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Idaho
and the
Common Core State Standards

Developed and Presented by

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In 1989**, at a summit meeting in Charlottesville, Va., then-President George H.W. Bush and the nation's governors, led by Arkansas Gov. Bill Clinton, **broke with the tradition of local control, establishing national education goals**. In **1994, then-President Clinton** bolstered the nascent national movement for school accountability by signing **legislation that mandated that states set achievement standards, measure student performance against them, and reform schools with students that didn't make the grade.

*But the 1994 law didn't require states to move quickly to **crack down on schools** that didn't measure up. That happened only **in 2001, with the passage of NCLB.***

Marc Tucker and Thomas Toch
Hire Ed, Washington Monthly, March 2004

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No Child Left Behind Act (2001)

*(A) IN GENERAL- **Each State** plan shall demonstrate that the State has adopted **challenging academic content standards and challenging student academic achievement standards** that will be used by the State,*

*(B) SAME STANDARDS- The academic standards required by subparagraph (A) shall be the same academic standards that the State **applies to all schools and children in the State**.*

*(C) SUBJECTS- The State shall have such academic standards for all public elementary school and secondary school children, … including at least **mathematics, reading or language arts**, and (beginning in the 2005-2006 school year) **science**,*

(D) CHALLENGING ACADEMIC STANDARDS- Standards under this paragraph shall include:

(i) challenging academic content standards in academic subjects that –

(I) specify what children are expected to know and be able to do;

*(II) contain coherent and **rigorous** content; and*

(ii) challenging student academic achievement standards that –

*(II) **describe two levels of high achievement (proficient and advanced)** that determine how well children are mastering the material in the State academic content standards; and*

*(III) **describe a third level of achievement (basic)** to provide complete information about the progress of the lower-achieving children...*

*(B) **ADEQUATE YEARLY PROGRESS-** Each State plan shall demonstrate, **based on academic assessments**, what constitutes **adequate yearly progress** of the State, **toward enabling all public elementary school and secondary school students to meet the State's student academic achievement standards,***

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(3) ACADEMIC ASSESSMENTS-

*(A) IN GENERAL- **Each State** plan shall demonstrate that the State educational agency, has implemented a set of high-quality, **yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining the yearly performance of the State** and of each local educational agency and school in the State in enabling all children to meet the State's challenging student academic achievement standards,*

*(F) TIMELINE- Each State shall establish a timeline for adequate yearly progress. **The timeline shall ensure that not later than 12 years after the end of the 2001-2002 school year, all students** in each group described in subparagraph (C)(v) will **meet or exceed the State's proficient level of academic achievement on the State assessments** under paragraph (3).*

IDAHO
STATE DEPARTMENT OF EDUCATION

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Report Card

State of Idaho
School Year: 2012-2013

Grade 4

Reading	2011-2012					2012-2013				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	49.2%	39.6%	7.2%	4.1%	99.7%	48.5%	41.2%	5.6%	4.8%	100.0%
Black / African American	33.3%	51.5%	8.1%	7.1%	98.5%	33.3%	49.5%	6.7%	10.5%	100.0%
Asian or Pacific Islander	61.8%	30.3%	4.1%	3.7%	99.6%	55.4%	35.4%	2.5%	6.7%	100.0%
American Indian or Alaskan Native	24.3%	57.3%	11.7%	6.7%	100.0%	28.3%	49.1%	13.1%	9.5%	100.0%
Hispanic or Latino	28.6%	50.9%	12.9%	7.5%	99.7%	27.0%	53.6%	10.7%	8.6%	99.9%
Native Hawaiian/Other Pacific Isla	45.1%	45.1%	8.5%	1.4%	100.0%	47.8%	44.8%	3.0%	4.5%	100.0%
White	54.0%	36.8%	5.9%	3.4%	99.7%	53.5%	38.4%	4.4%	3.8%	100.0%
Two Or More Races	47.5%	43.3%	6.1%	3.1%	100.0%	45.8%	42.2%	7.0%	5.0%	99.8%
LEP	12.4%	47.5%	23.1%	17.0%	99.6%	6.6%	48.9%	22.1%	22.4%	99.9%
Not LEP	51.1%	39.2%	6.3%	3.4%	99.7%	50.3%	40.8%	4.9%	4.0%	100.0%
Economically Disadvantaged	38.8%	45.5%	9.8%	5.8%	99.7%	37.8%	47.4%	8.0%	6.8%	100.0%
Not Economically Disadvantaged	61.2%	32.6%	4.0%	2.2%	99.7%	60.2%	34.3%	2.9%	2.5%	100.0%
Students with Disabilities	17.8%	38.1%	22.0%	22.0%	99.0%	15.4%	38.0%	20.1%	26.5%	99.9%
Students without Disabilities	52.7%	39.7%	5.5%	2.1%	99.8%	52.2%	41.5%	4.0%	2.3%	100.0%
Migrant	18.9%	53.3%	17.5%	10.4%	100.0%	24.5%	54.1%	14.5%	6.9%	99.4%
Homeless	32.0%	46.8%	14.3%	7.0%	98.8%	31.5%	50.4%	10.2%	7.9%	99.5%
Male	46.3%	40.5%	8.1%	5.1%	99.7%	46.5%	41.2%	6.7%	5.7%	100.0%
Female	52.2%	38.6%	6.2%	3.1%	99.6%	50.6%	41.2%	4.5%	3.8%	100.0%

Grade 04 – Reading: Proficient or Higher – 90%

The Nation's Report Card

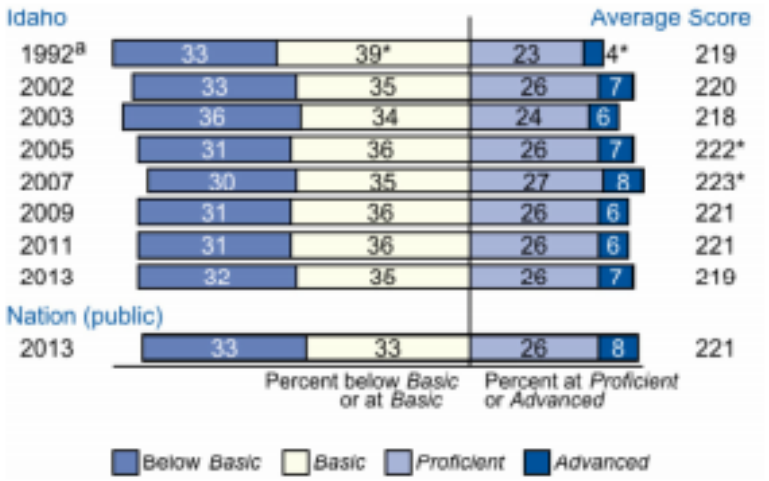
Reading 2013 State Snapshot Report

Idaho
Grade 4
Public Schools

Overall Results

- In 2013, the average score of fourth-grade students in Idaho was 219. This was not significantly different from the average score of 221 for public school students in the nation.
- The average score for students in Idaho in 2013 (219) was not significantly different from their average score in 2011 (221) and in 1992 (219).
- The score gap between higher performing students in Idaho (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 46 points in 2013. This performance gap was not significantly different from that in 1992 (40 points).
- The percentage of students in Idaho who performed at or above the NAEP *Proficient* level was 33 percent in 2013. This percentage was not significantly different from that in 2011 (33 percent) and was greater than that in 1992 (28 percent).
- The percentage of students in Idaho who performed at or above the NAEP *Basic* level was 68 percent in 2013. This percentage was not significantly different from that in 2011 (69 percent) and in 1992 (67 percent).

Achievement-Level Percentages and Average Score Results



[a] Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.aspx.

NOTE: Detail may not sum to totals because of rounding.

