

5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.★
6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.★

Prove and apply trigonometric identities

8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to calculate trigonometric ratios.
9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

Mathematics | High School—Modeling

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

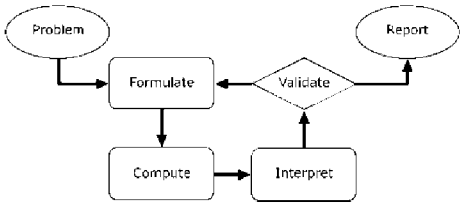
A model can be very simple, such as writing total cost as a product of unit price and number bought, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

Some examples of such situations might include:

- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.
- Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Modeling savings account balance, bacterial colony growth, or investment growth.
- Critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Risk situations, such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

In situations like these, the models devised depend 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 that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and other technology, 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 or statistical structure can sometimes model seemingly different situations. Models can also shed light on the mathematical structures themselves, for example, as when a model of bacterial growth makes more vivid the explosive growth of the exponential function.



The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model—for example, graphs of global temperature and atmospheric CO_2 over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such problems.

Graphing utilities, spreadsheets, computer algebra systems, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

Modeling Standards

Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (⋆).

Mathematics | High School—Geometry

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Although there are many types of geometry, school mathematics is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Euclidean geometry is characterized most importantly by the Parallel Postulate, that through a point not on a given line there is exactly one parallel line. (Spherical geometry, in contrast, has no parallel lines.)

During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Later in college some students develop Euclidean and other geometries carefully from a small set of axioms.

The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation. Fundamental are the rigid motions: translations, rotations, reflections, and combinations of these, all of which are here assumed to preserve distance and angles (and therefore shapes generally). Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent.

In the approach taken here, two geometric figures are defined to be congruent if there is a sequence of rigid motions that carries one onto the other. This is the principle of superposition. For triangles, congruence means the equality of all corresponding pairs of sides and all corresponding pairs of angles. During Grade 8, through experiences with geometric constructions and drawing triangles from given conditions, some students notice ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent. Once these triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures.

Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, and lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.

The definitions of sine, cosine, and tangent for acute angles are founded on right triangles and similarity, and, with the Pythagorean Theorem, are fundamental in many real-world and theoretical situations. The Pythagorean Theorem is generalized to non-right triangles by the Law of Cosines. Together, the Laws of Sines and Cosines embody the triangle congruence criteria for the cases where three pieces of information suffice 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.

Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Geometric transformations of the graphs of equations correspond to algebraic changes in their equations.

Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same way as computer algebra systems allow them to experiment with algebraic phenomena.

Connections to Equations. The correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof.

Content Overview

Congruence	• Experiment with transformations in the plane • Understand congruence in terms of rigid motions • Prove geometric theorems • Make geometric constructions		1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Mathematical Practices
Similarity, Right Triangles, and Trigonometry	• Understand similarity in terms of similarity transformations • Prove theorems involving similarity • Define trigonometric ratios and solve problems involving right triangles • Apply trigonometry to general triangles			
Circles	• Understand and apply theorems about circles • Find arc lengths and areas of sectors of circles			
Expressing Geometric Properties with Equations	• Translate between the geometric description and the equation for a conic section • Use coordinates to prove simple geometric theorems algebraically			
Geometric Measurement and Dimension	• Explain volume formulas and use them to solve problems • Visualize relationships between two-dimensional and three-dimensional objects			
Modeling with Geometry	• Apply geometric concepts in modeling situations			

Congruence G-CO

Experiment with transformations in the plane

1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of <u>rigid motions</u>

6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

9. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
10. Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*
11. Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*

Make geometric constructions

12. 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.*
13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, Right Triangles, and Trigonometry G-SRT

Understand similarity in terms of similarity transformations

1. Verify experimentally the properties of dilations:
   a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
   b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems involving similarity

4. Prove theorems about triangles using similarity transformations. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*
5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles

6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
7. Explain and use the relationship between the sine and cosine of complementary angles.
8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.★

(+) **Apply trigonometry to general triangles**

9. Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
10. Prove the Laws of Sines and Cosines and use them to solve problems.
11. Understand and apply 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).

Circles G-C

Understand and apply theorems about circles

1. Prove that all circles are similar.

2. Identify and describe relationships among inscribed 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.*
3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
4. (+) Construct a tangent line from a point outside a given circle to the circle.

Find arc lengths and areas of sectors of circles

5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with Equations G-GPE

Translate between the geometric description and the equation for a conic section

1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
2. Derive the equation of a parabola given a focus and directrix.
3. (+) Derive the equations of ellipses and hyperbolas given two foci for the ellipse, and two directrices of a hyperbola.

Use coordinates to prove simple geometric theorems algebraically

4. Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).*
5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★

Geometric Measurement and Dimension G-GMD

Explain volume formulas and use them to solve problems

1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*
2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★

Visualize relationships between two-dimensional and three-dimensional objects

4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Modeling with Geometry G-MG

Apply geometric concepts in modeling situations

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).★

Mathematics | High School—Statistics and Probability★

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. The shape of a data distribution might be described as symmetric, skewed, flat, or bell shaped, and it might be summarized by a statistic measuring center (such as mean or median) and a statistic measuring spread (such as standard deviation or interquartile range). Different distributions can be compared numerically using these statistics or compared visually using plots. Knowledge of center and spread are not enough to describe a distribution. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance alone, and this can be evaluated only under the condition of randomness. The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.

Random processes can be described mathematically by using a probability model: a list or description of the possible outcomes (the sample space), each of which is assigned a probability. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.

Technology plays an important role in statistics and probability by making it possible to generate plots, regression functions, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.

Connections to Functions and Modeling. Functions may be used to describe data; if the data suggest a linear relationship, the relationship can be modeled with a regression line, and its strength and direction can be expressed through a correlation coefficient.

Content Overview

Interpreting Categorical and Quantitative Data Making Inferences and Justifying Conclusions Conditional Probability and the Rules of Probability Using Probability to Make Decisions	• Summarize, represent, and interpret data on a single count or measurement variable • Summarize, represent, and interpret data on two categorical and quantitative variables • Interpret linear models • Understand and evaluate random processes underlying statistical experiments • Make inferences and justify conclusions from sample surveys, experiments and observational studies • Use the concepts of independence and conditional probability to interpret data • Use the rules of probability to compute probabilities of compound events in a uniform probability model • Calculate expected values and use them to solve problems • Use probability to evaluate outcomes of decisions		1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Mathematical Practices

Interpreting Categorical and Quantitative Data S-ID

Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
4. Use the mean and standard deviation of a data set to fit it to a normal distribution 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.

Summarize, represent, and interpret data on two categorical and quantitative variables

5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
   a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.*
   b. Informally assess the fit of a function by plotting and analyzing residuals.
   c. Fit a linear function for scatter plots that suggest a linear association.

Interpret linear models

7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

8. Compute (using technology) and interpret the correlation coefficient of a linear fit.
9. Distinguish between correlation and causation.

Making Inferences and Justifying Conclusions S-IC

Understand and evaluate random processes underlying statistical experiments

1. Understand that statistics allows inferences to be made about population parameters based on a random sample from that population.
2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*

Make inferences and justify conclusions from sample surveys, experiments, and observational studies

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
6. Evaluate reports based on data.

Conditional Probability and the Rules of Probability S-CP

Understand independence and conditional probability and use them to interpret data

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").
2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
3. Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.
4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*
5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

Use the rules of probability to compute probabilities of compound events in a uniform probability model

6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.
7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.
8. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.
9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

(+) Using Probability to Make Decisions S-MD

Calculate expected values and use them to solve problems

1. Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
2. Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
3. Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. *For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.*
4. Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. *For example, find a current data distribution on the number of TV sets per household in the*

United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?

Use probability to evaluate outcomes of decisions

5. Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
   a. Find the expected payoff for a game of chance. *For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.*
   b. Evaluate and compare strategies on the basis of expected values. *For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*
6. Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
7. Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Postscript: A Note on High School Courses

The high school standards in this document do not specify how content should be organized into a sequence of high school courses.

However, it is expected that model course sequences based on these standards will become available in both a traditional sequence (Algebra 1, Geometry, and Algebra 2) as well as an integrated sequence (Integrated 1, Integrated 2, Integrated 3).

Glossary

Addition and subtraction within 5, 10, 20, 100, or 1000. Addition or subtraction of two whole numbers with whole number answers, and with sum or minuend in the range 0-5, 0-10, 0-20, or 0-100, respectively. Example: $8 + 2 = 10$ is an addition within 10, $14 - 5 = 9$ is a subtraction within 20, and $55 - 18 = 37$ is a subtraction within 100.

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 $3/4 + (-3/4) = (-3/4) + 3/4 = 0$.

Associative property of addition. See Table 3 in this Glossary.

Associative property of multiplication. See Table 3 in this Glossary.

Bivariate data. Pairs of linked numerical observations. Example: a list of heights and weights for each player on a football team.

Box plot. A method of visually displaying a distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle 50% of the data.[1]

Commutative property. See Table 3 in this Glossary.

Complex fraction. A fraction A/B where A and/or B are fractions (B nonzero).

Computation algorithm. A set of predefined steps applicable to a class of problems that gives the correct result in every case when the steps are carried out correctly. See also: *computation strategy*.

Computation strategy. Purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. See also: *computation algorithm*.

Congruent. Two plane or solid figures are congruent if one can be obtained from the other by rigid motion (a sequence of rotations, reflections, and translations).

Counting on. A strategy for finding the number of objects in a group without having to count every member of the group. For example, if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again; one can find the total by *counting on*—pointing to the top book and saying "eight," following this with "nine, ten, eleven. There are eleven books now."

Dot plot. *See line plot.*

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.

Expanded form. A multidigit number is expressed in expanded form when it is written as a sum of single-digit multiples of powers of ten. For example, $643 = 600 + 40 + 3$.

Expected value. For a random variable, the weighted average of its possible values, with weights given by their respective probabilities.

First quartile. For a data set with median M, the first quartile is the median of the data values less than M. Example: For the data set $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the first quartile is 6.[2] *See also* median, third quartile, interquartile range.

Fraction. A number expressible in the form a/b where a is a whole number and b is a positive whole number. (The word *fraction* in these standards always refers to a nonnegative number.) *See also* rational number.

Identity property of 0. See Table 3 in this Glossary.

Independently combined probability models. Two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

Integer. A number expressible in the form a or $-a$ for some whole number a.

Interquartile Range. A measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of the data set. Example: For the data set $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the interquartile range is $15 - 6 = 9$. *See also* first quartile, third quartile.

Line plot. A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a dot plot.[3]

Mean. A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list.[4] Example: For the data set $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the mean is 21.

Mean absolute deviation. A measure of variation in a set of numerical data, computed by adding the distances between each data value and the mean, then dividing by the number of data values. Example: For the data set $\{2, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the mean absolute deviation is 20.

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[1] Adapted from Wisconsin Department of Public Instruction, http://dpi.wi.gov/standards/mathglos.html, accessed March 2, 2010.

[2] Many different methods for computing quartiles are in use. The method defined here is sometimes called the Moore and McCabe method. See Langford, E., "Quartiles in Elementary Statistics," *Journal of Statistics Education* Volume 14, Number 3 (2006),

[3] Adapted from Wisconsin Department of Public Instruction, *op. cit.*

[4] To be more precise, this defines the *arithmetic mean*.

Median. A measure of center in a set of numerical data. The median of a list of values is 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. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 90}, the median is 11.
Midline. In the graph of a trigonometric function, the horizontal line half-way between its maximum and minimum values.
Multiplication and division within 100. Multiplication or division of two whole numbers with whole number answers, and with product or dividend in the range 0-100. Example: $72 \div 8 = 9$.
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 $3/4 \times 4/3 = 4/3 \times 3/4 = 1$.
Number line diagram. A diagram of the number line used to represent numbers and support reasoning about them. In a number line diagram for measurement quantities, the interval from 0 to 1 on the diagram represents the unit of measure for the quantity.
Percent rate of change. A rate of change expressed as a percent. Example: if a population grows from 50 to 55 in a year, it grows by $5/50 = 10\%$ per year.
Probability distribution. The set of possible values of a random variable with a probability assigned to each.
Properties of operations. See Table 3 in this Glossary.
Properties of equality. See Table 4 in this Glossary.
Properties of inequality. See Table 5 in this Glossary.
Properties of operations. See Table 3 in this Glossary.
Probability. A number between 0 and 1 used to quantify likelihood for processes that have uncertain outcomes (such as tossing a coin, selecting a person at random from a group of people, tossing a ball at a target, testing for a medical condition).
Probability model. A probability model is used to assign probabilities to outcomes of a chance process by examining the nature of the process. The set of all outcomes is called the sample space, and their probabilities sum to 1. See also *uniform probability model*.
Random variable. An assignment of a numerical value to each outcome in a sample space.
Rational expression. A quotient of two polynomials with non-zero denomiator.
Rational number. A number expressible in the form a/b or $-a/b$ for some fraction a/b. The rational numbers include the integers.
Rectilinear figure. A polygon all angles of which are right angles.
Rigid motion. A transformation of points in space consisting of a sequence of one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.
Repeating decimal. The decimal form of a rational number. See *terminating decimal*.
Sample space. In a probability model for a random process, a list of the individual outcomes that are to be considered.
Scatter plot. A graph in the coordinate plane representing a set of bivariate data. For example, the heights and weights of a group of people could be displayed on a scatter plot.[5]
Similarity transformation. A rigid motion followed by a dilation.
Tape diagram. A drawing that looks like a segment of tape, used to illustrate number relationships. Also known as a strip diagram, bar model, fraction strip, or length model.
Terminating decimal. A decimal is called terminating if its repeating digit is 0.
Third quartile. For a data set with median M, the third quartile is the median of the data values greater than M. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the third quartile is 15. *See also* median, first quartile, interquartile range.
Transitivity principle for indirect measurement. If the length of object A is greater than the length of object B, and the length of object B is greater than the length of object C, then the length of object A is greater than the length of object C. This principle applies to measurement of other quantities as well.
Uniform probability model. A probability model which assigns equal probability to all outcomes. See also *probability model*.
Vector. A quantity with magnitude and direction in the plane or in space, defined by an ordered pair or triple of real numbers.
Visual fraction model. A tape diagram, number line diagram, or area model.
Whole numbers. The numbers 0, 1, 2, 3, ….

[5] Adapted from Wisconsin Department of Public Instruction, *op. cit*.

TABLE 1. Common addition and subtraction situations.[6]

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? 2 + 3 = ?	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? 2 + ? = 5	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? ? + 3 = 5
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? 5 2 = ?	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? 5 ? = 3	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? ? 2 = 3

	Total Unknown	Addend Unknown	Both Addends Unknown[7]
Put Together/ Take Apart[8]	Three red apples and two green apples are on the table. How many apples are on the table? 3 + 2 = ?	Five apples are on the table. Three are red and the rest are green. How many apples are green? 3 + ? = 5, 5 3 = ?	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? 5 = 0 + 5, 5 = 5 + 0 5 = 1 + 4, 5 = 4 + 1 5 = 2 + 3, 5 = 3 + 2

	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare[9]	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? 2 + ? = 5, 5 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? 2 + 3 = ?, 3 + 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? 5 3 = ?, ? + 3 = 5

[6] Adapted from Box 2-4 of National Research Council (2009, op. cit., pp. 32, 33).

[7] These *take apart* situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean *makes* or *results in* but always does mean *is the same number as*.

[8] Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation especially for small numbers less than or equal to 10.

[9] For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using *more* for the bigger unknown and using *less* for the smaller unknown). The other versions are more difficult.

TABLE 2. Common multiplication and division situations.[10]

	Unknown Product	**Group Size Unknown** ("How many in each group?" Division)	**Number of Groups Unknown** ("How many groups?" Division)
	$3 \times 6 = ?$	**$3 \times ? = 18$ and $18 \div 3 = ?$**	**$? \times 6 = 18$ and $18 \div 6 = ?$**
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? *Measurement example*. You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? *Measurement example*. You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? *Measurement example*. You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays,[11] Area[12]	There are 3 rows of apples with 6 apples in each row. How many apples are there? *Area example*. What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? *Area example*. A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? *Area example*. A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs $6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? *Measurement example*. A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs $18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? *Measurement example*. A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs $18 and a blue hat costs $6. How many times as much does the red hat cost as the blue hat? *Measurement example*. A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
General	$a \times b = ?$	$a \times ? = p$ and $p \div a = ?$	$? \times b = p$ and $p \div b = ?$

[10] The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.
[11] The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.
[12] Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

TABLE 3. The properties of operations. Here a, b and c stand for arbitrary numbers in a given number system. The properties of operations apply to the rational number system, the real number system, and the complex number system.