Idaho 2013 Grade 4 Reading – 90% proficient or above
NAEP 2013 Grade 8 Reading – 33% proficient or above

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Report Card

State of Idaho
School Year: 2012-2013

Grade 8

Reading	2011-2012					2012-2013				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	58.8%	33.3%	5.3%	2.6%	99.5%	61.4%	32.3%	4.9%	1.4%	99.9%
Black / African American	42.9%	38.6%	9.1%	9.4%	99.6%	36.2%	43.8%	13.3%	6.7%	99.5%
Asian or Pacific Islander	61.9%	28.0%	5.4%	4.6%	100.0%	72.1%	21.3%	3.5%	3.1%	99.7%
American Indian or Alaskan Native	30.7%	46.6%	15.2%	7.6%	98.1%	41.1%	44.0%	11.0%	3.9%	100.0%
Hispanic or Latino	36.4%	49.3%	9.9%	4.5%	99.2%	40.3%	48.7%	8.7%	2.2%	99.9%
Native Hawaiian/Other Pacific Isla	63.5%	29.7%	4.1%	2.7%	100.0%	54.3%	35.7%	8.6%	1.4%	100.0%
White	63.9%	30.0%	4.2%	1.9%	99.5%	66.1%	28.9%	3.9%	1.1%	99.9%
Two Or More Races	61.8%	31.0%	4.2%	3.0%	99.7%	63.7%	29.9%	4.7%	1.6%	99.5%
LEP	10.1%	50.8%	23.2%	15.8%	99.4%	7.4%	52.7%	29.6%	10.2%	99.8%
Not LEP	60.7%	32.7%	4.6%	2.0%	99.5%	63.1%	31.7%	4.1%	1.1%	99.9%
Economically Disadvantaged	46.9%	41.4%	7.9%	3.8%	99.4%	49.9%	40.4%	7.3%	2.3%	99.9%
Not Economically Disadvantaged	70.5%	25.5%	2.7%	1.3%	99.5%	71.9%	24.9%	2.6%	0.6%	99.9%
Students with Disabilities	14.0%	43.1%	24.9%	18.0%	99.0%	16.9%	46.9%	25.7%	10.4%	99.8%
Students without Disabilities	63.0%	32.4%	3.5%	1.1%	99.5%	65.6%	30.9%	2.9%	0.6%	99.9%
Migrant	24.5%	51.7%	12.2%	11.6%	99.3%	23.1%	62.8%	10.3%	3.8%	100.0%
Homeless	32.8%	48.1%	13.0%	6.1%	98.0%	46.4%	44.4%	6.0%	3.3%	99.7%
Male	55.6%	34.9%	6.2%	3.3%	99.4%	58.3%	33.7%	6.1%	1.9%	99.9%
Female	62.2%	31.7%	4.4%	1.8%	99.5%	64.7%	30.8%	3.6%	0.9%	99.9%

Grade 08 – English Language Arts: Proficient or Higher – 94%

The Nation's Report Card

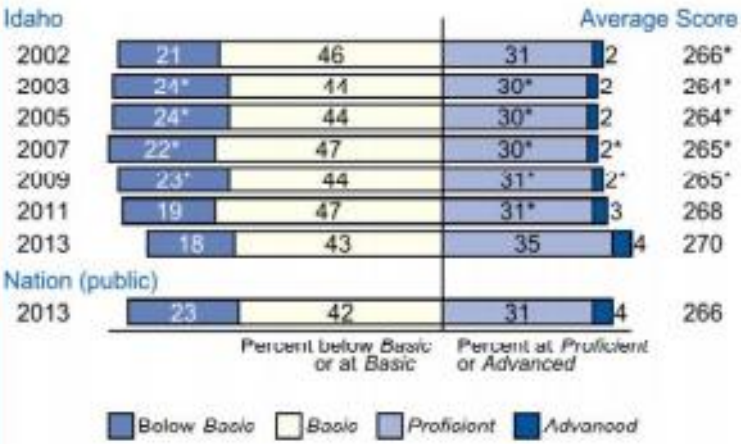
Reading 2013 State Snapshot Report

Idaho
Grade 8
Public Schools

Overall Results

- In 2013, the average score of eighth-grade students in Idaho was 270. This was higher than the average score of 266 for public school students in the nation.
- The average score for students in Idaho in 2013 (270) was not significantly different from their average score in 2011 (268) and was higher than their average score in 2002 (266).
- The score gap between higher performing students in Idaho (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 42 points in 2013. This performance gap was not significantly different from that in 2002 (40 points).
- The percentage of students in Idaho who performed at or above the NAEP *Proficient* level was 38 percent in 2013. This percentage was greater than that in 2011 (34 percent) and was not significantly different from that in 2002 (34 percent).
- The percentage of students in Idaho who performed at or above the NAEP *Basic* level was 82 percent in 2013. This percentage was not significantly different from that in 2011 (81 percent) and in 2002 (79 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2013. Significance tests were performed using unrounded numbers.

NOTE: Detail may not sum to totals because of rounding.

Idaho 2013 Grade 8 Reading – 94% proficient or above
NAEP 2013 Grade 8 Reading – 39% proficient or above

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Report Card

State of Idaho
School Year: 2012-2013

Grade 10

Reading	2011-2012					2012-2013				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	44.8%	42.7%	9.9%	2.6%	98.6%	46.9%	42.4%	7.5%	3.2%	99.6%
Black / African American	25.9%	43.0%	19.5%	11.6%	97.7%	31.3%	42.3%	13.5%	13.0%	99.0%
Asian or Pacific Islander	46.9%	31.0%	11.2%	10.8%	98.9%	47.1%	33.3%	12.3%	7.3%	100.0%
American Indian or Alaskan Native	17.4%	60.2%	16.3%	6.1%	98.9%	25.3%	51.7%	16.5%	6.5%	99.6%
Hispanic or Latino	22.2%	53.9%	19.1%	4.8%	97.2%	27.1%	53.5%	13.2%	6.2%	99.6%
Native Hawaiian/Other Pacific Isla	36.9%	51.2%	9.5%	2.4%	98.8%	48.1%	46.3%	3.7%	1.9%	100.0%
White	49.7%	40.6%	7.9%	1.8%	98.9%	51.3%	40.2%	6.1%	2.4%	99.7%
Two Or More Races	48.1%	40.7%	8.8%	2.4%	99.3%	45.5%	45.1%	7.6%	1.8%	99.6%
LEP	3.6%	36.9%	41.0%	18.5%	98.0%	1.7%	38.3%	35.5%	24.4%	99.5%
Not LEP	46.3%	42.9%	8.8%	2.0%	98.6%	48.2%	42.6%	6.7%	2.6%	99.7%
Economically Disadvantaged	32.9%	47.9%	14.9%	4.3%	98.3%	34.7%	48.9%	11.1%	5.3%	99.7%
Not Economically Disadvantaged	54.0%	38.7%	6.0%	1.3%	98.9%	56.0%	37.6%	4.8%	1.6%	99.6%
Students with Disabilities	9.7%	34.1%	37.0%	19.2%	97.4%	11.2%	36.3%	30.3%	22.2%	99.7%
Students without Disabilities	47.7%	43.4%	7.7%	1.2%	98.7%	49.6%	42.9%	5.7%	1.7%	99.6%
Migrant	9.6%	52.0%	27.2%	11.2%	96.9%	16.4%	55.7%	17.2%	10.7%	100.0%
Homeless	23.0%	44.1%	22.5%	10.3%	94.7%	24.0%	48.9%	19.2%	7.9%	99.6%
Male	44.0%	42.2%	10.4%	3.4%	98.4%	43.4%	44.4%	8.2%	4.0%	99.6%
Female	45.7%	43.2%	9.4%	1.8%	98.9%	50.5%	40.5%	6.8%	2.3%	99.7%

Grade 10 – English Language Arts: Proficient or Higher – 89%

The Nation's Report Card

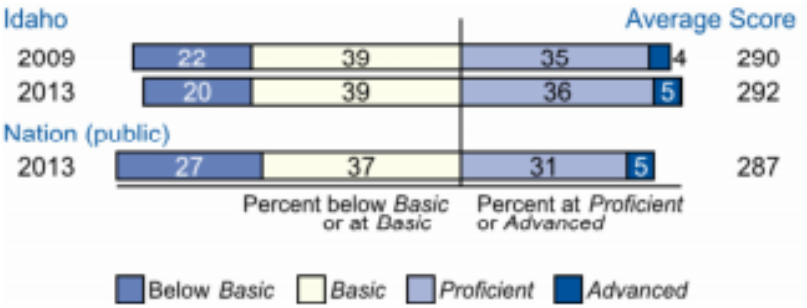
Reading 2013 State Snapshot Report

Idaho
Grade 12
Public Schools

Overall Results

- In 2013, the average score of twelfth-grade students in Idaho was 292. This was higher than the average score of 287 for public school students in the nation.
- The average score for students in Idaho in 2013 (292) was not significantly different from their average score in 2009 (290).
- The score gap between higher performing students in Idaho (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 45 points in 2013. This performance gap was not significantly different from that in 2009 (46 points).
- The percentage of students in Idaho who performed at or above the NAEP *Proficient* level was 41 percent in 2013. This percentage was not significantly different from that in 2009 (39 percent).
- The percentage of students in Idaho who performed at or above the NAEP *Basic* level was 80 percent in 2013. This percentage was not significantly different from that in 2009 (78 percent).

Achievement-Level Percentages and Average Score Results



NOTE: Detail may not sum to totals because of rounding.

Idaho 2013 Grade 10 Reading – 89% proficient or above
NAEP 2013 Grade 12 Reading – 41% proficient or above

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Report Card

State of Idaho
School Year: 2012-2013

Grade 4

Math	2011-2012					2012-2013				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	46.6%	40.1%	9.2%	4.1%	99.7%	40.7%	45.5%	9.2%	4.6%	100.0%
Black / African American	31.3%	44.9%	16.2%	7.6%	98.6%	22.9%	52.9%	13.8%	10.5%	100.0%
Asian or Pacific Islander	55.8%	33.7%	6.7%	3.7%	99.6%	48.8%	41.8%	8.8%	0.7%	100.0%
American Indian or Alaskan Native	30.3%	48.3%	15.3%	6.0%	100.0%	19.0%	49.6%	20.4%	10.9%	100.0%
Hispanic or Latino	29.4%	48.1%	14.8%	7.6%	99.6%	24.1%	52.1%	15.1%	8.7%	100.0%
Native Hawaiian/Other Pacific Isla	46.5%	43.7%	7.0%	2.8%	100.0%	49.3%	35.8%	13.4%	1.5%	100.0%
White	50.5%	38.3%	7.9%	3.3%	99.7%	44.8%	43.9%	7.7%	3.6%	100.0%
Two Or More Races	45.1%	41.8%	8.9%	4.2%	100.0%	34.9%	51.7%	9.5%	3.9%	100.0%
LEP	14.8%	44.1%	25.5%	15.7%	99.4%	8.1%	46.0%	27.0%	18.9%	100.0%
Not LEP	48.3%	39.9%	8.4%	3.5%	99.7%	42.2%	45.5%	8.4%	4.0%	100.0%
Economically Disadvantaged	37.8%	44.6%	11.9%	5.7%	99.6%	31.9%	49.3%	12.2%	6.6%	100.0%
Not Economically Disadvantaged	56.8%	34.9%	6.1%	2.2%	99.7%	50.5%	41.3%	5.8%	2.4%	100.0%
Students with Disabilities	17.3%	37.9%	22.7%	22.1%	99.0%	12.5%	37.0%	25.1%	25.5%	99.9%
Students without Disabilities	49.9%	40.3%	7.7%	2.1%	99.7%	43.9%	46.5%	7.4%	2.2%	100.0%
Migrant	28.2%	43.7%	18.3%	9.9%	100.0%	22.5%	53.8%	15.0%	8.8%	100.0%
Homeless	32.4%	44.2%	15.3%	8.0%	98.5%	24.8%	53.0%	13.1%	9.2%	99.8%
Male	48.1%	38.5%	9.2%	4.2%	99.7%	42.6%	43.6%	9.1%	4.6%	100.0%
Female	45.0%	41.8%	9.3%	4.0%	99.6%	38.7%	47.6%	9.2%	4.5%	100.0%

Grade 04-
Mathematics

Proficient or
Higher: 86%

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The Nation's Report Card

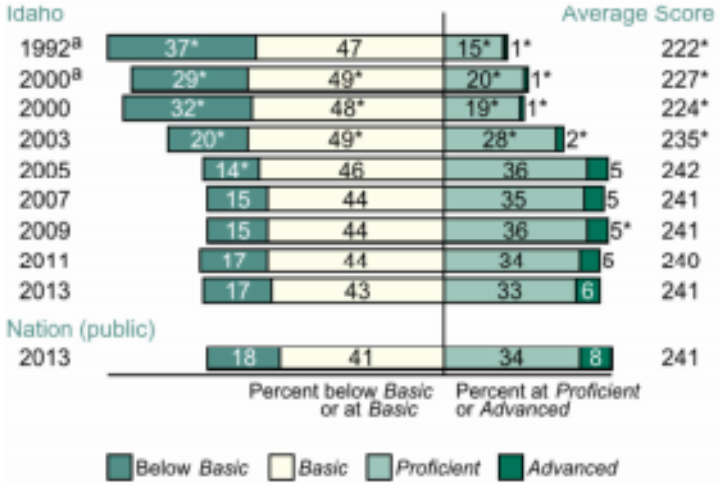
Mathematics
2013 State Snapshot Report

Idaho
Grade 4
Public Schools

Overall Results

- In 2013, the average score of fourth-grade students in Idaho was 241. This was not significantly different from the average score of 241 for public school students in the nation.
- The average score for students in Idaho in 2013 (241) was not significantly different from their average score in 2011 (240) and was higher than their average score in 1992 (222).
- The score gap between higher performing students in Idaho (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 38 points in 2013. This performance gap was not significantly different from that in 1992 (37 points).
- The percentage of students in Idaho who performed at or above the NAEP *Proficient* level was 40 percent in 2013. This percentage was not significantly different from that in 2011 (39 percent) and was greater than that in 1992 (16 percent).
- The percentage of students in Idaho who performed at or above the NAEP *Basic* level was 83 percent in 2013. This percentage was not significantly different from that in 2011 (83 percent) and was greater than that in 1992 (63 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2013. Significance tests were performed using unrounded numbers.
a Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.aspx.

NOTE: Detail may not sum to totals because of rounding.

Idaho 2013 Grade 4 Math –86% proficient or above
NAEP 2013 Grade 4 Math – 39% proficient or above

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Report Card

State of Idaho
School Year: 2012-2013

Grade 8

Math	2011-2012					2012-2013				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	37.4%	41.4%	14.7%	6.4%	99.3%	33.3%	46.7%	15.1%	4.9%	99.8%
Black / African American	21.3%	35.4%	22.4%	20.9%	99.6%	12.8%	39.3%	30.8%	17.1%	100.0%
Asian or Pacific Islander	47.3%	35.6%	10.9%	6.3%	100.0%	53.0%	33.8%	9.1%	4.2%	99.7%
American Indian or Alaskan Native	17.0%	41.1%	24.5%	17.4%	98.9%	17.8%	44.8%	23.8%	13.5%	99.6%
Hispanic or Latino	19.1%	44.9%	24.8%	11.2%	99.0%	17.4%	50.5%	24.3%	7.8%	99.8%
Native Hawaiian/Other Pacific Isla	35.1%	45.9%	16.2%	2.7%	100.0%	33.3%	50.7%	15.9%	0.0%	100.0%
White	41.5%	41.0%	12.5%	5.0%	99.4%	36.8%	46.2%	13.0%	4.0%	99.9%
Two Or More Races	38.9%	38.6%	13.6%	9.0%	99.1%	33.1%	47.1%	14.3%	5.5%	99.2%
LEP	5.4%	26.8%	38.3%	29.5%	99.3%	2.2%	30.7%	42.3%	24.8%	99.9%
Not LEP	38.7%	42.0%	13.8%	5.5%	99.3%	34.3%	47.2%	14.2%	4.3%	99.8%
Economically Disadvantaged	26.5%	44.0%	19.8%	9.6%	99.2%	22.3%	49.9%	20.5%	7.4%	99.8%
Not Economically Disadvantaged	48.0%	38.9%	9.8%	3.3%	99.4%	43.5%	43.8%	10.2%	2.6%	99.8%
Students with Disabilities	7.2%	23.6%	30.6%	38.6%	98.7%	7.3%	27.7%	35.5%	29.5%	99.8%
Students without Disabilities	40.2%	43.1%	13.3%	3.4%	99.4%	35.8%	48.5%	13.2%	2.6%	99.8%
Migrant	10.2%	44.9%	26.5%	18.4%	99.4%	9.0%	48.4%	32.3%	10.3%	99.4%
Homeless	17.9%	41.7%	23.8%	16.6%	97.4%	15.1%	50.3%	24.7%	9.9%	100.0%
Male	38.6%	40.3%	14.2%	6.9%	99.3%	33.2%	45.7%	15.3%	5.7%	99.8%
Female	36.2%	42.6%	15.3%	5.9%	99.3%	33.5%	47.7%	14.8%	4.0%	99.8%

Grade 08 - Mathematics

Proficient or Higher: 80%

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The Nation's Report Card

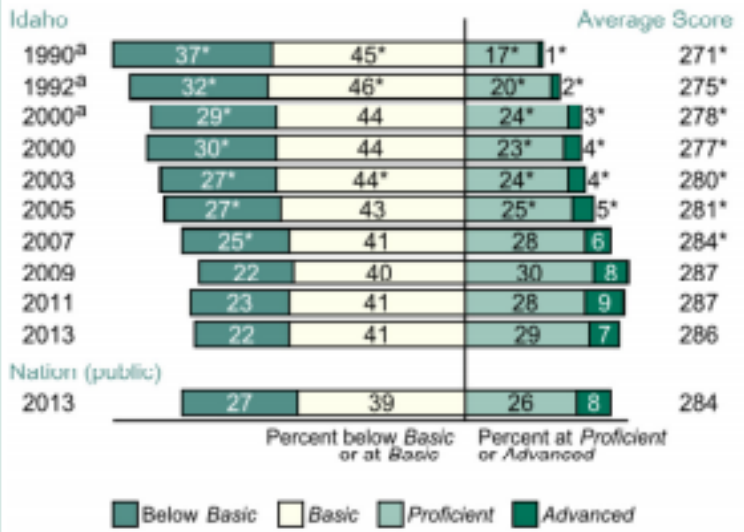
Mathematics
2013 State Snapshot Report

Idaho
Grade 8
Public Schools

Overall Results

- In 2013, the average score of eighth-grade students in Idaho was 286. This was higher than the average score of 284 for public school students in the nation.
- The average score for students in Idaho in 2013 (286) was not significantly different from their average score in 2011 (287) and was higher than their average score in 1990 (271).
- The score gap between higher performing students in Idaho (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 44 points in 2013. This performance gap was wider than that in 1990 (41 points).
- The percentage of students in Idaho who performed at or above the NAEP *Proficient* level was 36 percent in 2013. This percentage was not significantly different from that in 2011 (37 percent) and was greater than that in 1990 (18 percent).
- The percentage of students in Idaho who performed at or above the NAEP *Basic* level was 78 percent in 2013. This percentage was not significantly different from that in 2011 (77 percent) and was greater than that in 1990 (63 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2013. Significance tests were performed using unrounded numbers.
[a] Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.aspx.