Associative property of addition	$(a + b) + c = a + (b + c)$
Commutative property of addition	$a + b = b + a$
Additive identity property of 0	$a + 0 = 0 + a = a$
Existence of additive inverses	For every a there exists $-a$ so that $a + (-a) = (-a) + a = 0$.
Associative property of multiplication	$(a \times b) \times c = a \times (b \times c)$
Commutative property of multiplication	$a \times b = b \times a$
Multiplicative identity property of 1	$a \times 1 = 1 \times a = a$
Existence of multiplicative inverses	For every $a \neq 0$ there exists $1/a$ so that $a \times 1/a = 1/a \times a = 1$.
Distributive property of multiplication over addition	$a \times (b + c) = a \times b + a \times c$

TABLE 4. The properties of equality. Here a, b and c stand for arbitrary numbers in the rational, real, or complex number systems.

Reflexive property of equality	$a = a$
Symmetric property of equality	If $a = b$, then $b = a$.
Transitive property of equality	If $a = b$ and $b = c$, then $a = c$.
Addition property of equality	If $a = b$, then $a + c = b + c$.
Subtraction property of equality	If $a = b$, then $a - c = b - c$.
Multiplication property of equality	If $a = b$, then $a \times c = b \times c$.
Division property of equality	If $a = b$ and $c \neq 0$, then $a \div c = b \div c$.
Substitution property of equality	If $a = b$, then b may be substituted for a in any expression containing a.

TABLE 5. The properties of inequality. Here a, b and c stand for arbitrary numbers in the rational or real number systems.

Exactly one of the following is true: $a < b$, $a = b$, $a > b$.
If $a > b$ and $b > c$ then $a > c$.
If $a > b$, then $b < a$.
If $a > b$, then $-a < -b$.
If $a > b$, then $a \pm c > b \pm c$.
If $a > b$ and $c > 0$, then $a \times c > b \times c$.
If $a > b$ and $c < 0$, then $a \times c < b \times c$.
If $a > b$ and $c > 0$, then $a \div c > b \div c$.
If $a > b$ and $c < 0$, then $a \div c < b \div c$.

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CCSSI Release Date

News Release

03/10/2010

Draft K-12 Common Core State Standards Available for Comment

NGA Center, CCSSO Release First Official Public Draft

WASHINGTON—The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) today released the first official public draft of the K-12 standards as part of the Common Core State Standards Initiative, a process being led by governors and chief state school officers in 51 states, territories, and the District of Columbia. These draft standards, developed together with teachers, school administrators and experts, seek to provide a clear and consistent framework to prepare our children for college and the workforce.

The NGA Center and CCSSO have received feedback from national organizations representing, but not limited to teachers, postsecondary education (including community colleges), civil rights groups, English language learners, and students with disabilities.

"We are pleased to release the K-12 standards today and to begin reviewing comments from the public," said **Dane Linn, director of the NGA Center's Education Division.** "These standards build upon the goals articulated in the college- and career-readiness standards released last year and will ensure our students are prepared to compete and succeed in a global economy. We look forward to working with educators, leaders and state board members in the states as they consider adopting these standards that will guide their educational programs."

"The feedback and comments states and our additional stakeholders have provided us are solidifying these standards into the better standards our students need," stated **Gene Wilhoit, executive director of CCSSO**. "We will continue to work diligently and tirelessly to ensure these standards are where they need to be, and today we are asking the public to help us do just that."

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards are:

- **Aligned with college and work expectations;**
- **Clear, understandable and consistent;**
- **Include rigorous content *and* application of knowledge through high-order skills;**
- **Build upon strengths and lessons of current state standards;**
- **Informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and**
- **Evidence- and research-based.**

The standards are expected to be finalized in early Spring. For more information, visit www.corestandards.org.

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

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

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.

* * * * *

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.

A RESOLUTION

WHEREAS, governors and state commissioners of education from 48 states, 2 territories, and the District of Columbia committed to developing a common core of state standards in English-language arts and mathematics for grades K-12; and

WHEREAS, Louisiana educators participated in the creation and revision of the Common Core Standards to ensure that such standards aligned with the needs of Louisiana students, educators, and citizens; and

WHEREAS, Louisiana educators and stakeholders expressed tremendous support for the Common Core Standards during the public review period; and

WHEREAS, the Common Core Standards are focused on college- and career-readiness; and

WHEREAS, the Common Core Standards are evidence- and researched-based and internationally benchmarked to top-performing countries; and

WHEREAS, Louisiana's adoption of the Common Core Standards will help prepare students with the knowledge and skills they need to succeed in college and careers and to be prepared to compete globally; and

WHEREAS, Louisiana's adoption of the Common Core Standards will encourage meaningful engagement of relevant parties by clearly articulating student achievement expectations to parents, teachers, and the general public; and

WHEREAS, Louisiana's adoption of the Common Core Standards will allow for more focused educator pre-service and professional development as well as collaboration among educators.

NOW, THEREFORE BE IT RESOLVED that the Louisiana State Board of Elementary and Secondary Education, on this 20th day of May 2010, commits to adopting the Common Core Standards no later than July 2010.

L. Keith Guice, President
Louisiana State Board of Elementary and Secondary Education

Race to the Top
Legal Process for Adopting Standards
(*See Highlighted Sections*)

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. 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.

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS
MEMORANDUM OF UNDERSTANDING

Purpose. This document commits states to participate in the Partnership for Assessment of Readiness for College and Career, a state-led consortium that will collaborate on the development of common, high-quality assessments aligned to the Common Core State Standards (CCSS) in English language arts and mathematics for grades 3-8 and high school. The primary goal of the Partnership's work is to measure and document students' college and career readiness against common academic standards and to measure students' progress toward this target throughout the rest of the system.

While participating in the Partnership demonstrates the state's commitment to pursue a common assessment system that enables comparisons against the CCSS across all Partnership states, it does not commit the state to a specific assessment design at this point. Partnership states are still considering several options for the design of a common assessment system in pursuit of the Race to the Top (RTTT) Comprehensive Assessments Grant and will not be asked to commit to the Partnership's application until a later date. Until that time, all participating states will have the opportunity to contribute to and shape the Partnership's proposal.

Preliminary Design Principles. Partnership states have identified the following major purposes and uses for the assessment system. As the Partnership collaborates to develop its application for the RTTT assessment competition, these purposes will guide its work.

- The primary purpose is to measure and document students' **college and career readiness** and to measure students' progress toward this target throughout the rest of the system. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in participating states.

- Additionally, the partnership is committed to ensuring that the assessment results:
  - Are **comparable across states** at the student level;
  - Meet **internationally rigorous benchmarks**;
  - Support valid assessment of **student longitudinal growth**; and
  - Serve as a **signal for good instructional practices**.

- The results must be able to support multiple levels and forms of accountability including:
  - Decisions about **promotion and graduation for individual students**,
  - **Teacher and leader evaluations**, and
  - **School accountability** determinations.

Roles and Responsibilities of Partnership States. The Partnership will employ a multi-level governance and management structure designed to guide the partnership through the submission of the proposal.

- The **Governing States** are comprised of a representative group of leaders from Partnership states that are committed to implementing the assessment system developed by the partnership, should it win a grant from the Race to the Top Comprehensive Assessment System competition, and are responsible for guiding the proposal development process. Each Governing State will commit a team comprised of the chief, assessment director, and other key officials from the SEA, Governor's office, and higher education as appropriate.
- The **Proposal Design Team** will include officials from partnership states who will work with an advisory group of national and international experts to create an assessment system design for the Partnership's proposal. The design team will include as many states as are interested in and capable of contributing to and shaping the design of the proposed next generation assessment system.

- **Participating States** will include other partnership states that are unable to provide staff time to the design team but will provide rapid feedback on drafts of the proposal through the development phase.

State Commitment. This memorandum of understanding is voluntary and non-binding for states. States signing this MOU should do so with the intent of continuing in the Partnership through the proposal development, assessment development, and implementation phases. However, there will be an opportunity for states re-assess their participation in the Partnership before it submits its application for a Race to the Top Comprehensive Assessment Systems Grant by June 23, 2010.

Agreement. The undersigned state leader agrees to the process and structure as described above and attests accordingly by his/her signature below.

Signature(s) for the State of: **Louisiana**	
Authorized State Signature:	
Name: Paul G. Pastorek	Date: 5/5/10
Title: State Superintendent of Education	

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS

PARTICIPATING STATES

MAY 25, 2010

---

1. Alabama
2. Arizona
3. Arkansas
4. California
5. Colorado
6. Delaware
7. District of Columbia
8. Florida
9. Georgia
10. Hawaii
11. Illinois
12. Indiana
13. Kentucky
14. Louisiana
15. Maryland
16. Massachusetts
17. Mississippi
18. New Hampshire
19. New Jersey
20. New York
21. North Dakota
22. Ohio
23. Oklahoma
24. Pennsylvania
25. Rhode Island
26. South Carolina
27. Tennessee

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

MAR 0 9 2010

RECEIVED
MAR 29 2010
O.S.S.P.
ASST. SUPT. OFFICE

Mr. Paul Pastorek
State Superintendent of Education
Louisiana Department of Education
P.O. Box 94064
1201 North 3rd Street, 5th Floor
Baton Rouge, Louisiana 70804-9064

Dear Superintendent Pastorek:

I am pleased to approve Louisiana's alternate assessment based on modified academic achievement standards under Title I, Part A of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended. Combined with Louisiana's previously approved system of standards and assessments in reading/language arts, mathematics and science, including both general and alternate assessments based on alternate achievement standards Louisiana has a fully approved standards and assessment system under Title I of the ESEA. I congratulate you on this significant achievement.

The Louisiana Alternate Assessment, Level 2 (LAA2) in English/language arts and mathematics for grades 4 through 10 and science and social studies for grades 4, 8, and 11 complies with all regulatory requirements for modified achievement standards and assessments. This is a significant accomplishment that I am confident will benefit students with disabilities in Louisiana.

Please be aware that approval of Louisiana's standards and assessment system under the ESEA is not a determination that the system complies with Federal civil rights requirements, including Title VI of the *Civil Rights Act of 1964*, Title IX of the *Education Amendments of 1972*, Section 504 of the *Rehabilitation Act of 1973*, Title II of the *Americans with Disabilities Act*, and requirements under the *Individuals with Disabilities Education Act*. Finally, please remember that, if Louisiana makes significant changes to its standards and assessment system, Louisiana must submit information about those changes to the Department for review and approval.

We have found it a pleasure working with your staff on this review. Please accept my congratulations for Louisiana's approved assessments based on modified academic achievement standards in reading/language arts, mathematics, and science. I wish you well in your continued efforts to improve student achievement in Louisiana. If you have any questions, please do not hesitate to contact Sue Rigney (sue.rigney@ed.gov).

Sincerely,

Thelma Meléndez de Santa Ana, Ph.D.

cc: Governor Bobby Jindal
Scott Norton

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.

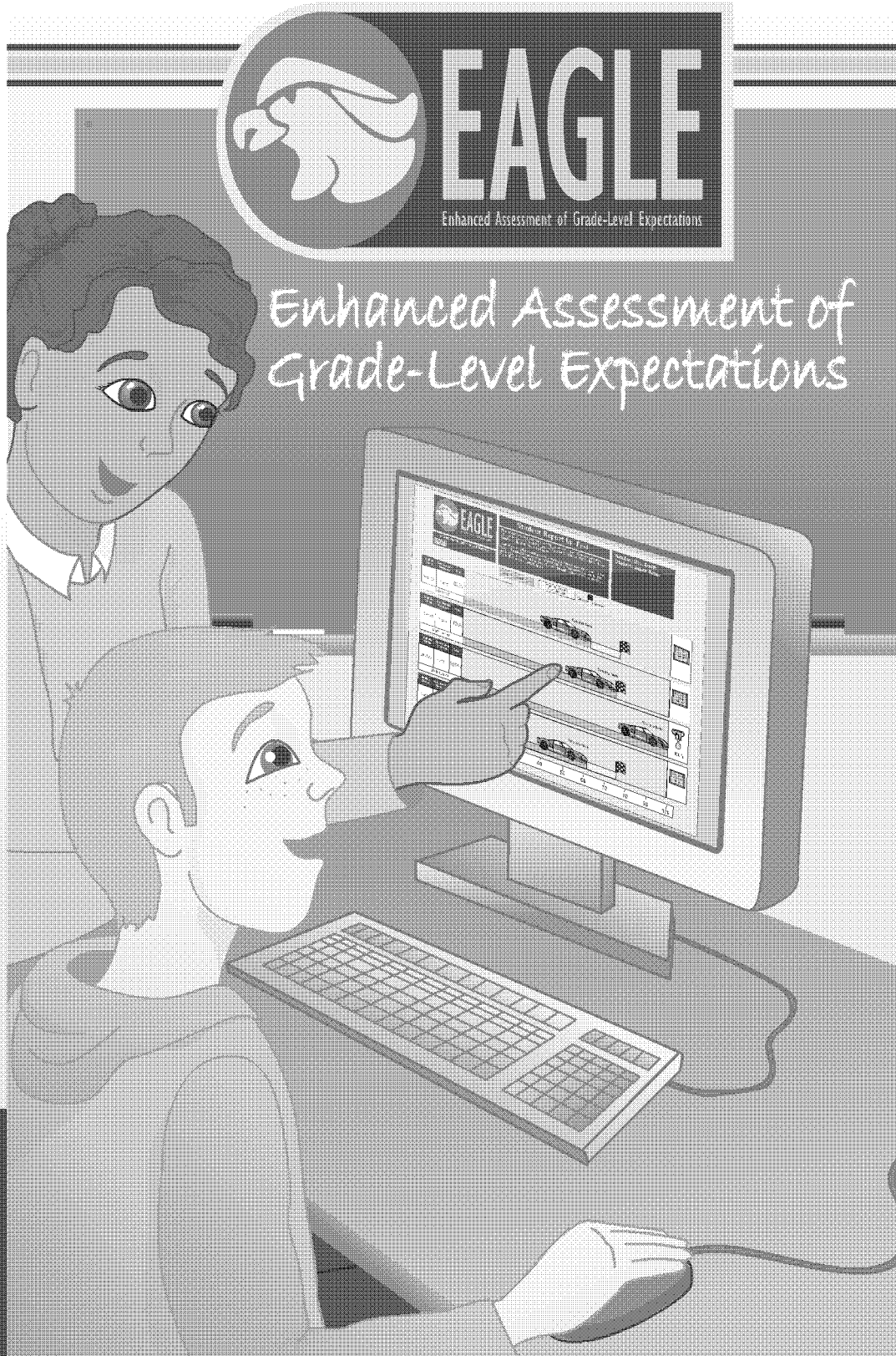
The Louisiana Department of Education (LDE) does not discriminate on the basis of sex in any of the education programs or activities that it operates, including employment and admission related to such programs and activities. The LDE is required by Title IX of the Education Amendments of 1972 (Title 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	Instructional Needs Level: May Need More Work (50 - 79%) Correct	Instructional Needs Level: Needs More Work (0 - 49%) 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

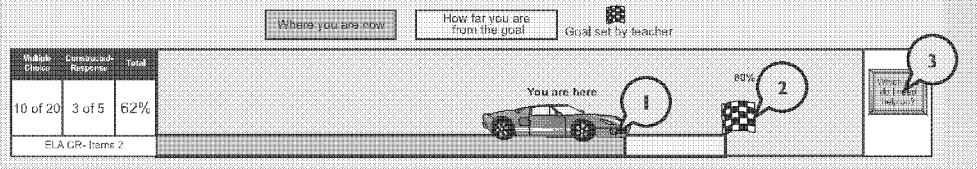
The EAGLE system promotes student involvement in the assessment process. Using the EAGLE system, students are informed of their learning goals and are able to track and analyze their progress. This gives them a better understanding of the skills they are asked to learn and encourages them to participate 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.