NOTE: Detail may not sum to totals because of rounding.

Idaho 2013 Grade 8 Math –80% proficient or above
NAEP 2013 Grade 8 Math – 33% proficient or above

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STATE DEPARTMENT OF EDUCATION

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Report Card

State of Idaho
School Year: 2012-2013

Grade 10

Math	2011-2012					2012-2013				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	38.9%	39.2%	13.2%	8.8%	98.5%	40.2%	36.4%	15.4%	8.1%	99.5%
Black / African American	20.8%	35.6%	17.6%	26.0%	97.4%	23.4%	31.6%	21.1%	23.9%	99.5%
Asian or Pacific Islander	51.6%	26.2%	8.2%	14.0%	99.0%	52.7%	26.9%	11.5%	8.8%	100.0%
American Indian or Alaskan Native	15.2%	46.6%	22.7%	15.5%	98.9%	18.1%	37.1%	25.5%	19.3%	98.9%
Hispanic or Latino	21.9%	40.3%	21.2%	16.6%	97.1%	22.0%	38.9%	24.6%	14.6%	99.6%
Native Hawaiian/Other Pacific Isla	36.9%	34.5%	17.9%	10.7%	100.0%	34.0%	54.7%	7.5%	3.8%	98.2%
White	42.4%	39.1%	11.6%	6.9%	98.8%	44.1%	36.1%	13.4%	6.4%	99.5%
Two Or More Races	38.0%	41.4%	10.8%	9.8%	99.0%	40.6%	35.1%	14.5%	9.8%	100.0%
LEP	5.7%	25.3%	28.6%	40.5%	97.7%	3.7%	22.7%	32.1%	41.5%	99.5%
Not LEP	40.0%	39.7%	12.6%	7.7%	98.6%	41.3%	36.8%	14.9%	7.1%	99.6%
Economically Disadvantaged	27.7%	41.4%	17.5%	13.4%	98.1%	28.5%	38.4%	20.6%	12.5%	99.6%
Not Economically Disadvantaged	47.4%	37.5%	9.9%	5.2%	98.8%	48.9%	34.9%	11.4%	4.8%	99.5%
Students with Disabilities	6.0%	23.7%	23.5%	46.9%	97.2%	8.2%	20.1%	27.3%	44.3%	99.6%
Students without Disabilities	41.5%	40.4%	12.3%	5.7%	98.6%	42.7%	37.7%	14.4%	5.2%	99.5%
Migrant	15.7%	37.8%	23.6%	22.8%	97.2%	25.6%	33.1%	23.1%	18.2%	99.2%
Homeless	15.0%	39.4%	25.8%	19.7%	94.0%	16.2%	36.8%	28.1%	18.9%	99.6%
Male	41.4%	37.3%	12.1%	9.2%	98.2%	41.3%	35.7%	14.4%	8.6%	99.6%
Female	36.2%	41.2%	14.3%	8.4%	98.8%	39.0%	37.1%	16.4%	7.5%	99.5%

Grade 10 - Mathematics

Proficient or Higher: 77%

The Nation's Report Card

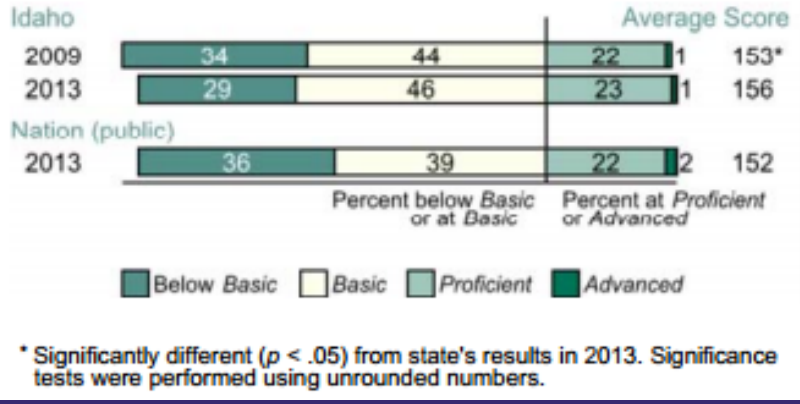
Mathematics
2013 State Snapshot Report

Idaho
Grade 12
Public Schools

Overall Results

- In 2013, the average score of twelfth-grade students in Idaho was 156. This was higher than the average score of 152 for public school students in the nation.
- The average score for students in Idaho in 2013 (156) was higher than their average score in 2009 (153).
- The score gap between higher performing students in Idaho (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 38 points in 2013. This performance gap was not significantly different from that in 2009 (41 points).
- The percentage of students in Idaho who performed at or above the NAEP *Proficient* level was 24 percent in 2013. This percentage was not significantly different from that in 2009 (23 percent).
- The percentage of students in Idaho who performed at or above the NAEP *Basic* level was 71 percent in 2013. This percentage was not significantly different from that in 2009 (66 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2013. Significance tests were performed using unrounded numbers.

five mathematics content areas: number properties and operations; measurement; geometry; data analysis, statistics, and probability; and algebra.

Idaho 2013 Grade 10 Math – 77% proficient or above
NAEP 2013 Grade 12 Math – 24% proficient or above

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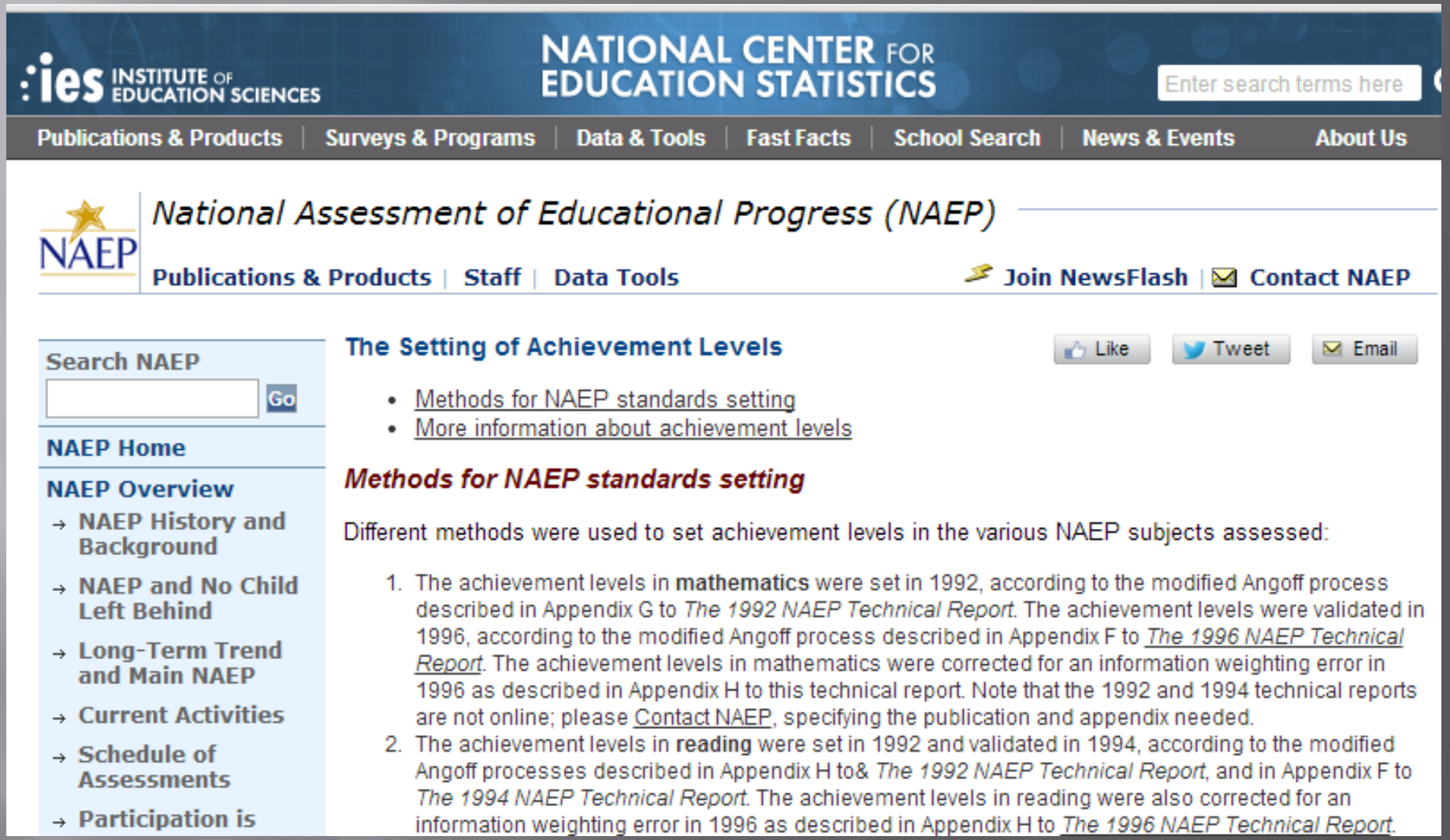

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The Setting of Achievement Levels

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Methods for NAEP standards setting

Different methods were used to set achievement levels in the various NAEP subjects assessed:

1. The achievement levels in **mathematics** were set in 1992, according to the modified Angoff process described in Appendix G to *The 1992 NAEP Technical Report*. The achievement levels were validated in 1996, according to the modified Angoff process described in Appendix F to *The 1996 NAEP Technical Report*. The achievement levels in mathematics were corrected for an information weighting error in 1996 as described in Appendix H to this technical report. Note that the 1992 and 1994 technical reports are not online; please Contact NAEP, specifying the publication and appendix needed.
2. The achievement levels in **reading** were set in 1992 and validated in 1994, according to the modified Angoff processes described in Appendix H to& *The 1992 NAEP Technical Report*, and in Appendix F to *The 1994 NAEP Technical Report*. The achievement levels in reading were also corrected for an information weighting error in 1996 as described in Appendix H to *The 1996 NAEP Technical Report*.

Grade 4 Reading ISAT Proficiency Level Descriptors

Advanced

In the area of reading, fourth grade students typically performing at the Advanced level demonstrate a **thorough understanding** of grade-level skills. These students

- consistently identify and use graphic features that support text meaning.
- consistently identify common root words, prefixes, and suffixes, including those derived from Greek and Latin, to determine the meaning of unknown words.
- consistently identify author's main purpose for writing various texts.
- consistently identify cause and effect relationships and draw conclusions based on text.
- consistently distinguish between facts and opinions in expository text to support comprehension.
- consistently identify defining characteristics of literary genres, including poetry.
- consistently identify the conflict and resolution of a story plot.
- consistently describe characters within a literary selection.
- consistently identify the lesson or theme of a literary selection.

Proficient

In the area of reading, fourth grade students typically performing at the Proficient level demonstrate a **satisfactory understanding** of grade-level skills. These students

- identify and use graphic features that support text meaning.
- identify common root words, prefixes, and suffixes, including those derived from Greek and Latin, to decode and determine meaning of unknown words.
- use context, synonyms, antonyms, and simple analogies to develop an understanding of new words.
- identify author's main purpose for writing various texts.
- identify cause and effect relationships in text by responding to why, how, and what if questions.
- draw conclusions based on information from text.
- distinguish between facts and opinions in expository text to support comprehension.
- identify main ideas and signal words to summarize information from expository text.
- follow multi-step written directions.
- identify defining characteristics of literary genres, including poetry.
- describe characters within a literary selection.
- describe the setting and tell how it supports the story.
- explain the main problem, conflict, and resolution of a story plot.

Grade 4 Mathematics ISAT Proficiency Level Descriptors

Advanced

In the area of mathematics, fourth grade students typically performing at the Advanced level consistently demonstrate a **thorough understanding** of grade-level skills. These students

- demonstrate excellent understanding of place value, the numeration system, and money.
- perform challenging calculations.
- demonstrate a thorough understanding of measurement concepts and estimation.
- demonstrate advanced understanding of conversions and equivalencies of time and measurement in the U.S. Customary System.
- translate complex number sentences and expressions to show mathematical relationships.
- solve challenging grade-level equations involving factors.
- identify and extend challenging patterns.
- apply advanced geometric concepts related to shape and spatial relationships.
- demonstrate an excellent understanding of locating points in the first quadrant of a coordinate grid.
- demonstrate excellent understanding of reading and interpreting tables, charts, bar graphs, and line graphs.
- demonstrate in-depth understanding of simple probability.

Proficient

In the area of mathematics, fourth grade students typically performing at the Proficient level demonstrate a **general understanding** of grade-level skills. These students

- demonstrate an understanding of place value, the numeration system, and money.
- perform grade-level calculations.
- demonstrate an understanding of measurement concepts and estimation.
- demonstrate an understanding of common conversions and equivalencies of time and measurement in the U.S. Customary System.
- translate number sentences and expressions to show mathematical relationships.
- solve grade-level equations involving factors.
- identify and extend patterns.
- apply geometric concepts related to shape and spatial relationships.
- locate points in the first quadrant of a coordinate grid.
- read and interpret tables, charts, bar graphs, and line graphs.
- determine mode using simple sets of data.

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ISAT Alt
Science ISATs & EOCs
IELA
NAEP
College Entrance Exams
IRI
Idaho State Test Reports

Achievement Standards

Proficiency Level Descriptors

A proficiency level descriptor (PLD) is a description of what students know and are able to do by content area, grade, and level. The bulleted PLDs were adopted by the Board May 30, 2007. The summary paragraphs will appear on the indivdual student reports.

Language Usage

Reading

Science

Math

New ISAT Cut Scores

Approved by the State Board of Education May 30, 2007

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Reading								
Advanced	208 and up	214 and up	219 and up	223 and up	227 and up	229 and up	NA	235 and up
Proficient	192-207	198-213	204-218	208-222	212-226	214-228	NA	220-234
Basic	187-191	193-197	197-203	201-207	204-211	207-213	NA	211-219
Below Basic	186 and below	192 and below	196 and below	200 and below	203 and below	206 and below	NA	210 and below

AYP calculations in the state of Idaho. These tests are provided to all students in grades 3-10 in mathematics, reading and language usage, and grades 5, 7 and 10 in science. Although Idaho implemented the ISAT in the 2002-03 school year, a full-scale realignment of the ISAT to state content standards backed by formal alignment studies and standard settings began in 2006, thus providing three years (2007, 2008 and 2009) of clearly comparable data. Because the grant requires National Assessment of Educational Progress (NAEP) and ESEA results since 2003, we have included them; however, for the purposes of setting achievable, yet ambitious goals as defined above, we will utilize data from the last three years.

Over the course of the last two years, Idaho students have steadily gained in the percentage of students reaching proficient or advanced status statewide in the 'all' group and in most subgroups as indicated by the average annual percentage gain over the last two years detailed in the appendix.[12]

Idaho began using standards-based testing in the fall of 2002 for grades 4, 8 and 10 and expanded it to more grades in fall 2003 and after. In spring 2004, only 75% of students were proficient in grade 4 reading; in 2009, 83% were proficient. In 2003-2004, only 44% of Hispanics were proficient in reading; now, 74% are proficient. Math scores show a similar story; in 2003, only 53% of students in grade 8 were proficient in math, and now in 2009, 78% are on grade level. While some proficiency gaps have closed slightly when white students are compared to Hispanic students, the major ethnicity group in Idaho, most data shows both whites and Hispanics doing better. (See **Tables A4-A6** below.) Please note the drop in 10th grade proficiency is due to the state allowing 10th grades to bank scores for graduation during the fall test.

Table A4

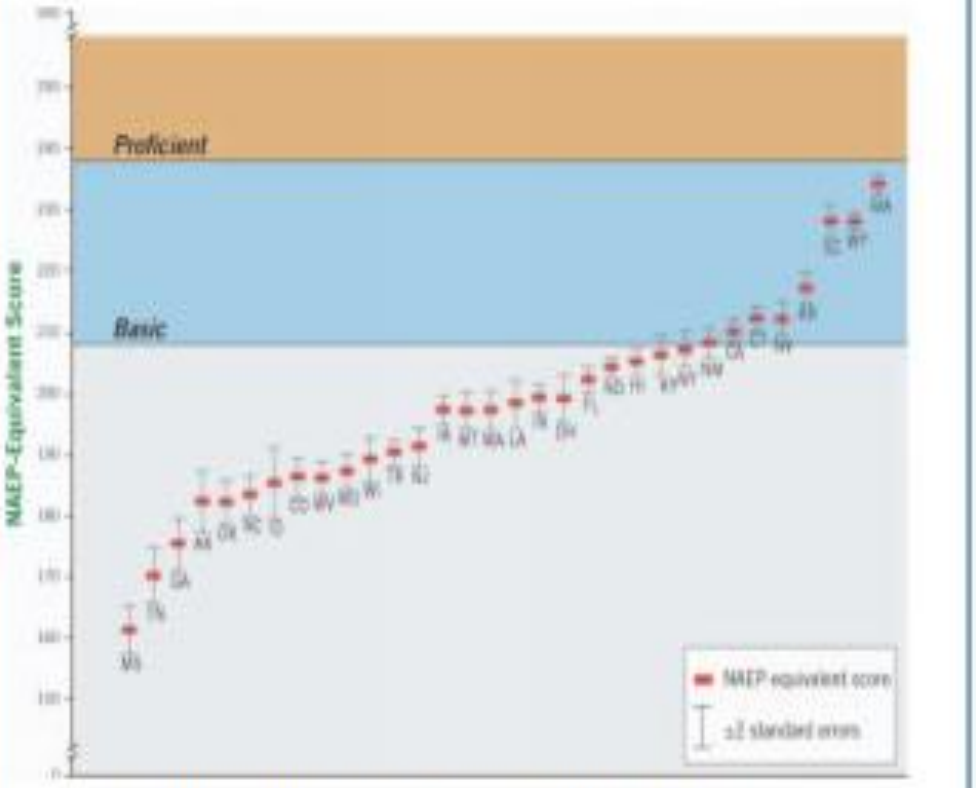
Reading (% Proficient & Advanced)	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Grade 4							

[12] Appendix A1.20-Appendix A1.21

Idaho began using standards-based testing in the fall of 2002 for grades 4,8 and 10 and expanded it to more grades in fall 2003 and after. In spring 2004, only 75% of students were proficient in grade 4 reading; in 2009 83% were proficient. In 2003-2004, only 44% of Hispanics were proficient in reading; now, 74% are proficient. Math scores show a similar story; in 2003, only 53% of students in grade 8 were proficient in math, and now in 2009, 78% are on grade level.