Math Science Partnership 2007-08 Report

Figure 1. Math Performance Comparison by Education Classificaiton

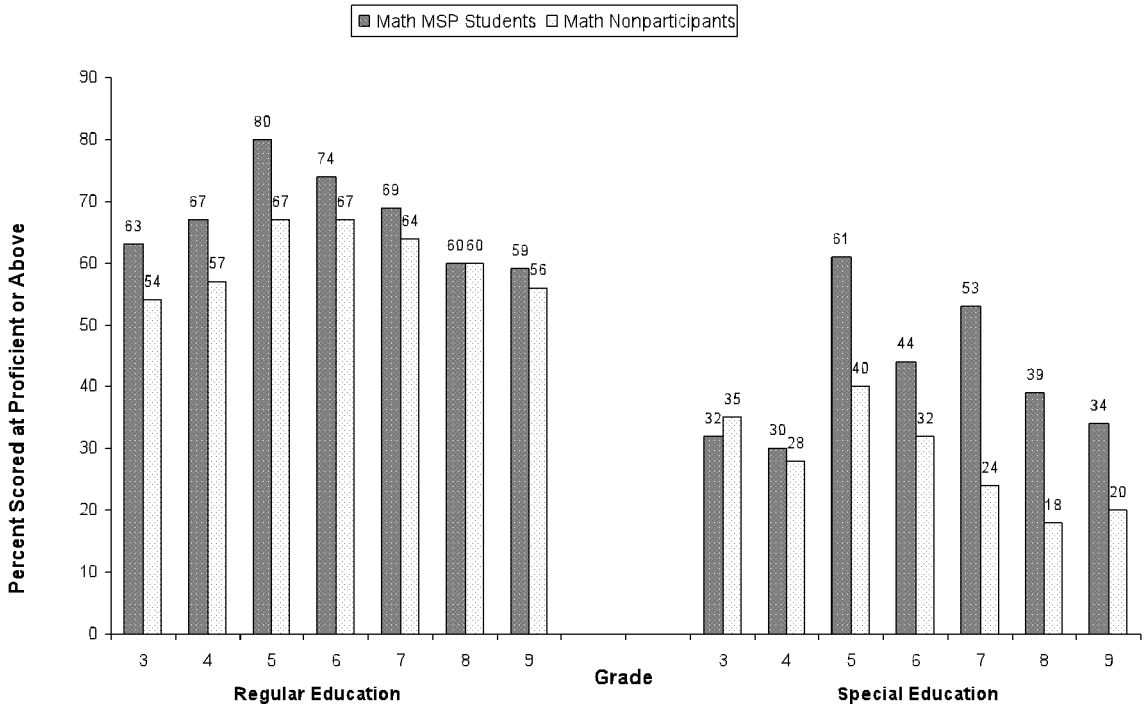


Figure 2. Science Performance Comparison by Education Classification

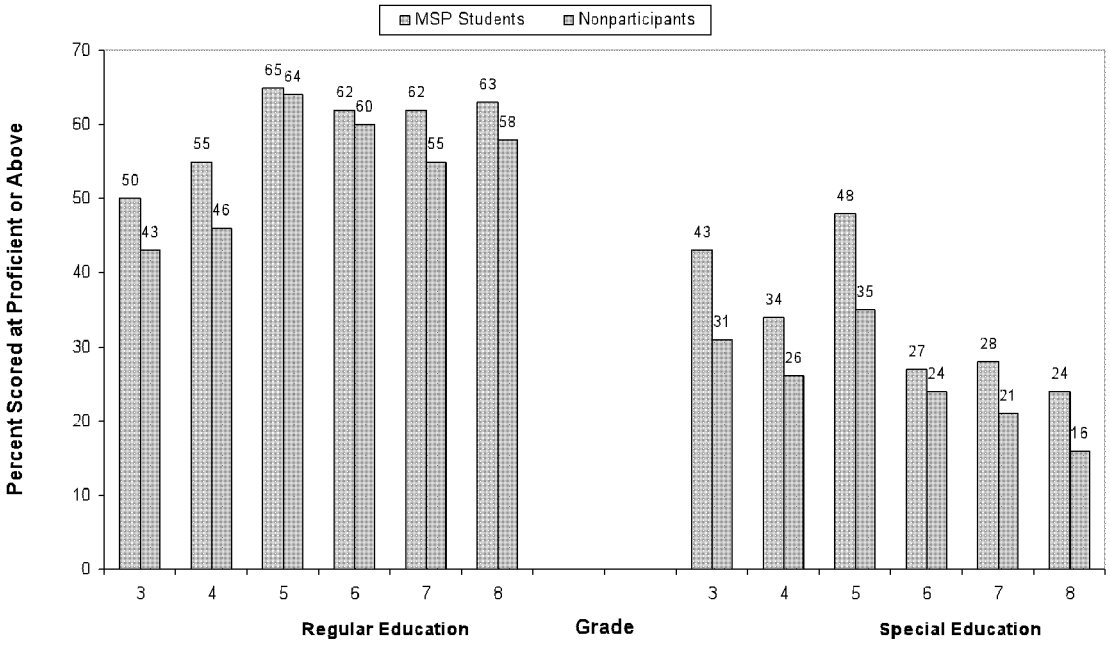


Figure 3. Math Performance Comparison by Economic Status

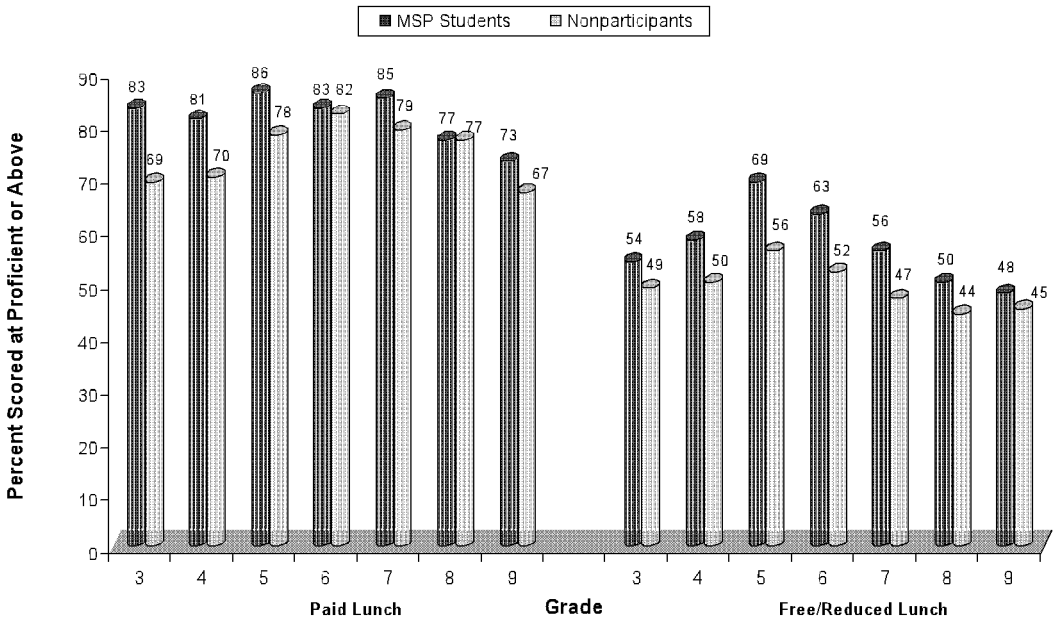


Figure 4. Science Performance Comparison by Economic Status

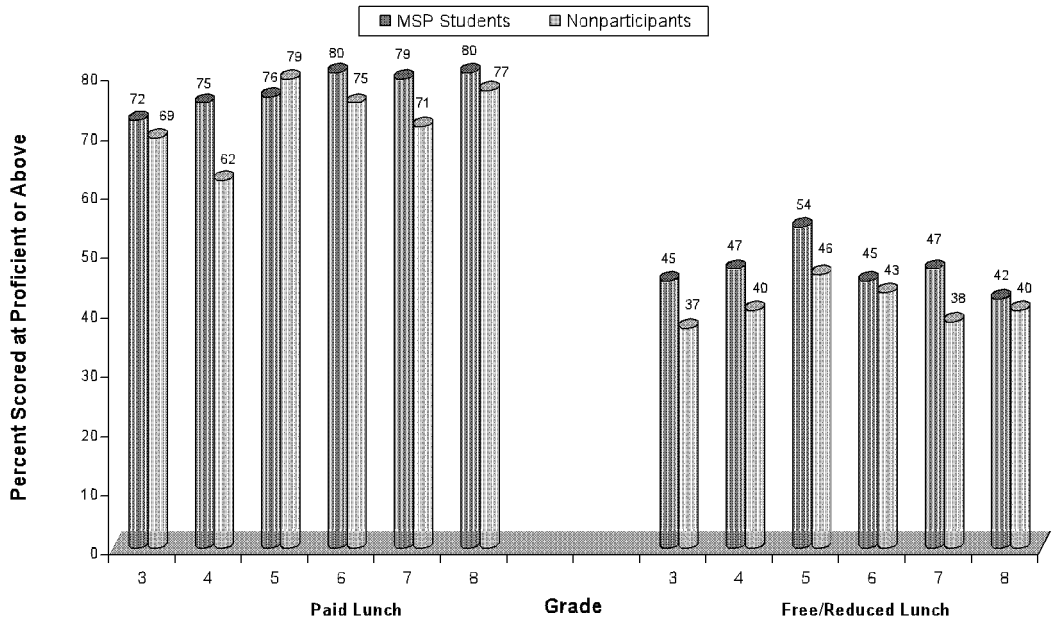


Figure 5. Math Performance Comparison by Ethnicity

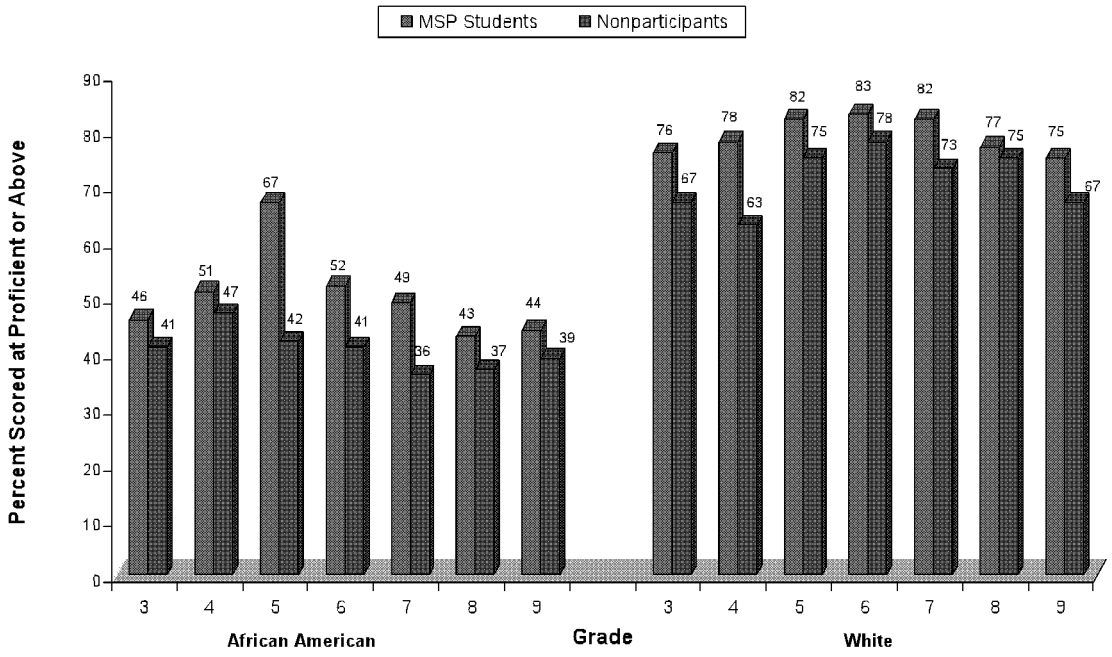
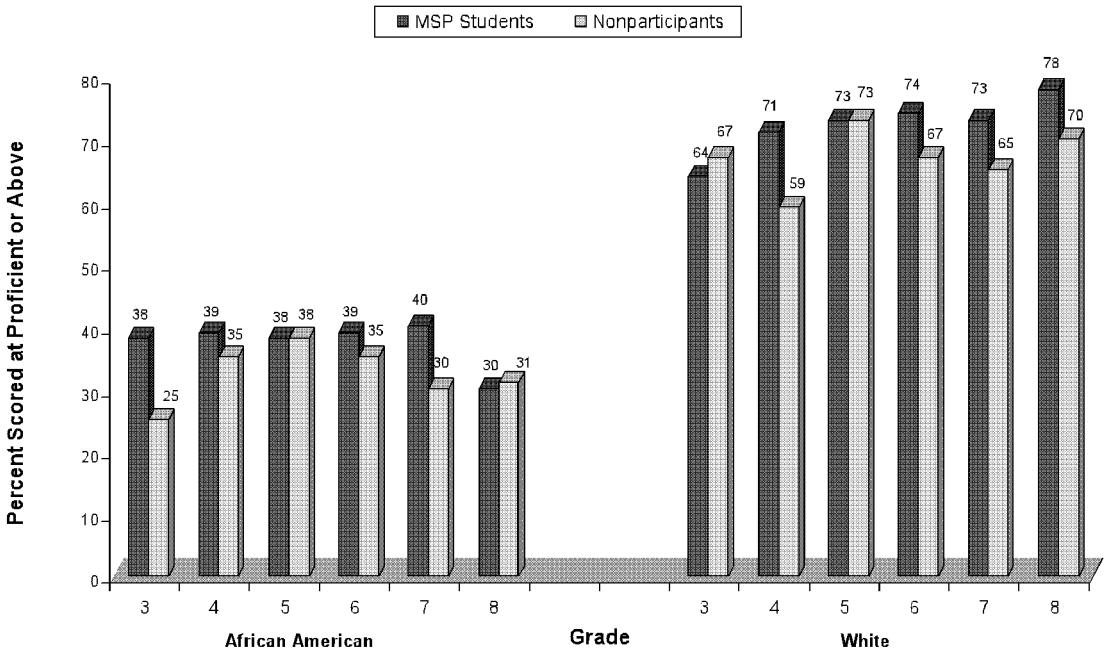
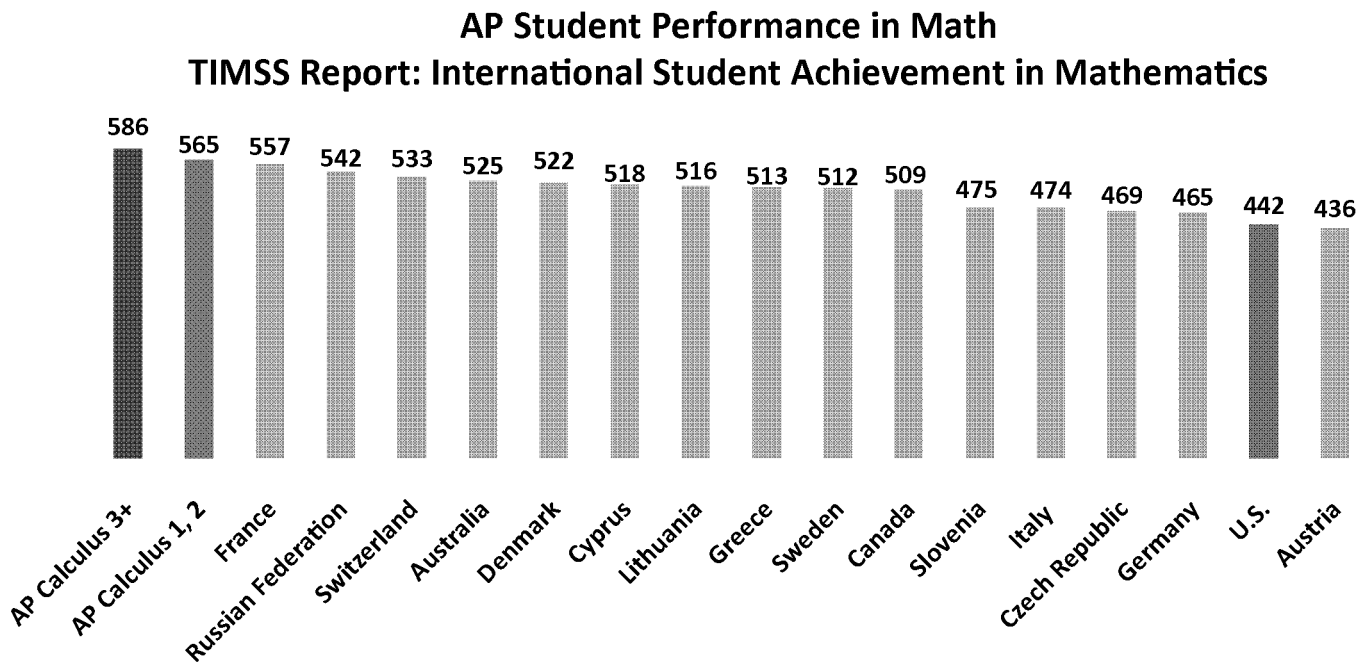


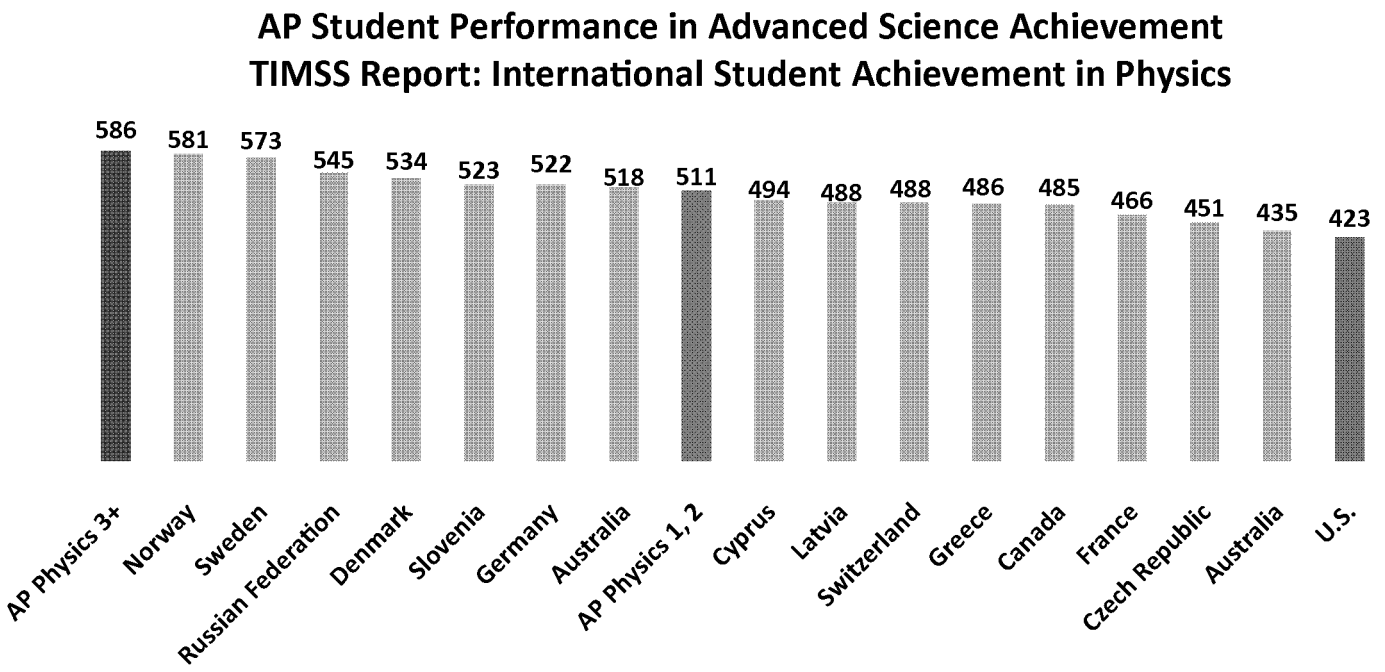
Figure 6. Science Performance Comparison by Ethnicity



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

Race to the Top
CVRP Overview and Screen Shots

Curriculum Verification and Results Reporting Portal - Windows Internet Explorer

http://leads4tst.doe.louisiana.gov/CVR/

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	+2.6	82 %	
Mathematics	+3.0	46 %	
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 %	

1/14/2010 11:34:53 AM

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.

Louisiana Department of Education

P-20 Longitudinal Data System

Partnership Confidentiality Agreements

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

State of Louisiana

KRISTY H. NICHOLS
SECRETARY

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-RS 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.

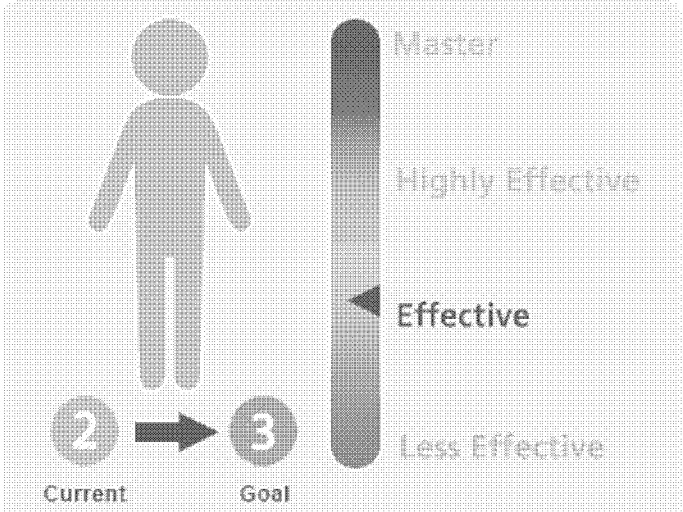
Paul G. Pastorek, Superintendent
Department of Education

Mary L. Livers, MSW, Ph.D.
Interim Deputy Secretary
DPS & C, Office of Juvenile Justice

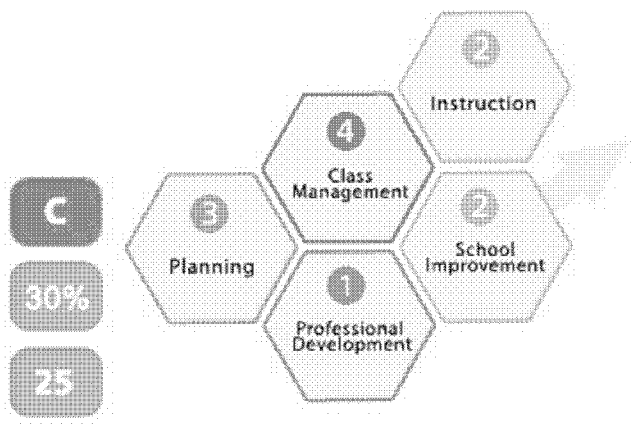
Race to the Top
HCIS Teacher

Louisiana Department of EDUCATION

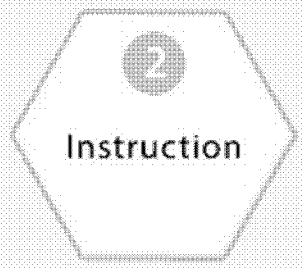
My Effectiveness | Ms. Sora Abignael | Teacher, 6th Grade • Springfield Middle School | January 19, 2010 | Logout



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:

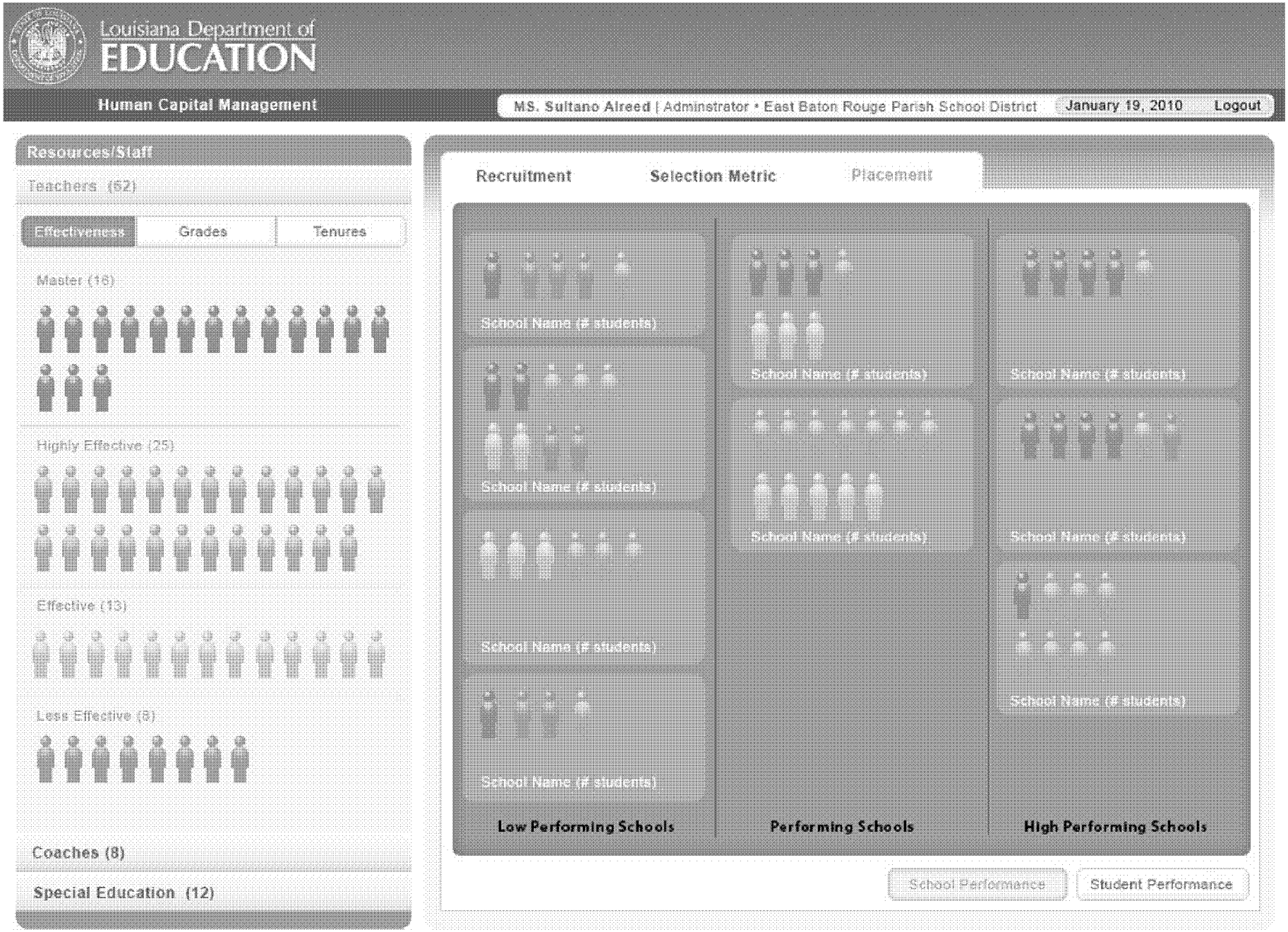
- -Use online tools to assist advanced students in independent learning
- -Develop strategies for working with ELL students in groups and one-on-one
- -Increase student participation through development of peer-to-peer teaching and learning units

Increasing your effectiveness in these areas means 12% student achievement gains in your classroom.

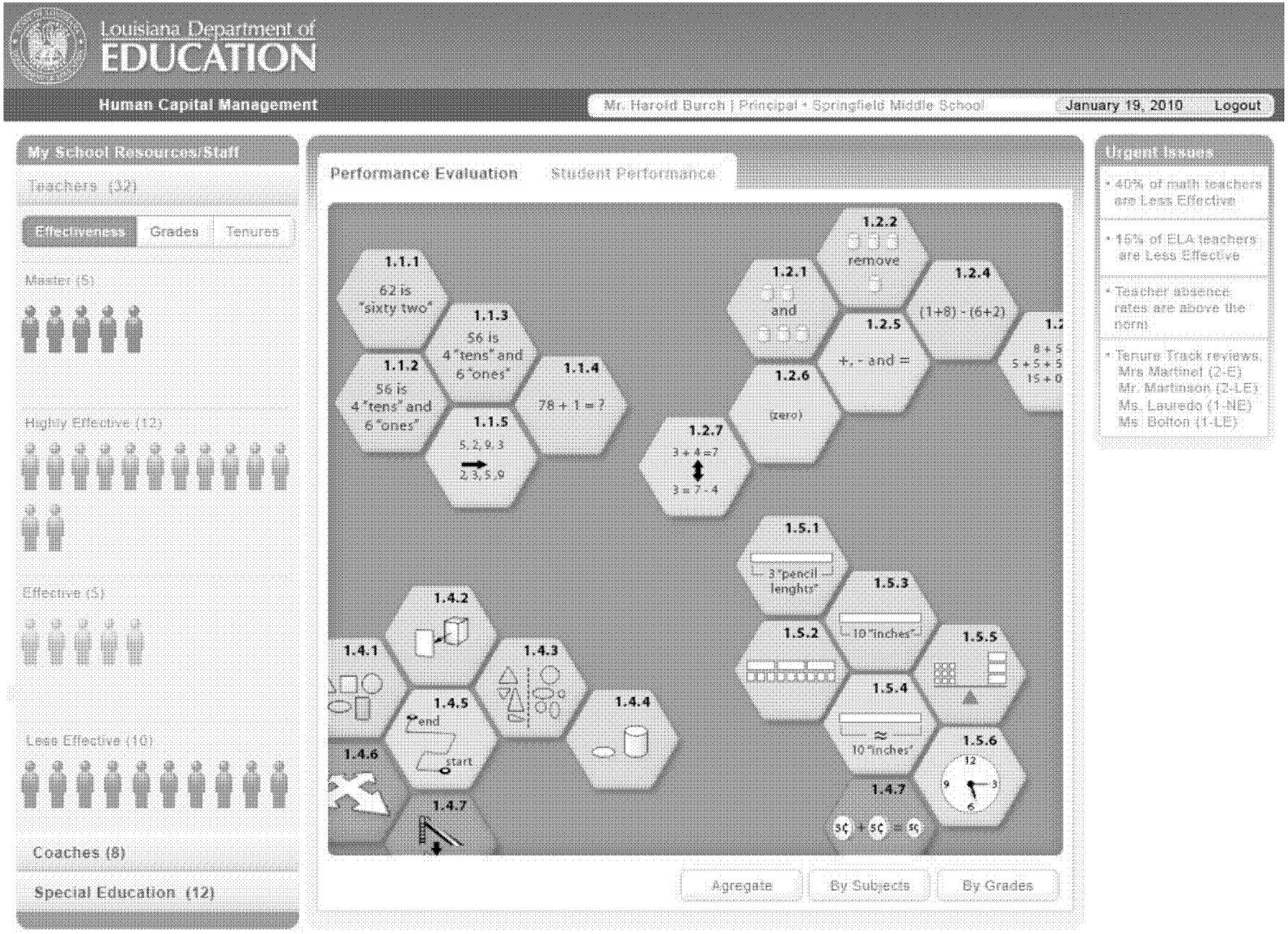
My Action Plan Towards Effectiveness

	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

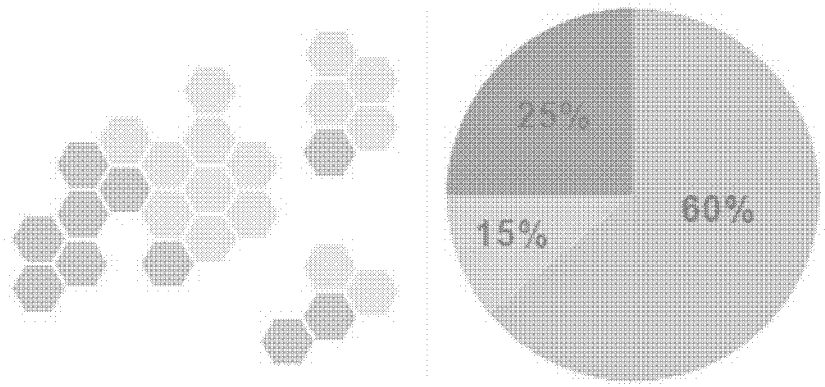
Louisiana Department of
EDUCATION

School Turnaround | Mr. Harold Burch | Principal • Springfield Middle School | January 19, 2010 | Logout

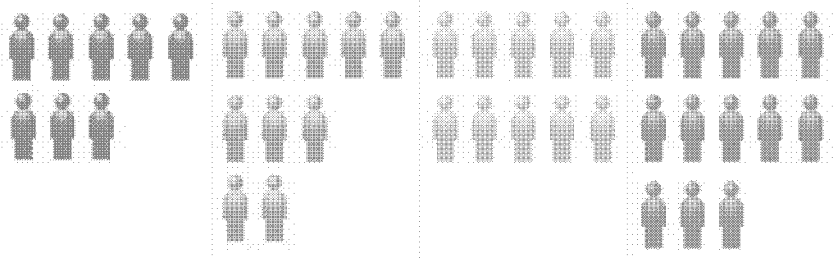
Human Capital | Curriculum/Instruction | Accountability | Community | Operations