Comparing State Performance Standards with the National Assessment of Educational Progress

This graph compares state cut scores with NAEP cut scores for 4th grade reading. Most states set their cut scores below NAEP's range for "basic" performance, and no state cut score is set within NAEP's range for "proficiency."



Source: National Center for Education Statistics (2008).

Every year in the United States, **nearly 60% of first-year college students** discover that, despite being fully eligible to attend college, they are not ready for postsecondary studies. After enrolling, these students learn that they **must take remedial courses in English or mathematics**, which do not earn college credits.

Beyond the Rhetoric

Improving College Readiness Through Coherent State Policy

June 2010

A Special Report by
The National Center for Public Policy and Higher Education
and The Southern Regional Education Board

HOW WE WORK

GRANT

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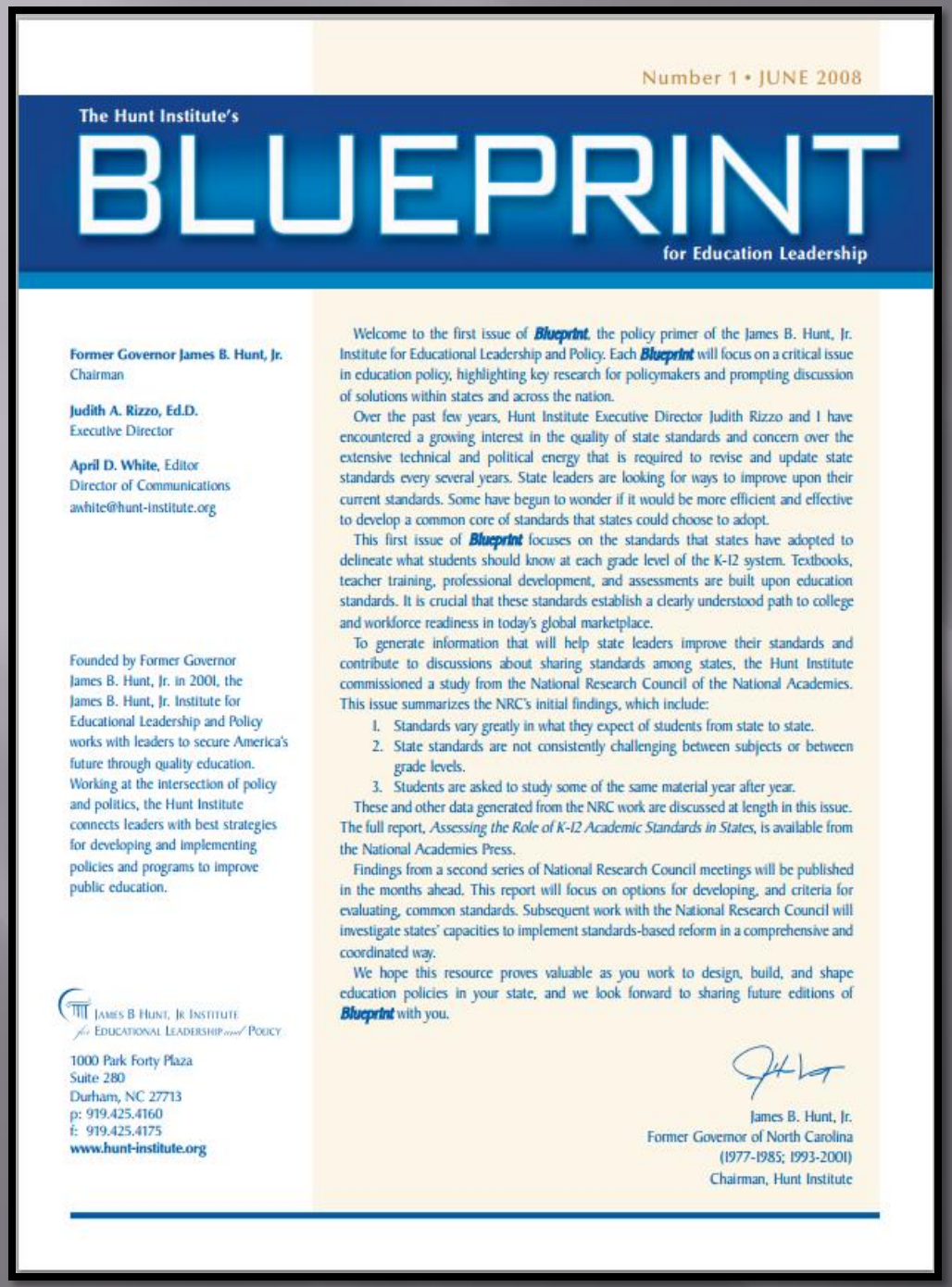
- Our Approach to Measurement and Evaluation
- Evaluation Policy
- Grantseeker FAQ
- Grant Opportunities
- Grant Seeking Resources
- What We Do Not Fund
- Reporting Email Scams
- Tax Status Definitions

James B. Hunt, Jr. Institute for Educational Leadership and Policy Foundation, Inc.

Date: May 2008
Purpose: to promote the broad adoption of rigorous, internationally benchmarked education standards by states
Amount: $2,213,470
Term: 24
Topic: Global Policy & Advocacy
Regions Served: GLOBAL|NORTH AMERICA
Program: United States
Grantee Location: Durham, North Carolina
Grantee Website: http://www.hunt-institute.org



Number 1 • JUNE 2008

The Hunt Institute's

BLUEPRINT

for Education Leadership

Welcome to the first issue of ***Blueprint***, the policy primer of the James B. Hunt, Jr. Institute for Educational Leadership and Policy. Each ***Blueprint*** will focus on a critical issue in education policy, highlighting key research for policymakers and prompting discussion of solutions within states and across the nation.

Over the past few years, Hunt Institute Executive Director Judith Rizzo and I have encountered a growing interest in the quality of state standards and concern over the extensive technical and political energy that is required to revise and update state standards every several years. State leaders are looking for ways to improve upon their current standards. Some have begun to wonder if it would be more efficient and effective to develop a common core of standards that states could choose to adopt.

This first issue of ***Blueprint*** focuses on the standards that states have adopted to delineate what students should know at each grade level of the K-12 system. Textbooks, teacher training, professional development, and assessments are built upon education standards. It is crucial that these standards establish a clearly understood path to college and workforce readiness in today's global marketplace.

To generate information that will help state leaders improve their standards and contribute to discussions about sharing standards among states, the Hunt Institute commissioned a study from the National Research Council of the National Academies. This issue summarizes the NRC's initial findings, which include:

1. Standards vary greatly in what they expect of students from state to state.
2. State standards are not consistently challenging between subjects or between grade levels.
3. Students are asked to study some of the same material year after year.

These and other data generated from the NRC work are discussed at length in this issue. The full report, *Assessing the Role of K-12 Academic Standards in States*, is available from the National Academies Press.

Findings from a second series of National Research Council meetings will be published in the months ahead. This report will focus on options for developing, and criteria for evaluating, common standards. Subsequent work with the National Research Council will investigate states' capacities to implement standards-based reform in a comprehensive and coordinated way.

We hope this resource proves valuable as you work to design, build, and shape education policies in your state, and we look forward to sharing future editions of ***Blueprint*** with you.

James B. Hunt, Jr.
Former Governor of North Carolina
(1977-1985; 1993-2001)
Chairman, Hunt Institute

Founded by Former Governor James B. Hunt, Jr. in 2001, the James B. Hunt, Jr. Institute for Educational Leadership and Policy works with leaders to secure America's future through quality education. Working at the intersection of policy and politics, the Hunt Institute connects leaders with best strategies for developing and implementing policies and programs to improve public education.

James B Hunt, Jr Institute for Educational Leadership and Policy

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The Hunt Institute is partnering with Achieve Inc., the Alliance for Excellent Education, the Council of Chief State School Officers, and the National Governors Association to explore the potential for a common core of rigorous, internationally benchmarked education standards.