School Performance

Student Achievement: Unsatisfactory | Satisfactory | Excellent



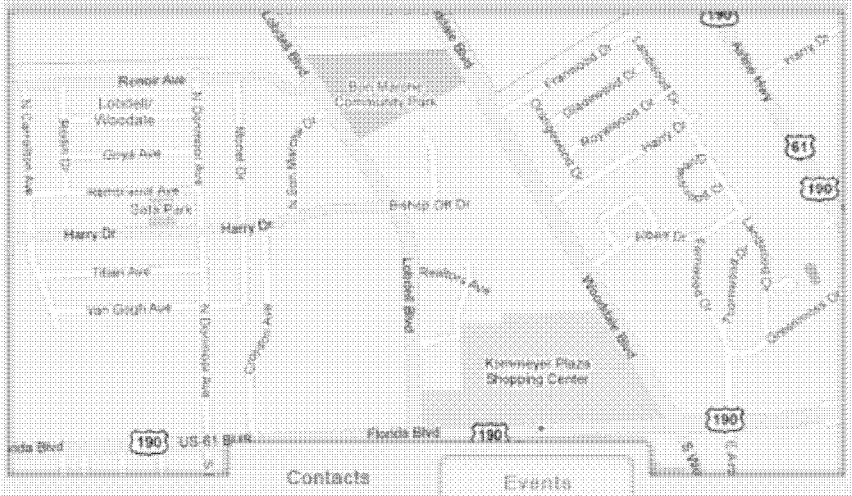
Teacher Effectiveness



Effectiveness | Grades | Tenures

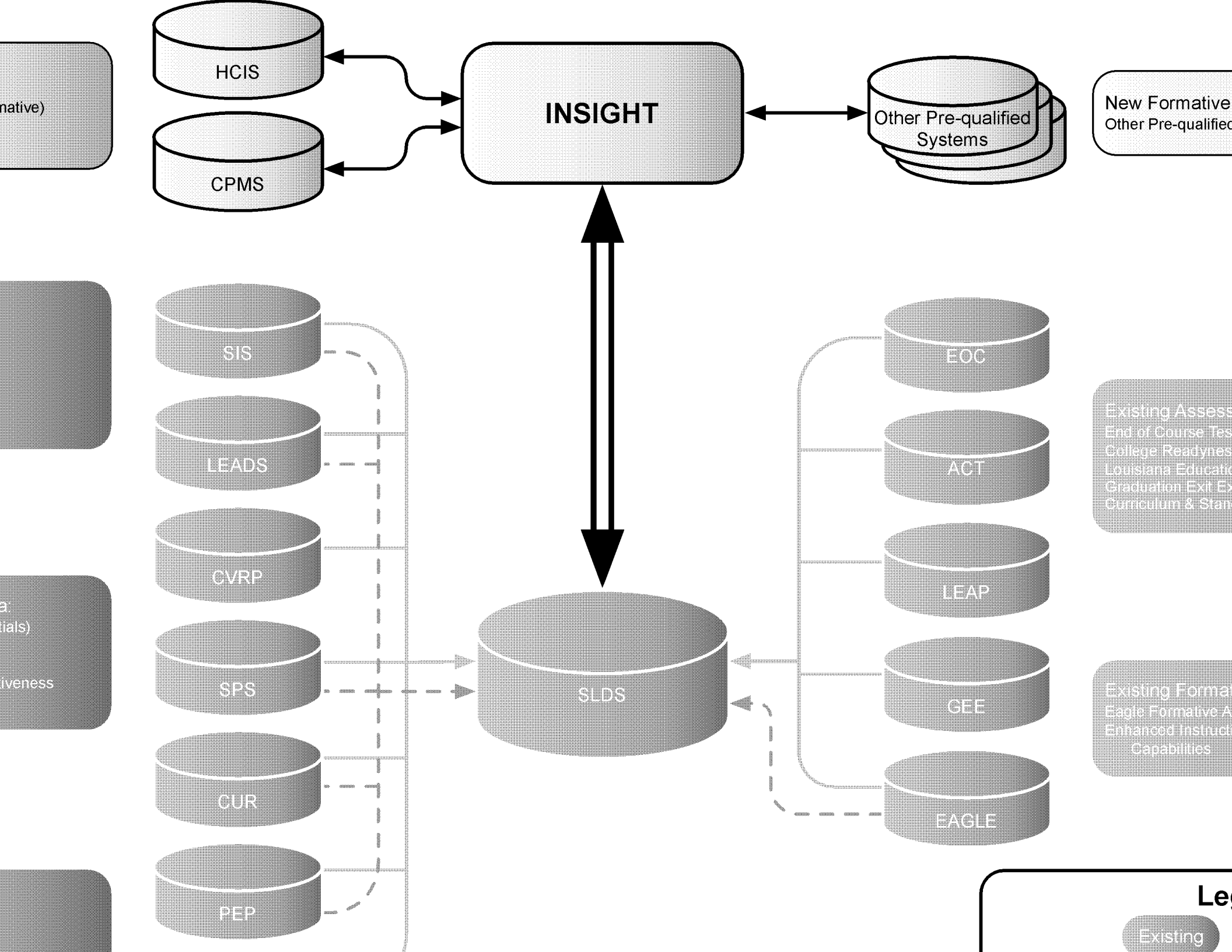
Strategies

Data System	40%
Community Update	60%
Outreach Plan	25%
Plan for Partnership Zone	75%



Contacts | Events

Weekly community stakeholders meeting	7 pm Wed. 01/27
Conference call with School Recovery Team	8 am Fri. 01/29
Best Practices Discussion with HEs	2 pm Mon. 02/01
Volunteers for Youth Justice	Tue. 02/16
Fore.kids proposal	Tue. 02/16
Nutrition counseling meeting on-site	TBA
Celebration of achievements	TBA


HCIS
CPMS
INSIGHT
Other Pre-qualified Systems
New Formative
Other Pre-qualified
SIS
LEADS
CVRP
SPS
CUR
PEP
SLDS
EOC
ACT
LEAP
GEE
EAGLE
Existing Assess
End of Course Tes
College Readynes
Louisiana Educatio
Graduation Exit Ex
Curriculum & Stan
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Capabilities
Le
Existing

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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LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK

Recommended by the
Louisiana Blue Ribbon Commission for
Educational Excellence

May 18, 2010

LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK

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V. DOCUMENT 4: QUESTION AND ANSWER GUIDE …..……..……... 6

LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK

OVERVIEW

Louisiana was one of six states in the nation selected in April 2009 to receive a grant from the National Governors Association to develop a teacher compensation model. The Blue Ribbon Commission for Educational Excellence was given the following charge during 2009-2010:

> To develop a sustainable and comprehensive teacher compensation system model and action plan that will enhance teacher effectiveness and improve student achievement.

The Blue Ribbon Commission met on six occasions from September 2009 to May 2010 to attain information from state and national experts pertaining to the development and implementation of teacher compensation models. The Commission determined that 41 schools within Louisiana were implementing *TAP: A System for Teacher and Student Advancement* (TAP) during 2009-2010. It was found that additional schools were interested in implementing TAP. It was also determined that some schools/districts were interested in implementing independent models that would better address specific needs of their districts.

As a result, a decision was made to develop a Louisiana Comprehensive Teacher Compensation Framework to assist schools and districts in understanding key elements of a comprehensive teacher compensation model (See Document 1). Important steps to consider when developing plans to implement a comprehensive teacher compensation model (See Document 2) were also identified. In addition, an Action Plan to assist schools and districts in implementing comprehensive teacher compensation models were generated (See Document 3). Last, a Question and Response Guide (See Document 4) was developed to address each of the key elements. The purpose of the guide is to provide answers to commonly asked questions and to provide current examples of best practices to assist schools and districts as they make important decisions about the models they select or develop. The guide will be placed on the Department of Education web site and links to web sites will be provided to assist schools and districts in locating relevant information pertaining to comprehensive teacher compensation models.

DOCUMENT 1

LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK
KEY ELEMENTS OF A COMPREHENSIVE TEACHER COMPENSATION MODEL

I. Multiple Career Paths for Teachers	•What career paths will be made available to teachers (e.g., master teachers, mentor teachers, etc.) at schools that want to implement a comprehensive teacher compensation model?
II. On-going Professional Learning for School Personnel	•What types of on-going professional learning will need to take place in participating schools to help school personnel use data and change practices to improve student achievement?
III. Valid and Reliable Performance Instruments	•What valid and reliable performance instruments will be used to assess school personnel as they strive to improve the achievement of students (e.g., Performance Observations, Achievement Tests, etc.) and how will they ensure transparency and fairness?
IV. Value-Added Data	•What classroom and school value-added data will be included in a comprehensive teacher compensation model?
V. Teacher Compensation Formula	•What formula will be used to calculate performance scores?
VI. Funding for Comprehensive Teacher Compensation Model	•What funding will be used to support the comprehensive teacher compensation model and what will be the size of the Performance Awards?
VII. Teacher Performance Awards	•What will be the process to award Performance Awards?

DOCUMENT 2

LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK PLANNING FOR IMPLEMENTATION

I. Best Practices for Comprehensive Teacher Compensation Models	•Where can information be attained pertaining to best practices for comprehesive teacher compensation models?
II. School and District Commitment	•Upon district commitment, what schools will implement a comprehensive teacher compensation model?
III. District Short & Long Term Planning	•How will districts develop and implement short and long term plans to support schools that want to implement a comprehensive teacher compensation model?
IV. School Short and Long Term Planning	•How will schools use data to develop and implement short and long term plans to implement a comprehensive teacher compensation model?
V. Training of Teachers & Teacher Leaders for Pathways	•Who will train teachers and teacher leaders to successfully address new career pathways (e.g., master teacher, mentor teacher, etc.)?
VI. Delivery of Professional Development	•How will professional learning opportunities be delivered to school personnel?
VII. Collection of Data for Performance Awards	•Who will collect the data for the comprehensvie teacher compensation model and how will they be collected?
VIII. Calculation of Performance Awards	•How will the formula be used to calculate the scores to identify the school personnel who will receive the Performance Awards annually?
IX. Funding to Implement Model	•How will funds be directed to schools that want to implement a comprehensive teacher compensation model?
X. Awarding of Performance Awards	•Who will present the Performance Awards to school personnel, how will they be presented, and what will be the timelines?

DOCUMENT 3

LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK ACTION PLAN

ITEM	ACTIONS	AGENCY RESPONSIBLE	TIMELINES
1	Communicate information to the public about the Louisiana Comprehensive Teacher Compensation Framework.	Louisiana Department of Education	August 2010 – Ongoing
2	Notify the Louisiana Department of Education if there is interest in learning more about comprehensive teacher compensation models.	Districts/Schools	August 2010 - Ongoing
3	Meet with district superintendents to provide information and answer questions about comprehensive teacher compensation models.	Louisiana Department of Education	August 2010 - Ongoing
4	Meet with principals and teachers from schools that are interested in implementing a comprehensive teacher compensation model.	Louisiana Department of Education	August 2010 - Ongoing
5	Form advisory committees to develop long range plans to support schools that choose to implement a comprehensive teacher compensation model within the district.	Districts	September 2010 - Ongoing
6	Spend one year developing long range plans to implement the comprehensive teacher compensation model. The plans need to identify how funds will be identified to support and sustain the implementation of the teacher compensation models. The superintendents need to identify leaders to oversee the development/implementation of the plans.	Districts/Schools	2010-2011 and Annually for New Schools/Districts
7	Provide support to the district advisory committees and school teams as they develop their plans. Assist the districts and schools in identifying funds that can support the implementation of their plans.	Louisiana Department of Education	September 2010 - Ongoing
8	Once districts/schools plans are finalized, provide structured professional development to the districts that choose to implement TAP. Direct districts/schools that implement independent comprehensive teacher compensation models to sites that have best practices.	Louisiana Department of Education	September 2010 - Ongoing
9	Have districts that implement independent comprehensive teacher compensation models develop scales for Performance Awards that are consistent with the scale for TAP.	Louisiana Department of Education	September 2010 - Ongoing
10	Collect and report annual data on student achievement and practices in schools and districts that are implementing comprehensive teacher compensation models.	Louisiana Department of Education	September 2010 - Ongoing

DOCUMENT 4

LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK
QUESTION AND RESPONSE GUIDE

BACKGROUND INFORMATION	
QUESTIONS	**RESPONSES**
1. *What is the primary purpose of a comprehensive teacher compensation system?*	The primary purpose of a comprehensive teacher compensation system is to enhance teacher effectiveness and improve student achievement.
2. *What are the basic elements of comprehensive teacher compensation models?*	There are 7 key elements that schools and districts need to consider when selecting or considering the development of an independent comprehensive teacher compensation model. These elements are identified in Document 1. In addition, there are 10 important steps that schools and districts must consider when planning to implement a comprehensive teacher compensation model. Those steps are identified in Document 2.
3. *Why is it important to address all 7 key elements of the comprehensive teacher compensation model and address all 10 steps when planning to implement a model?*	It is very important for instructionally focused accountability and performance based compensation to exist to ensure that teachers and school personnel who are impacting student learning are being rewarded. It is equally important for teachers and other school personnel to be supported through mentor teachers, master teachers, etc. and receive quality professional development that is focused on specific needs of individual teachers or specific needs of groups of teachers. When all key elements are combined successfully, appropriate assessment and quality mentoring/development can impact teacher effectiveness and student achievement. A comprehensive system provides a balance of accountability and support.

QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)

QUESTIONS	RESPONSES
4. *Is Louisiana currently implementing comprehensive teacher compensation models?*	Louisiana is implementing *TAP: A System For Teacher and Student Advancement* (TAP) in 41 schools in Louisiana (2009- 2010) that address the 7 key elements of the Louisiana Comprehensive Teacher Compensation Framework. TAP is considered to be one example of a best practice. Examples from TAP have been used in the guide to demonstrate how the different elements can be implemented.
5. *Why is Louisiana discussing the use of more than one comprehensive teacher compensation model?*	Louisiana has successfully implemented TAP in schools across the state. However, there are districts that would like to have the autonomy to develop and implement an independent teacher compensation model that better addresses the needs of their individual districts. Districts that decide to implement TAP will have access to a well developed research based system that utilizes predetermined instruments, measures, and procedures to address the 7 key elements of the Louisiana Comprehensive Teacher Compensation Framework. Districts will be provided direct training by the Louisiana Department of Education to implement TAP. Districts that choose to create and implement an independent comprehensive teacher compensation model will identify their own instruments, measures, and procedures to address the 7 key elements. Districts will be provided guidance in identifying best practices from the Louisiana Department of Education, but will not be provided direct training.
6. *Are there other examples of best practices and where can they be found?*	Schools and districts in other states are implementing other comprehensive teacher compensation models. The State will identify other models that (1) address the 7 key elements identified in the Louisiana Comprehensive Teacher Compensation Framework and (2) possess evidence that the models have had a positive impact upon the achievement of students. Examples of how the 7 key elements are addressed in the models will be placed in the *Question and Answer Guide for the Louisiana Comprehensive Teacher Compensation Framework*. In addition, links will be provided to web sites where more in-depth information can be attained about the models.

QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)

QUESTIONS	RESPONSES
7. *Will a comprehensive teacher compensation model be mandatory or voluntary in Louisiana?*	Participation in a comprehensive teacher compensation system will be determined at the school level. Districts and participating schools will be expected to engage in short and long term planning to support the use of the comprehensive teacher compensation models.
8. *Who will be responsible for the improved achievement of students in schools if a comprehensive teacher compensation model is used?*	The following personnel should participate and be held accountable for the improved achievement of students in the participating schools. • Career Teachers • Mentor Teacher(s) • Master Teacher(s) • Assistant Principal • Principal • Support Personnel
KEY ELEMENTS OF A COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK **I. MULTIPLE CAREER PATHS FOR TEACHERS**	
QUESTIONS	**RESPONSES**
Ia. Who will identify the multiple career paths?	Districts and schools will identify the multiple career paths (e.g., career teachers, mentor teachers, master teachers, regional lead teacher, National Board Certification, etc.) that will available to teachers participating in the comprehensive teacher compensation models.
Ib. Will the salary of teachers who pursue multiple career paths be augmented?	Salary augmentation will be provided for teachers who assume additional roles and responsibilities: mentor teacher(s), master teacher(s), regional lead teacher(s), etc..

QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)

II. ON-GOING PROFESSIONAL LEARNING FOR SCHOOL PERSONNEL		
QUESTIONS	**RESPONSES**	**EXAMPLES**
IIa. Who will provide the ongoing, professional development (e.g., job embedded professional development)?	Ongoing, applied professional development can be provided through a variety of means. The mentor teacher(s), master teacher(s), regional lead teacher(s), and other experts may be responsible for planning and implementing the job embedded professional development in the schools to address needs identified by the school to improve the achievement of the students within the school. Teachers within the schools will also be provided access to other types of professional development outside of the school that specifically address their needs.	***TAP System*** The master and mentor teachers, with the support of the school's TAP Leadership Team, are responsible for planning and implementing job-embedded professional development (cluster meetings). Every teacher in a TAP school participates in 60-90 minutes of cluster per week. The professional development provided in cluster follows a strict protocol and addresses needs identified by the school to improve the practices

QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)

QUESTIONS	RESPONSES	EXAMPLES
IIb. What types of professional development and support will be needed to successfully implement a comprehensive teacher compensation model?	Professional development will be needed to train the master teachers and the mentor teachers. In addition, professional development will be needed for teachers in a school to assist them in using their classroom and school data and help them to implement new practices that will improve the achievement of their students.	***TAP System*** The Louisiana TAP State Team provides ongoing support to TAP school sites and TAP districts. The services include: ***School Site Visits by State Executive Master Teachers*** • Conducts regularly scheduled meetings with master teachers, the principal, and mentor teachers to debrief cluster observation. • Provides evaluation and support services for clusters including: observing cluster meetings, modeling cluster process, evaluating strategies being implemented in cluster meetings, and coaching teachers toward improvement. • Attends Leadership Team meetings as needed and provides feedback on operations. • Participates in observations with master and mentor teachers for the purpose of ensuring inter-rater reliability. • Reviews a school's TAP documentation and provides feedback. • Participates in IGP development with master, mentor, and career teachers.

QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)

QUESTIONS	RESPONSES	EXAMPLES
IIb. Types of Professional Development (Cont'd.)		***TAP System (Cont'd.)*** • Provides follow-up (demonstration lessons, team-teaching, coaching, etc.) to support master and mentor teachers' understanding and implementation of instructional strategies and TAP processes. ***Specialized Trainings and Workshops*** • Orientation for Pre-TAP Schools • Overview presentations for faculties of Pre-TAP Schools • Grant Planning and Development Workshops • TAP Core Training (Preparing for Success in a TAP School and Preparing to Become a Certified TAP Evaluator) • TAP Evaluator Training (Becoming a Certified TAP Evaluator) • Master Teacher Networking and Support Meetings • TAP Principal Networking and Support Meetings & TAP Summer Institute • Use of the Comprehensive Online Data Entry (CODE) System Workshop • TAP Teacher Evaluation and Performance Award Training

QUESTIONS	RESPONSES	EXAMPLES
IIb. Types of Professional Development (Cont'd.)		***TAP System (Cont'd.)*** *Comprehensive Online Data Entry system (CODE)* CODE enables principals and leadership teams to input and archive teacher evaluation data and generate individual summative evaluation scores for teachers. Monitoring and oversight of the CODE system, along with ongoing assistance, is provided by the State. *Annual Program Review* Conducted by TAP state staff, in collaboration with TAP school staff, the program review is designed to evaluate how fully and effectively each school is implementing the TAP elements. Program review is not an "event" – but rather an ongoing process. It is based on a TAP Implementation Rubric developed by the National Institute for Excellence in Teaching, and It occurs throughout the school year with some intensified efforts during the spring semester. At the completion of the program review, each school receives a *Program Review School Report* that is an effective planning tool for further TAP implementation.

III. VALID AND RELIABLE PERFORMANCE INSTRUMENTS	
QUESTIONS	**RESPONSES**
IIIa. What valid and reliable measures can be used to determine which school personnel should receive Performance Awards?	The following are examples of measures that can be used when using a formula to determine who has earned Performance Awards in a school setting. • (*All School Personnel*) Valid and reliable performance evaluation scores (e.g., TAP Rubric Scores, scores on other valid and reliable instruments, etc.). • (*Teachers in the Tested Subjects and Grades*) Classroom learning gains of students in teachers' classrooms and school wide learning gains based on the value-added model for practicing teachers currently being developed by the Louisiana Department of Education. • (*Teachers in Non-Tested Grades and Subjects and Other School Personnel*) School wide learning gains based on the value-added model for schools currently being developed by the Louisiana Department of Education.

IV. VALUE ADDED DATA	
QUESTIONS	**RESPONSES**
IVa. How will schools in Louisiana attain access to value-added results?	The Louisiana Department of Education is currently piloting the use of a value-added model that will generate scores for classrooms and schools in the tested content areas and tested grade levels. The value-added model is being piloted in selected schools during 2009-2010. It will be piloted in selected districts during 2010-2011 and implemented across all districts during 2011-2012. Value-added results in TAP schools are currently being provided by a private contractor.

V. TEACHER COMPENSATION FORMULA		
QUESTIONS	**RESPONSES**	**EXAMPLES**
Va. How is it determined who should receive Performance Awards?	A formula will be identified by a school district that will utilize multiple measures to determine the performance level of personnel at the school. The formula will be weighted and calculated based upon performance evaluation scores and classroom learning gains/school learning gains. The scale for the Performance Awards for independent comprehensive teacher compensation models will be consistent with the scale for TAP.	
Vb. What weights will be used for the measures?	The weights will be determined by the school districts based upon districts' needs, grant requirements, state program requirements (e.g., Race to the Top), and other program requirements.	Four examples of weights are the following: ***Example #1: Initial Race to the Top*** 50% (*All School Personnel*) Valid and reliable performance evaluation scores (e.g., TAP Rubric Scores, scores on other valid and reliable instruments, etc.). 50% (*Teachers in the Tested Grades*) Classroom learning gains of students in teachers' classrooms based on the value-added model for practicing teachers currently being developed by the Louisiana Department of Education. ***Example #2: TAP System*** 50% Valid and reliable performance evaluation scores (e.g., TAP Skills, Knowledge and Responsibility Score) 50% Learning gains of students (classroom and school-wide) based on the value-added model (currently using the Williams Sanders value-added model). When it is developed and implemented, the value-added model for practicing teachers currently being developed by the Louisiana Department of Education will be used.

QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)

QUESTIONS	RESPONSES	EXAMPLES
Vb. What weights will be used for the measures? (Cont'd.)		***TAP System - Teachers in State-Tested Grades/Subjects*** 50% Valid and reliable performance evaluation scores (e.g., TAP Skills, Knowledge and Responsibility Score) 30% Classroom learning gains of students in teachers' classrooms based on the value-added model (currently using the Williams Sanders value-added model; when developed and implemented, will use the value-added model for practicing teachers currently being developed by the Louisiana Department of Education. 20% School wide learning gains based on the value-added model (currently using the Williams Sanders value-added mode; when developed and implemented, will use the value-added model for practicing teachers currently being developed by the Louisiana Department of Education. ***TAP System - Teachers in Non-Tested Grades/Subjects*** 50% Valid and reliable performance evaluation scores (e.g., TAP Skills, Knowledge and Responsibility Score) 50% School wide learning gains based on the value-added model (currently using the Williams Sanders value-added model)
Vc. What level of performance will be required for school personnel to secure performance pay compensations?	Teachers and school personnel will be required to attain a predetermined level for their (1) performance evaluation score and (2) classroom/school-wide learning gains to receive performance pay compensation.	***TAP System*** To be eligible for performance pay compensations: Performance evaluation scores must be at Levels 3, 4, or 5.for career teachers; 3.5 or higher for mentor teachers; and 4 or higher for master teachers. Classroom learning gains must be at Levels 3, 4, or 5. School-wide learning gains must be at Levels 3, 4, or 5.

VI. FUNDING FOR COMPREHENIVE TEACHER COMPENSATION MODEL		
QUESTIONS	**RESPONSES**	**EXAMPLES**
VIa. Where will districts attain the funds to implement comprehensive teacher compensation models?	Sustainable funds are already available within local school districts to implement the comprehensive teacher compensation models. Districts will need to examine the effectiveness of their existing programs and procedures and redirect funds where there are programs and procedures that are not effective. This needs to occur as they conduct their long range planning. *Note: Please see Appendices A and B that provides a listing of available funds and how they can be used.*	***Example #1: Available Funds in Louisiana*** Examples of funds that are currently available with districts to implement a Teacher Compensation Model are the following: Title I, Part A Title I, Part A School Improvement School Improvement Fund 1003(g) Title II, Part A Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement Act Title VI, Rural Education Achievement Program IDEA, Part B 611 IDEA, Part B Coordinated Early Intervening Services (CEIS) 8(g) Statewide Grant Program – TAP Minimum Foundation Program ***Example #2: Potential Funds With Competitive Grants*** Districts can hire grant writers to attain competitive grant funds to support the program. Examples of competitive grant funds that are available include the following: Teacher Incentive Fund Effective Teachers and Leaders Program Teacher and Leader Innovation Fund Teacher and Leader Pathways

QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)

QUESTIONS	RESPONSES	EXAMPLES
VIb. How will a comprehensive teacher compensation model impact a teacher's base salary.	Districts should begin with an equitable salary-base. Each yearly Performance Award will be a one-time, individual pay supplement to reward high performing school personnel.	
VIc. What is the recommended process to determine the size of the performance pay compensation?	The size of the performance pay compensation will differ in each school district based upon the formula used by the district to determine the awards. Teachers and school personnel will know in advance the amount of funding for the performance pay compensation.	***TAP System – Teachers in Louisiana*** Each district establishes a per teacher amount to go into an "incentive pay pool." The total amount available in the incentive pool is the Number of Teachers x the Per Teacher Amount. A minimum of $2,000 per teacher is recommended. The award fund is divided into six award pools using a ratio of the career ladder level (e.g. career teachers in tested grades/subjects, career teachers in non-tested grades/subjects, mentor teachers in tested grades/subjects, mentor teachers in non-tested grades/subjects, master teachers in tested grades/subjects, and master teachers in non-tested grades/subjects. The per teacher amounts in Louisiana range from $2,000 -$4,000 per teacher with an average of $2,500 per teacher.

QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)

QUESTIONS	RESPONSES	EXAMPLES
VId. How often should the performance pay compensation be distributed?	The performance pay compensation will be paid annually once growth in student achievement can be determined.	***TAP System – Teachers in Louisiana*** Performance incentive awards are compensated annually. Currently in Louisiana TAP schools, the first calculation of a performance award is made at the conclusion of Year Two of TAP. [Note: In many TAP schools in other states the performance award is first calculated at the end of Year One of TAP.] Since student learning gains and school learning gains are based on statewide assessment results, the award for one school year usually is distributed at the start of the following school year. (For example, the performance awards for the 2008-2009 school year were awarded in October 2009.)
VIe. What is the recommended size of the augmentation stipends for career paths (e.g., mentor teachers, master teachers, regional lead teachers, etc.)?	The size of the augmentation stipends for career paths should be determined by the local school districts.	***Example #1: TAP System - Master Teachers in Louisiana*** The additional amount paid to Master Teachers by districts in Louisiana for additional responsibilities ranges from $1,500 to $6,000, with an average of about $5,000 across participants and districts. Master teachers in Louisiana may also be compensated for working additional days beyond the regular school years. It is recommended that they work an additional 10-20 days at a rate determined by the districts. ***Example #2: TAP System - Mentor Teachers in Louisiana*** The additional amount paid to Mentor Teachers by districts in Louisiana for additional responsibilities ranges from $1,500 to $5,000, with an average of about $2,500 across participants and districts. Mentor teachers in Louisiana may also be compensated for working additional days beyond the regular school years. It is recommended that they work an additional 5-10 days at a rate determined by the districts.

QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)

QUESTIONS	RESPONSES	EXAMPLES
VIf. What will be the anticipated additional costs for schools to implement a comprehensive teacher compensation model?	The major potential costs to implement the model will be the following: **Multiple Career Paths**: *Base Teacher Salary* *Augmented Salary – Multiple Paths* *Additional Working Days* **Performance-Based Evaluation** *Teacher Observation Tool Scoring* **Performance-Based Compensation:** *Performance Awards* **Ongoing Professional Development** *Substitutes* *Travel*	***TAP System in Louisiana for an Elementary School with 500-600 students and 32 teachers (career and mentor) – Third Year of Program Once Growth is Calculated*** ***Multiple Career Paths*** ***Master Teachers*** Base Salary for 2 master teachers @ $55,000 per teacher — $110,000 Augmented Salary - $5,000 per teacher — 10,000 Additional Working Days – 2 teachers for 15 additional days @ $200 per day — 6,000 ***Mentor Teachers*** Augmented Salary – 4 mentor teachers @$2,500 per teacher — 10,000 Additional Working Days – 4 teachers for 4 additional days @ $200 per day — 3,200 ***Performance-Based Evaluation*** Scoring of Performance-Based Evaluation Tool — 2,000 ***Performance-Based Compensation*** 32 career and master teachers @ $2,000 per teacher for Performance Awards — 64,000 ***Ongoing Professional Development*** Travel for training of 8 member leadership team. — 20,000 Substitutes for mentors (2 hr. x 36 weeks x 4 mentors x$20) — 5,800 **TOTAL** — **$231,000**

VII. TEACHER PERFORMANCE AWARDS		
QUESTIONS	**RESPONSES**	**EXAMPLES**
VIIa. Will all teachers in Louisiana receive the same size Performance Awards?	Districts will create their own process to award Performance Awards to school personnel.	
VIIb. Will all school personnel receive the same size performance pay compensation or will the performance pay compensations vary in size depending upon the roles and responsibilities of personnel in the school (e.g., teachers, librarians, janitors, etc.)?	The sizes of the performance pay compensations will vary depending on the roles and responsibilities of the individuals.	***TAP System in Louisiana*** Performance pay compensation fallS under two broad categories in TAP: • Additional compensation (salary augmentation) for additional roles and responsibilities – The salary augmentation for master teachers and mentor teachers is an example of that type of compensation. (see answer to #15 above). • Additional compensation for teacher performance (as scored against the TAP rubrics on multiple evaluations) and student performance (as measured in learning gains/value added growth of students). The size of the performance award varies from teacher to teacher – with more effective teachers receiving larger amounts of compensation.

QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)

QUESTIONS	RESPONSES	EXAMPLES
VIIc. What will happen to a teacher's performance pay compensation if he/she moves from one district to another district?	Districts will set their own policies pertaining to Performance Awards as teachers move from one district to another district.	***Example #1: TAP in Louisiana*** In the Louisiana TAP system, the district in which the teacher is employed when he/she earns the Performance Award is responsible for determining how this will be handled and for assuring that these arrangements are communicated to all participants
VIId. What policies or laws will need to be changed?	No laws will need to be changed if school personnel are being paid a one-time, individual pay supplement to reward high performing school personnel. If actions will be taken that result in a decrease to a teacher's salary, current state law would need to be changed. *Existing Laws/Policies:* R.S. 17:421.3 sets forth the minimum pay scale for teachers and R.S. 17:422.5 and 17:421.5 set forth the minimum salaries for superintendents, principals, assistant principals, and other certified or licensed school personnel. R.S. 17:422.5; 17:422.6; and 17:432 address reduction limitations of teacher/administrator salaries. A teacher/administrator cannot be paid an hourly wage or annual salary less than the amount that was paid in the immediately preceding year. Funds used for any supplemental salary payments shall continue to be paid and shall not be redirected for any other purpose. If additional compensation is not a fixed or regular payment and would not meet the definition of a stipend, it does not form part of the base pay and would not have to be paid the next year. AG Opinion 00-211. A local board may redirect an individual's local supplemental pay, if the amount is redirected to other members of the class. AG Opinion 99-312. As discussed in Kuehn v. Calcasieu Parish School Board (647 So. 2d 544), an individual's supplemental pay may be reduced provided the funds are not redirected to other non-salary purposes. AG Opinion 00-37.	