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James B. Hunt Institute and the Gates Foundation

Award Date	Gates Award Purpose	Gates Award Amount
Nov. 2009	to provide state-level policy and communications support to states seeking to rapidly implement the Common Core	**$5,549,352**
April 2010	to educate North Carolina policymakers about the low rates of postsecondary completion in the state	**$292,594**
Nov. 2011	to create the Hunt Fellows program to develop a strong cadre of state leaders who both care deeply about and have the knowledge and skills to ensure effective policies and practices to support improved educational outcomes	**$500,906**
Nov. 2012	to further advance the ongoing relationship with state education policy makers	**$45,422**
May 2013	to support the 2013 Governor's Education Symposium, which brings together governors in a productive dialogue about critical education issues	**$100,000**
August 2013	to support the development of broadcast quality videos in which teachers demonstrate classroom strategies to teach the Common Core State Standards	**$500,000**
October 2013	to support states in their continued implementation of the Common Core State Standards	**$1,794,070**

*"**A growing number of state and national organizations have also expressed support for a set of voluntary content and performance standards**, including Achieve, Inc., Alliance for Excellent Education, American Federation of Teachers, the Council of Chief State School Officers, the Commission on No Child Left Behind, the Council of Great City Schools, Fordham Foundation, the National Association of Secondary School Principals, the National Governors Association, and Strong American Schools."*

World-Class Standards: Setting the New Cornerstone for American Education
Blueprint, The James B. Hunt Institute, October 2008, Issue No. 2

Organization	Gates Funding 08 - 13
Achieve, Inc.	$25,784,051
Alliance for Excellent Education	$10,738,146
American Federation of Teachers	$11,343,925
Council of Chief State School Officers	$37,472,383
Commission on No Child Left Behind *(funded through the Aspen Institute)*	$24,626,406
Council of Great City Schools	$11,962,004
Fordham Foundation	$4,014,650
Ntnl. Ass. Of Secondary School Principals	0
National Governors Association *(funded through NGA Center for Best Practices)*	$4,721,195
Strong American Schools – a 2008 initiative *(funded through Rockefeller Philanthropy Advisors)*	$11,033,474

Answer Sheet

Bill Gates: 'It would be great if our education stuff worked but...'

By Valerie Strauss September 27, 2013 Follow @valeriestrauss

Bill Gates (Ben Stansall/AFP/Getty Images)

"It would be great if our education stuff worked, but that we won't know for probably a decade."

That's what Bill Gates said on Sept. 21 (see video below) about the billions of dollars his foundation has plowed into education reform during a nearly hour-long interview he gave at Harvard University. He repeated the "we don't know if it will work" refrain about his reform efforts a few days later during a panel discussion at the Clinton Global Initiative.

Hmmm. Teachers around the country are saddled every single year with teacher evaluation systems that his foundation has funded, based on no record of success and highly questionable "research." And now Gates says

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THE DAILY CALLER

FOLLOW THE MONEY: Microsoft's Plan To Cash In On Common Core

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No great American philanthropist ever got to be a great American philanthropist without first becoming a great American business tycoon.

Microsoft founder Bill Gates is no different, and now The Washington Post has reported that his company conveniently stands to make a ton of cash from the implementation of Common Core in public school classrooms across America — largely at the expense of taxpayers.

The Bill & Melinda Gates Foundation has used up over $200 million in an effort to push the Common Core Standards Initiative in the last couple years.

On the Microsoft Web site, a webpage dated April 22, 2014 entitled "Tech Essentials for Testing Success" describes in considerable detail how schools using computer-based, Common Core-aligned tests will now need to spend a bunch of money — on Microsoft products.

"Ready or not," Microsoft warns, "testing for the State Standards is about to become a reality for schools in 45 states, Washington, D.C., and four US territories. That means a switch to online testing beginning the spring of 2015."

Later on comes the sales pitch:

> For many schools, time is running out. In a report issued by Smarter Balanced in 2012, it found that 56.1 percent of K–12 schools reporting were still running on aging Windows XP, which had an end of service (EOS) date of April 8, 2014. In the face of this looming cutoff of support, it's recommended by IT professionals to migrate to the new Windows as soon as possible.

Microsoft additionally advises schools to upgrade "all units" "to a minimum of 1 GB of internal memory" and to make sure their screens and processors are up to snuff. (Wouldn't you know it: in some cases, "Power Macs are not supported.") Schools might also need to outlay tax dollars on Internet connections and hardware such as headphones.

Achieve is proud to be the leading voice for the college- and career-ready agenda, and has helped transform the concept of "college and career readiness for all students" from a radical proposal into a national agenda.

Achieve is an independent, nonpartisan, nonprofit education reform organization dedicated to working with states to raise academic standards and graduation requirements, improve assessments, and strengthen accountability. Created in 1996 by a bipartisan group of governors and business leaders, Achieve is leading the effort to make college and career readiness a priority across the country so that students graduating from high school are academically prepared for postsecondary success. When states want to collaborate on education policy or practice, they come to Achieve. **At the direction of 48 states, and partnering with the National Governors Association and the Council of Chief State School Officers, Achieve helped develop the Common Core State Standards**….

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Common Core State Standards Development Work Group and Feedback Group Announced

NGA Center, CCSSO Unveil New Web site; Outline Process to Develop Common English-language Arts and Mathematics Standards

July 01, 2009

WASHINGTON—The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) today announced the names of the experts serving on the Common Core State Standards Development Work Group and Feedback Group and provided more detailed information on the college and career ready standards development process. The college and career ready standards are expected to be ready for comment July 2009. The K-12 standards work is expected to be completed in December 2009. The two groups also unveiled a new Web site at www.corestandards.org. This Web site is designed to provide information as the process continues.

Forty-nine states and territories have joined the Common Core State Standards Initiative. The initiative is being jointly led by the NGA Center and CCSSO in partnership with Achieve, Inc, ACT and the College Board. It builds directly on recent efforts of leading organizations and states that have focused on developing college- and career-ready standards and ensures that these standards can be internationally benchmarked to top-performing countries around the world.

"This initiative is a significant and historic opportunity for states to collectively accelerate and drive education reform so that all children graduate from high school ready for college, work and success in the global economy," said **Dane Linn, director of the NGA Center's Education Division.** "These standards will be research and evidence-based, internationally benchmarked, aligned with college and work expectations and include rigorous content and skills."

"It is time for us as states to challenge the education system and finally answer the question, "What will it

The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) today announced the names of the experts serving on the **Common Core State Standards Development Work Group** and Feedback Group and provided more detailed information on the college and career ready standards development process.

The Standards Development Work Group is currently engaged in determining and writing the college and career readiness standards in English-language arts and mathematics. This group is **composed of content experts from Achieve, Inc., ACT, and the College Board.**

The Work Group's deliberations will be confidential throughout the process.

FOUNDED ON TRUTH

Also, as a step in the standards development process, the NGA Center and CCSSO are overseeing the work of a Feedback Group. The role of this Feedback Group is to provide information backed by research to inform the standards development process by offering expert input on draft documents. **Final decisions regarding the common core standards document will be made by the Standards Development Work Group. The Feedback Group will play an advisory role, not a decision-making role in the process.**

The final step in the development of these standards is the creation of an expert Validation Committee comprised of national and international experts on standards. This group will review the process and substance of the common core state standards to ensure they are research and evidence-based and will validate state adoption on the common core standards. Members of the committee will be selected by governors and chiefs of the participating states; nominations are forthcoming.

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Home | The Standards

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A tough critique of Common Core on early childhood education

POSTED BY VALERIE STRAUSS WASHINGTON POST "THE ANSWER SHEET" 01/29/13

Written by Edward Miller, a writer and teacher, co-author of "Crisis in the Kindergarten: Why Children Need to Play in School," and Nancy Carlsson-Paige , a professor emerita of early childhood education at Lesley University, author of "Taking Back Childhood".

Recent critiques of the Common Core Standards have noted that the process for creating the new K-12 standards involved **too little research, public dialogue, or input from educators.**

Nowhere was this more startlingly true than in the case of the early childhood standards—those imposed on kindergarten through grade 3. We reviewed the makeup of the committees that wrote and reviewed the Common Core Standards. In all, there were **135 people** on those panels. **Not a single one of them was a K-3 classroom teacher or early childhood professional**.

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When the standards were first revealed in March 2010, many early childhood educators and researchers were shocked. **"The people who wrote these standards do not appear to have any background in child development or early childhood education,"** wrote Stephanie Feeney of the University of Hawaii, chair of the Advocacy Committee of the National Association of Early Childhood Teacher Educators.

The promoters of the standards claim they are based in research. They are not.

Moreover, the **Common Core Standards do not provide for ongoing research or review of the outcomes of their adoption—a bedrock principle of any truly research-based endeavor**.

Take a look at the summary of "public feedback" posted on the Core Standards website. It is grossly misleading. First of all, calling the feedback "public" is wrong: the organizers of the standards would not make public the nearly **10,000 comments** they say they received from citizens. **The summary quotes 24 respondents–less than 1/4 of 1 percent of the total** –selectively chosen to back up their interpretation of the results.