APPENDIX A
STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL

AVAILABLE REVENUE

Names of Funding Sources	Purpose of Fund	Types of Schools Eligible for Funding			Amount of Funding SY 2010-2011
		Low-Performing	At-Risk	Not At-Risk	
Title I, Part A (*Federal*) http://www.louisianaschools.net/lde/uploads/14316.pdf	To ensure that all children have a fair, equal and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and assessments. Title I, Part A funds are utilized to supplement the instructional programs in high poverty districts and schools.		X		**$284,316,333**
Title I, Part A School Improvement (*Federal*) http://www.louisianaschools.net/lde/uploads/14317.pdf	To provide supplemental funds to LEAs to assist Title I, Part A schools identified as in need of improvement; to provide a high-quality education, which will enable all children to meet the state student performance standards. Funds must be utilized to specifically address the area(s) in which the school does not meet adequate yearly progress (AYP).	X	X		**$11,790,332**
School Improvement Fund 1003(g) (*Federal*) http://www.louisianaschools.net/lde/uploads/14315.pdf	To improve student achievement in Title I schools identified for improvement, corrective action, or restructuring, so as to enable those schools to make AYP and exit improvement status.	X	X		**$9,953,200**
Title II, Part A (*Federal*) http://www.louisianaschools.net/lde/uploads/14318.pdf	To prepare, train, and recruit highly qualified teachers and principals, assistant principals, paraprofessionals, and personnel in order to have a positive impact on student achievement. Funds may be used to increase teacher quality through job-embedded PD, such as the Teacher Advancement Program.	X	X	X	**$59,445,512**
Title III, **Part A — English Language Acquisition, Language Enhancement, and Academic Achievement Act** (*Federal*) http://www.louisianaschools.net/lde/uploads/14319.pdf	Title II Funds are to assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings.		X		**$2,466,510**

APPENDIX A
STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL

AVAILABLE REVENUE (CONT'D.)

Names of Funding Sources	Purpose of Fund	Types of Schools Eligible for Funding			Amount of Funding SY 2010-2011
		Low-Performing	At-Risk	Not At-Risk	
Title VI, Rural Education Achievement Program (*Federal*) http://www.louisianaschools.net/lde/uploads/14314.pdf	Designed to address the needs of rural, low-income schools. Apply these funds to allowable activities under Title I-A Improving Basic Programs, Title II-A Teacher and Principal Training Fund, Title III English Language Acquisition.		X		**$3,438,309**
IDEA , Part B 611 *(Federal)* http://www.louisianaschools.net/lde/uploads/14306.pdf	An LEA may use funds received under Part B school-wide program under Section 1114 of the ESEA, except that the amount so used in any such program may not exceed: • The amount received by the LEA under Part B of the Act for that fiscal year; divided by • The number of children with disabilities in the jurisdiction of the LEA; and multiplied by • The number of children with disabilities participating in the school-wide program.		X		**$166,310,059**
IDEA, Part B Coordinated Early Intervening Services (CEIS) *(Federal)* http://www2.ed.gov/policy/speced/guid/idea/ceis-guidance.doc	Any district identified under Section 618(d)(1) must reserve the maximum amount of funds (15 percent) to provide comprehensive coordinated early intervening services to children in the LEA, particularly children in those groups that were significantly over identified under paragraph 618(d)(1)(A). The IDEA Part B regulations define early intervening services (EIS) as services to students who have not been identified as needing special education or related services, but who need increased academic and behavioral support to succeed in a general education environment (e.g., professional development for general education teachers and implementation of academic instruction).		X		**TBD**

APPENDIX A
STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL

AVAILABLE REVENUE (CONT'D.)

Names of Funding Sources	Purpose of Fund	Types of Schools Eligible for Funding			Amount of Funding SY 2010-2011
		Low-Performing	At-Risk	Not At-Risk	
8(g) Statewide Grant Program-TAP (*State*) http://www.louisianaschools.net/lde/tap/tap.html	The Statewide Grant 8(g) Programs are administered by state agencies, such as the Department of Education, to provide goods, services, or flow-through dollars to schools or school systems. The programs target specific participants and/or focus on common goals determined by the administering agency and approved by BESE. Students, teachers, and administrators can all benefit from funded programs, which can be implemented to provide support services, including the incorporation of up-to-date classroom methodology, curriculum and assessment materials, technical support for school and district leaders, and professional development.	X	X	X	**$2,200,000**
Minimum Foundation Program (MFP) (*State*) Weighted Student Membership http://www.louisianaschools.net/lde/finance/673.html Level I State Share of At-Risk Dollars is $228,477,619. Growth Dollars Attributable to the 1% Incremental Change in At-Risk Weight is $10,385,346. $8,827,544 is 85% of the 1% Incremental Change in At-Risk Weight LEAs must report what At-Risk Funds were utilized for in each school with 50% or more of F/R students.	The MFP formula determines the cost of a minimum foundation program of education in all public schools and helps to equitably allocate the funds to LEAs. The MFP calculation begins with the base per pupil amount ($3,855) which is multiplied by the number of "weighted" students. Add-on weights are based on student characteristics recognizing the extra costs of instruction for certain categories of students -At-Risk Students (22%). Beginning with FY 08-09, LEAs are required to report on the activities for which the At-Risk Funds were utilized for each school identified as having 50% or more free or reduced priced lunch students. In addition, the LEAs must essure that 85% of the funding generated by the incremental increase in the At-Risk weight will continue to be allocated to benefit At-Risk students.		X		**$8,827,544**
Education Excellence Fund (EEF) (*State*) http://www.louisianaschools.net/lde/eia/1590.html	Monies appropriated…shall be restricted to expenditures for pre-kindergarten through twelfth grade that support excellence in educational practice.	X	X	X	**16,386,789.96**

APPENDIX B
STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL

POTENTIAL REVENUE

Names of Funding Sources	Brief Descriptions	Types of Schools Eligible for Funding			Amount of Funding
		Low-Performing	At-Risk	Not At-Risk	
Race to the Top (*Federal*) http://www.louisianaschools.net/lde/r2t/index.html	Race to the Top was authorized through the 2009 American Recovery and Reinvestment Act (ARRA) and is designed to support public education reform. The $4.35 billion allocation is the single largest pool of discretionary funding dedicated to education reform in the history of the U.S. Twenty-eight local school districts and fifty-six independent charter schools have voluntarily signed on to take direct part in the state's Race to the Top program as a Participating LEA. Districts that chose not to sign on as Participating LEAs may choose to become Involved LEAs. Involved LEAs will have the opportunity to compete for reform dollars via the Louisiana Educational Best Practices Fund (LEBP).	X	X	X	$3,400,000
Teacher Incentive Fund (*Federal*) http://www2.ed.gov/programs/teacherincentive/applicant.html **2010 US DOE Appropriation:** $400,000,000 **Number of New Awards Anticipated:** TBD **Range of Award:** TBD	This program supports efforts to develop and implement performance-based teacher and principal compensation systems in high-need schools. Goals include: *Improving student achievement by increasing teacher and principal effectiveness; *Reforming teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement; *Increasing the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects; and *Creating sustainable performance-based compensation systems.		X		TBD

APPENDIX B
STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL

POTENTIAL REVENUE (CONT'D.)

Names of Funding Sources	Brief Descriptions	Types of Schools Eligible for Funding			Amount of Funding
		Low-Performing	At-Risk	Not At-Risk	
Effective Teachers and Leaders Program (*Federal*) http://www2.ed.gov/about/overview/budget/budget11/summary/edlite-section1.html Effective Teachers and Leaders Program replaces Title II Improving Teacher Quality State Grants in 2011. (There will be a reduction of $447 million in 2011.) **2011 US DOE Appropriation:** $2,500,000,000 **Number of New Awards Anticipated:** TBD **Range of Award:** TBD	Formula grants to States and LEAs to promote and enhance the teaching profession; recruit, prepare, support, reward, and retain effective teachers, principals, and other school leaders, especially in high-need LEAs, schools, fields, and subjects; design and implement strong teacher evaluation systems; ensure the equitable distribution of effective teachers and principals; increase the effectiveness of teachers and principals; improve the preparation of teachers and principals by developing, supporting, and expanding effective pathways to the education profession; improve instruction and help ensure that teachers have the knowledge, skills, data, and support needed to be effective in the classroom; promote collaboration and the development of instructional teams that use data to improve practice; and improve the management of human capital in States and LEAs.	X	X	X	TBD
Teacher and Leader Innovation Fund (*Federal*) http://www2.ed.gov/about/overview/budget/budget11/summary/edlite-section3a.html#eit **2011 US DOE Appropriation:** $950,000,000 **Number of New Awards Anticipated:** TBD **Range of Award:** TBD	**Teacher and Leader Innovation Fund** is a new program that would make competitive awards to States and LEAs willing to implement bold approaches to improving the effectiveness of the education workforce in high-need schools. It builds on the strengths of the Teacher Incentive Fund, which would more than double support for State and local efforts to create incentives for effective teachers and school leaders to work in the most challenging schools.		X		TBD

APPENDIX B
STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL

POTENTIAL REVENUE (CONT'D.)

Names of Funding Sources	Brief Descriptions	Types of Schools Eligible for Funding			Amount of Funding
		Low-Performing	At-Risk	Not At-Risk	
Teacher and Leader Pathways (*Federal*) http://www2.ed.gov/about/overview/budget/budget11/summary/edlite-section3a.html#eit **2011 US DOE Appropriation:** $405,000,000 **Number of New Awards Anticipated:** TBD **Range of Award:** TBD	The **Teacher and Leader Pathways** is a new program with a focus on student outcomes that would support the creation or expansion of high-quality pathways, including university- and LEA-based routes, as well as alternative routes, into the teaching profession, and the recruitment, preparation, and retention of effective principals and school leadership teams who are able to turn around low-performing schools. The request would almost triple funding for the antecedent programs in order to increase the number of effective teachers serving in high-need and low-performing schools and high-need fields and subjects.	X	X		TBD

STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE MEMBERS 2009/2010

CHAIRPERSONS		
Co-Chairperson	Glenny Lee Buquet Board of Elementary and Secondary Education	1309 Bayou Black Drive; Houma, LA 70360; (TEL) 985-876-5216; (FAX) 985-868-7919; E-mail: glennyleeb@comcast.net
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Board of Elementary and Secondary Education	Penny Dastugue Member-at-Large	10 Serenity Drive, Mandeville, LA 70471 (TEL) 225-342-5840; (FAX) 225-342-5843; E-mail: sbese@la.gov
Governor's Designee	Erin Bendily Education Policy Advisor	Governor's Office; P. O. Box 94004, Baton Rouge, LA 70804; (TEL) 225-342-7015 or 225-219-4825; (FAX) 225-376-4885 or 225-342-7099; E-mail: erin.bendily@la.gov
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State Superintendent of Education	Paul Pastorek Louisiana Department of Education	P. O. Box 96064, Baton Rouge, LA 70804-9064; (TEL) 225-342-3607; (FAX) 225-342-7316; E-mail: paul.pastorek@la.gov
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University Provost	To Be Determined	
University Deans	David Gullatt Public University College of Education Dean	Louisiana Tech University; P.O. Box 3161 Ruston, LA 71272; (TEL) 318-257-3712; (FAX) 318-257-2960 E-mail: gullattd@latech.edu
	Robert Prickett Department Chairperson/Assistant Professor	Centenary College of Louisiana 2911 Centenary Boulevard, Shreveport, LA 71104; (TEL) 318-869-5225; (FAX) 318-869-5795; E-mail: rprickett@centenary.edu
	Jeffrey Cass Dean, College of Arts and Sciences University of Louisiana at Monroe	700 University Avenue, Admin. 1-49, Monroe, LA 71209; (TEL) 318-342-1754 or 318-737-0507; (FAX) 318-342-1755; E-mail: jcass@ulm.edu
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	Connie Melder Director of Field Experiences & Clinical Practice Northwestern State University	College of Education, Teacher Education Center, Office B-115 TEC building, Natchitoches, LA 71497; (TEL) 318-357-6278 or 318-729-1717; (FAX) 318-357-4170; E-mail: melderc@nsula.edu.
PK-16+ Coordinator	Debbie Williams	Department of Education; LSU-Shreveport; One University Place; Shreveport, LA 71115; (TEL) 318-797-5040; E-mail: Debbie.williams@lsus.edu
Pre-service Teacher	Sally Gilfour	106 Water Plant Road, Schriever, LA 70395; (TEL) 985-227-9263 or 985-991-5460; E-mail: sallygilfour@yahoo.com
Topic Specialist – Higher Education	Vickie Gentry Dean, College of Education Northwestern State University	Natchitoches, LA 71497; (TEL) 318-357-6288; (FAX) 318-357-6275; E-mail: gentryv@nsula.edu

STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE MEMBERS 2009/2010 (CONT'D)

MEMBERS SELECTED BY BOARD OF ELEMENTARY & SECONDARY EDUCATION		
District Superintendent – Urban	Burnell Lemoine Superintendent Lafayette Parish	P. O. Drawer 2158, Lafayette, LA 70502-2158; (TEL) 337-521-7014 or 337-521-7015; (FAX) 337-233-0977; E-mail: superintendent@lpssonline.com
District Superintendent – Rural	Walter Lee DeSoto Parish Board of Elementary and Secondary Education	201 Crosby Street, Mansfield, LA 71052; (TEL) 318-872-3993 or 318-510-1111; (FAX) 318-872-1324; E-mail: wlee@desotopsb.com
Elementary Principal of the Year	Stephanie "Jill" Portie LeBleu Settlement Elementary School	25404 Highway 383, Kinder, LA 70648; (TEL) 337 582-1370 or 337-523-1370; (FAX) 337-582-6789 E-mail: jill.portie@cpsb.org
Middle School Principal of the Year	Anthony (Tony) J. Guirlando Rayville Junior High School	225 Highway 3048, Rayville, LA 71269 (TEL) 318-728-3618 or 318-245-3134; (FAX) 318-728-9374; E-mail: tguirlando@richland.k12.la.us
High School Principal of the Year	Bobby Jack Thompson LaGrange High School	3420 Louisiana Ave. Lake Charles, La 70607; (TEL) 337-477-4576 or 337-842-9826; (FAX) 337-477-1565; E-mail: bj.thompson@cpsb.org
Elementary School Teacher of the Year	Kim Marie Hebert Nobile Coteau-Bayou Blue Elementary School	520 Pine Street, Thibodaux, LA 70363; (TEL) 985-791-8934; E-mail: **kimnobile@tpsd.org** or kim.marie@live.com
Middle School Teacher of the Year	Edwina "Wendy" DeMers Edward Hynes Charter School	6072 Louisville Street, New Orleans, LA 70124; or 3774 Gentilly Blvd.; New Orleans, LA 70122; (TEL) 504-218-4787 or 504-615-0868; (FAX) 504-324-7160 E-mail: ydnew2@earthlink.net
High School Teacher of the Year	Mitzi W. Quinn Bastrop High School	1806 Pinehurst Road; Bastrop, LA 71220; or 402 Highland Avenue, Bastrop, LA 71220; (TEL) 318-282-7032 or 318-283-0593; (FAX) 318-281-0457; E-mail: mquinn@mpsb.us or mitziquinn@bellsouth.net
Personnel Director	Lottie P. Beebe St. Martin Parish Human Resources Director & President-Elect Louisiana State Association of School Personnel Administrators	P. O. Box 859, St. Martinville, LA 70582; (TEL) 337-394-6261, Ext. 3134; or 337-332-2105, Ext. 3012; or 337-316-8579; (FAX) 337-394-6387; or 337-332-3050; E-mail: lottie_beebe@stmartin.k12.la.us
School Board Member	Atley Walker West Baton Rouge Parish School Board Member	3751 Lukeville Lane, Brusly, LA 70719; (TEL) 225-771-4678 or 225-749-3036 or 225-771-3870; (FAX) 225-771-3338; E-mail: atley_walker@cxs.subr.edu

Revised 5/27/2010

STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE MEMBERS 2009/2010 (CONT'D)

COMMUNITY REPRESENTATIVES SELECTED BY THE BOARD OF REGENTS & BOARD OF ELEMENTARY AND SECONDARY EDUCATION		
Community Representatives	Brigitte Nieland Vice President, Communications & Director Education and Workforce Development Council Louisiana Association of Business and Industry	P. O. Box 80258, Baton Rouge, LA 70898-0258; (TEL) 225-928-5388 or 225-603-5668; (FAX) 225-929-6054; E-mail: brigitten@labi.org
	Becky Allemand Member Service Representative LA Parent Teacher Association	302 Marcello Boulevard, Thibodaux, LA 70301; (TEL) 985-859-1435; (FAX) 985-449-0159; E-mail: Beckyallemand.pta@gmail.com
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	Wayne Free Louisiana Association of Educators	Director of Instructional Advocacy 8322 One Calais Avenue; Baton Rouge, LA 70809; (TEL) 225-343-9243 E-mail: wayne.free@lae.org
	Steve Monaghan Louisiana Federation of Teachers	President; 9623 Brookline Avenue; Baton Rouge, LA 70809; (TEL) 225-923-1037 or 225-270-9184; (FAX) 225-923-1461; E-mail: stevemonaghanlft@aol.com or smonaghan@lft-aft.org
	Kathy Campbell Associated Professional Educators of Louisiana	Executive Director; 7907 Wrenwood Drive, Suite B; Baton Rouge, LA 70809; (TEL) 225-769-4005; (FAX) 225-766-5053; E-mail: kathy.campbell@apel.org

STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE MEMBERS 2008/2009 (CONT'D)

AGENCIES	*NAMES*	*ADDRESSES & TELEPHONE NUMBERS*
Board of Regents	Jeanne M. Burns Associate Commissioner for Teacher Education Initiatives	Board of Regents/Governor's Office of Education, P. O. Box 94004; Baton Rouge, LA 70804; (TEL) 225-342-0162; (FAX) 225-342-5326; E-mail: jeanne.burns@la.gov
Louisiana Department of Education	Ollie Tyler Deputy Superintendent of Education	Louisiana Department of Education, P. O. Box 94064, Baton Rouge, LA 70804-9064; (TEL) 225-342-3625; (FAX) 225-342-3283; E-mail: ollie.tyler@la.gov
Louisiana Department of Education	Karen Burk Assistant Superintendent for Office of Quality Educators	Louisiana Department of Education and Recovery School District; 1641 Poland Avenue, New Orleans, LA 70130;(TEL) 504-373-6200, Ext. 20151; (FAX) 504-308-3612; E-mail: elizabeth.shaw@la.gov
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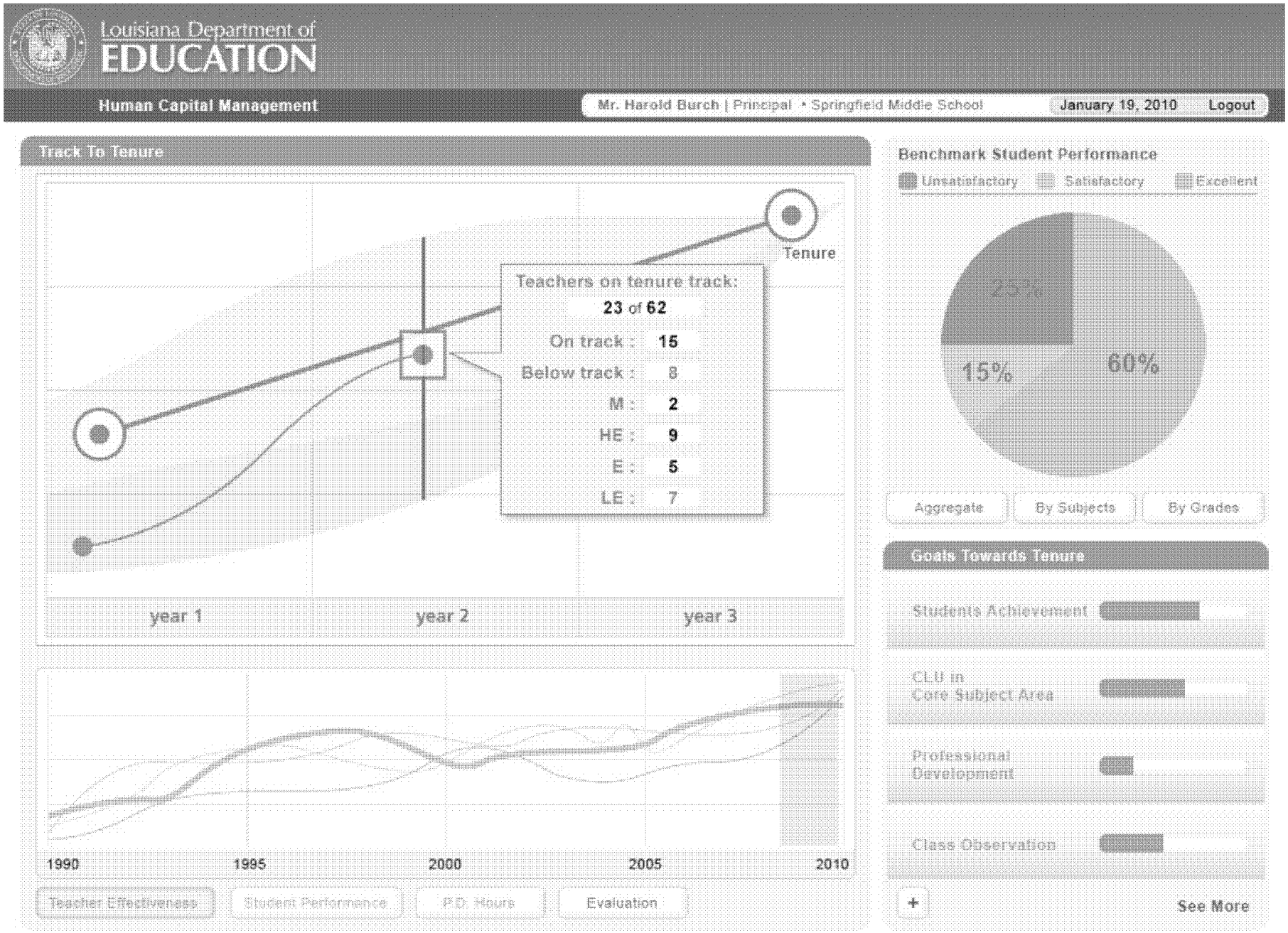
Race to the Top
HCIS Tenure



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

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

Improve or counsel out persistently less effective teachers and **replace** with more effective teachers.

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.

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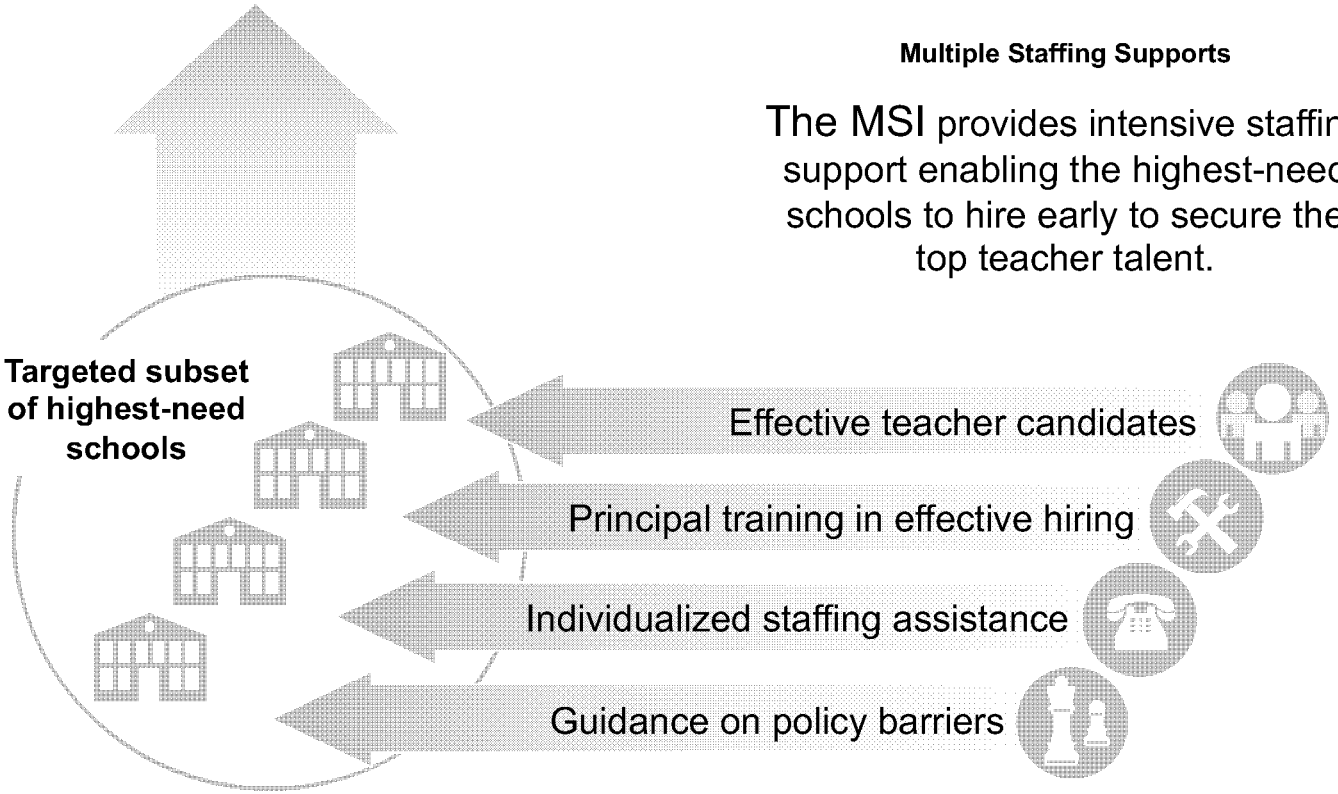
The Model Staffing Initiative

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.



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Staffing to Support Human Capital Reforms in Louisiana

D2 MEASURING EFFECTIVENESS	HUMAN CAPITAL INFORMATION SYSTEM	**Human Capital Data Analyst (2)**	Monitors human capital data to ensure that LEAs consistently make decisions which support teacher effectiveness as defined in the reform plan. Supports corrective action based on HC data.
	COMPREHENSIVE PERFORMANCE MANAGEMENT SYSTEM	**Principal Performance Management Specialist (4)**	Provides Participating LEAs with on-going consulting and implementation support as they transition to new CPMS for principals; including training school and district level staff to implement & use CPMS for principals.
		Teacher Performance Management Specialist (4)	Provides Participating LEAs with on-going consulting and implementation support as they transition to new CPMS for teachers; including gathering stakeholder input regarding the design of CPMS for teachers, and conducting training and other supports for teachers regarding accessing and using the new system.
D3 SUPPLY & DISTRIBUTION	SUPPLYING HIGH QUALITY TEACHER PIPELINE	**Recruitment Specialist (4)**	Create regional highly effective teacher pools through statewide recruitment, rigorous screening, and candidate referral to high needs schools or subject areas, e.g., STEM, ELL, and special education.
	EQUITABLE DISTRIBUTION OF EFFECTIVE EDUCATORS	**Staff Distribution Analysis**	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. These services will be provided by MSI and Centralized Staffing Services. (contract)

Staffing to Support Human Capital Reforms in Louisiana

D 4 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. (contract)
		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. (contract)
D 5 SUPPORTING IMPROVEMENT	ADJUSTING SUPPORT BASED ON PERFORMANCE MEASURES	**Teacher Support Coordinators (4)**	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: 18 FTEs

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

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.

§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

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

March 12, 2009

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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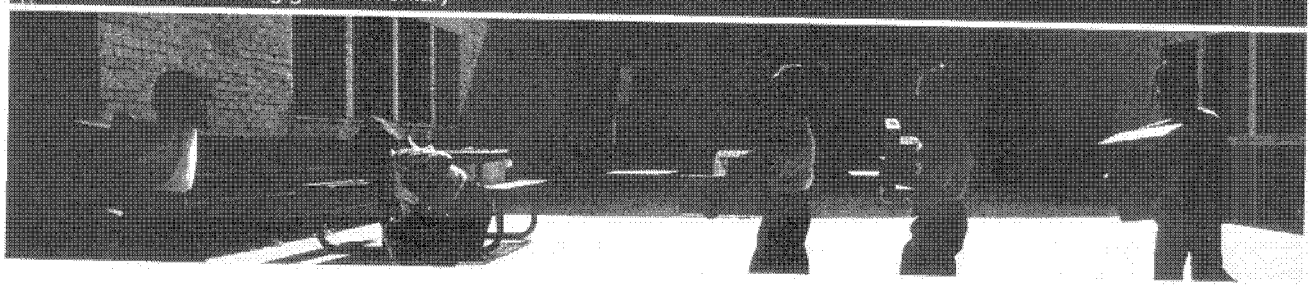

Students head to class at New Orleans' Dr. Martin Luther King Jr. Charter School for Science and Technology in 2007.

'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**

Authorizing Statutes

PART II. STATE CHARTERING AUTHORITY

§3981. State Board of Elementary and Secondary Education; powers and duties relative to charter schools

The State Board of Elementary and Secondary Education shall:

(1) Administer loans as provided in Part VI of this Chapter for assisting in meeting the costs required to establish a charter school as well as the costs of operation.

(2) Enter into any proposed charter that complies with this Chapter and the rules adopted pursuant to the authority in this Chapter that the board determines is a valid, complete, financially well-structured, and educationally sound proposal that offers potential for fulfilling the purposes of this Chapter.

(3) Adopt, pursuant to the Administrative Procedure Act, such rules as the board determines is necessary to efficiently, effectively, and fairly undertake its duties.

(4) Review each proposed charter in a timely manner and in the order in which submitted and determine whether each proposed charter complies with the law and rules and whether the proposal is valid, complete, financially well-structured, educationally sound, and whether it offers potential for fulfilling the purposes of this Chapter. The board shall engage in an application review process that complies with the latest Principles and Standards for Quality Charter School Authorizing, as promulgated by the National Association of Charter School Authorizers, and shall provide for an independent evaluation of the charter proposal by a third party with educational, organizational, legal, and financial expertise.

(5) Determine the policy and provide direction to the state Department of Education for providing the oversight of the operation of charter schools chartered with the board.

(6) Upon the request of any school system with fewer than five thousand students, provide technical assistance to the system in determining the potential financial impact of any proposed charter school on the operation of the system.

Acts 1995, No. 192, §1, eff. June 14, 1995; Acts 1997, No. 477, §1, eff. June 30, 1997; Acts 2006, No. 630, §1; Acts 2009, No. 123, §1, eff. June 26, 2009.

§3982. Local school boards; duties

A.(1)(a) Local school boards shall comply with R.S. 17:3983 and shall review and formally act upon each proposed charter within thirty days of its submission and in the order in which submitted. In doing such review, the local school board shall determine whether each proposed charter complies with the law and rules, whether the proposal is valid, complete, financially well-structured, and educationally sound, and whether it offers potential for fulfilling the purposes of this Chapter. The local board shall engage in an application review process that complies with the latest Principles and Standards for Quality Charter School Authorizing, as promulgated by the National Association of Charter School Authorizers, and shall provide for an independent evaluation of the charter proposal by a third party with educational, organizational, legal, and financial expertise.

(b) Notwithstanding the provisions of Subparagraph (a) of this Paragraph, school boards which govern a local system that has been declared to be in academic crisis, as defined in R.S. 17:10.6, shall not consider, review, or act upon charter applications for a Type 1 charter school and shall notify the proponents of any pending Type 1 charter proposal or any newly submitted Type 1 charter proposal that the board is ineligible to act on such applications and that each such application may, therefore, be submitted to the state board as a Type 2 proposal pursuant to R.S. 17:3983(A)(2)(a)(ii).

(2) Such formal review and action does not require final approval or disapproval of such charter school proposal within thirty days, but within such time the local school board shall indicate whether it is interested in working with the charter school group on its proposal and what specific time line and procedures the local school board will follow prior to coming to a final decision. If the local school board expresses within thirty days no interest in working with the group, or if no final decision is received within sixty days after the submission of the proposal, then the chartering group may submit its proposal to the state board for its review. The local board shall make public the process used to review any charter proposals received.

B. Local school boards shall make available to chartering groups any vacant school facilities or any facility slated to be vacant for lease or purchase at fair market value. In the case of a Type 2 charter school created as a result of a conversion, the facility and all property within the existing school shall also be made available to that chartering group under similar terms. In return for the use of the facility and its contents, the chartering group shall pay a share of the local school board's bonded indebtedness to be calculated in the same manner as set forth in R.S. 17:1990(C)(2)(a)(i). If such facilities were constructed at no cost to the local school board, then such facilities including all equipment, books, instructional materials, and furniture within such facilities shall be provided to the charter school at no cost.

Acts 1995, No. 192, §1, eff. June 14, 1995; Acts 1997, No. 447, §1, eff. June 30, 1997; Acts 1999, No. 14, §1; Acts 1999, No. 757, §1, eff. July 2, 1999; Acts 2005, 1st Ex. Sess., No. 35, §1, eff. Nov. 30, 2005; Acts 2009, No. 123, §1, eff. June 26, 2009.

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.

Race to the Top

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
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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
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Karen McCarvy, Education Finance, LDOE
Patricia McFarland, Charter School Office, LDOE
Karen Sheppard, Charter School Office, LDOE

STATE OF LOUISIANA
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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**

Race to the Top
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