But they **don't even mention a critically important statement opposing the K-3 standards, signed by more than 500 early childhood professionals**. The **Joint Statement of Early Childhood Health and Education Professionals on the Common Core Standards Initiative** was signed by educators, pediatricians, developmental psychologists, and researchers, including many of the most prominent members of those fields.

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Their statement reads in part:

We have grave concerns about the core standards for young children…. The proposed standards conflict with compelling new research in cognitive science, neuroscience, child development, and early childhood education about how young children learn, what they need to learn, and how best to teach them in kindergarten and the early grades….

The National Association for the Education of Young Children is the foremost professional organization for early education in the U.S. Yet it had no role in the creation of the K-3 Core Standards. **The Joint Statement opposing the standards was signed by three past presidents of the NAEYC**—David Elkind, Ellen Galinsky, and Lilian Katz…

We know that the instigators of the standards at the National Governors Association and the Council of Chief State School Officers were aware of the Joint Statement well before their summary of public feedback was written. Copies of it were hand-delivered to eleven officials at those two organizations, …

The stakes are enormous. Dr. Carla Horwitz of the Yale Child Study Center notes that many of **our most experienced and gifted teachers of young children are giving up in despair**. "They are leaving the profession," says Horwitz, "because they can no longer do what they know will ensure learning and growth in the broadest, deepest way. **The Core Standards will cause suffering, not learning, for many, many young children**."

Mary Calamia
Statement for New York State Assembly Education Forum
October 7, 2013 at 10:14pm
Statement for New York State Assembly Education Forum
Brentwood, New York, October 10, 2013

I am a licensed clinical social worker in New York State and have been providing psychotherapy services since 1995. I work with parents, teachers, and students from all socioeconomic backgrounds representing more than 20 different school districts in Suffolk County.

In the fall of 2012, I started to receive an inordinate number of student referrals from several different school districts. I was being referred a large number of honors students—mostly 8th graders. The kids were self-mutilating—cutting themselves with sharp objects and burning themselves with cigarettes. My phone never stopped ringing.

I also started to receive more calls referring elementary school students who were refusing to go to school. They said they felt "stupid" and school was "too hard." They were throwing tantrums, begging to stay home, and upset even to the point of vomiting.

Everyone was talking about "The Tests." As the school year progressed and "The Tests" loomed, my patients began to report increased self-mutilating behaviors, insomnia, panic attacks, loss of appetite, depressed mood, and in one case, suicidal thoughts that resulted in a 2-week hospital stay for an adolescent.

We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal cortex, a part of the brain that is not fully functional until early adulthood. The prefrontal cortex is responsible for critical thinking, rational decision-making, and abstract thinking—all things the Common Core demands prematurely.

We teach children to succeed then give them pre-assessments on material they have never seen and tell them it's okay to fail. Children are not equipped to resolve the mixed message this presents.

We are asking children to write critically, using emotionally charged language to "persuade" rather than inform. Lacking a functional prefrontal cortex, a child will tap into their limbic system, a set of primitive brain structures involved in basic human emotions, fear and anger being foremost. So when we are asking young children to use emotionally charged language, we are actually asking them to fuel their persuasiveness with fear and anger. They are not capable of the judgment required to temper this with reason and logic.

Summative Multi-State Assessment Resources for Teachers and Educational Researchers

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

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

b. The assessment system will use online adaptive tests, innovative item design and open-ended items to assess the full breadth of cognitive demand described by the Common Core Standards.
c. Proposal writing will be governed by staff from the Lead States that have agreed to this MOU. Governance protocols for proposal development will be established by 2/15/2010.
d. If funded, the assessment system will be governed by staff from states that are members of the Consortium, and will be guided with the support of selected technical experts. Governance protocols for the assessment system will be a deliverable of the grant.
e. The assessment system will include teachers, school and district administrators, state departments of education and institutions of higher education in the design, administration, scoring and reporting of the assessments.
f. States in the Consortium will report student, school, district and state results based upon a single common set of rigorous achievement standards. Additionally, states in the consortium may choose to report student achievement benchmarked to a variety of achievement standards including NAEP, international assessments, and benchmarks predictive of student success in college and careers.
g. States in the Consortium will use the summative assessment system to measure school and district effectiveness to meet federal accountability requirements

standards as described by the APA/AERA/NCME *Standards for Educational and Psychological Testing*.

i. The Consortium will coordinate with the MOSAIC consortium as appropriate and with other interested multi-state formative and benchmark assessment initiatives so that schools and districts will have access to a variety of high quality instructionally supportive assessment options that together yield a coherent balanced assessment system.
j. The assessment system will use open source software applications accessible to any vendor procured by states in the Consortium.

Summative Multi-State Assessment Resources for Teachers and Educational Researchers

k. States in the Consortium will create and adhere to common administration guidelines including accommodations and allowable tools and assistive devices based on high quality research regarding student learning and assessment.
l. Grant funds allocated to LEAs will in part be used to ensure participation opportunities for teachers. The estimated allocation and purpose of funds will be described in the budget section of the proposal.
m. States in the Consortium will participate in common procurement practices and deliverables to the extent the procurements are directly related to Consortium-wide activities described in the proposal. Lead states will construct a procurement process taking into account minimum procurement standards used in all participating states.
n. States in the Consortium will share a common reporting format consistent with a goal of aligning reporting systems.
o. States in the Consortium will share common security protocols regarding test items.
p. States in the Consortium will work with their institutions of higher education and teacher preparation institutions to ensure teachers are prepared to use and contribute to the summative assessment system.

This non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon.

Lead State SEA Superintendent/Chief/Commissioner (or equivalent authorized signatory)

Signature — Date: 1-7-2010

Mike Rush — Print Name

Executive Director — Title

Please sign and date this agreement by no later than January 8th, 2010.
FAX signed copy to Tony Alpert at: (503) 378-5156 or email scanned copy to Tony.Alpert@state.or.us

Signature — Date: 1/7/10

Tom Luna — Name

Superintendent of Public Instruction — Title

COOPERATIVE AGREEMENT
Between the
U.S. DEPARTMENT OF EDUCATION
and the
SMARTER BALANCED ASSESSMENT CONSORTIUM
and the
STATE OF WASHINGTON
(fiscal agent)

Date: January 7, 2011. PR/Award #: S395B100003

In accordance with 34 CFR 75.200(b)(4), this award is a cooperative agreement because the Secretary of Education (Secretary) has determined that substantial communication, coordination, and involvement between the U.S. Department of Education (Department or ED) and the recipient is necessary to carry out a successful project. Consistent with 34 CFR 75.234(b), the terms and conditions identified in this cooperative agreement set out the explicit character and extent of the anticipated collaboration between ED and the award recipient.

The purpose of this agreement is to support the consortium recipient in developing new, common assessment systems that are valid, reliable and fair for their intended purposes and for all student subgroups, and that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts. In light of the technical nature of this grant and the fact that the Elementary and Secondary Education Act (ESEA) will likely be reauthorized during the course of this project, the Department will provide necessary flexibility to respond to changing circumstances, technology, and laws by working collaboratively with the recipient through this agreement. The objective is to assist the consortium in fulfilling, at minimum, the goals articulated in the consortium's approved Race to the Top Assessment (RTTA) application, requirements established in the RTTA Notice Inviting Applications (NIA) for New Awards for Fiscal Year (FY) 2010 that was published in the *Federal Register* on April 9, 2010, and any subsequent additions detailed through this agreement.

approved by the Officer in writing.

ARTICLE I
STATEMENT OF JOINT OBJECTIVES

A. OBJECTIVES TO BE ACHIEVED

The recipient, with the Department's support, will use RTTA grant funds to develop assessment systems that are valid, reliable, and fair for their intended purposes and for all student subgroups; support and inform instruction; provide accurate information about what students know and can

Specifically, the recipient will develop an assessment system that measures student knowledge and skills against a common set of college and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course. This assessment systems will include one or more summative assessment components in mathematics and in English language arts that are administered at least once during the academic year in grades 3 through 8 and at least once in high school and that produce student achievement data and student growth data that can be used to determine whether individual students are college- and career-ready or on track to being college- and career-ready. Additionally, the recipient's assessment systems developed with the RTTA grants will assess all students, including English learners and students with disabilities (as defined in the NIA). Finally, the assessment systems will produce data (including student achievement data and student growth data) that can be used to inform (a) determinations of school effectiveness; (b) determinations of individual principal and teacher effectiveness for purposes of evaluation; (c) determinations of principal and teacher professional development and support needs; and (d) teaching, learning, and program improvement.

2) Provide updated, detailed work plans and budgets for all major activities identified in the recipient's application, including but not limited to:
   - development, quality control, use and validation of artificial intelligence for scoring;
   - selection of a uniform growth model consistent with test purpose, structure, and intended uses;
   - development of performance tasks (addressing items such as technical challenges of scoring, reliability, and large-scale administration of performance-based items);
   - development of a research and evaluation agenda (addressing items such as validity, reliability, and fairness);
   - development and delivery of the technology platform for assessment.

3) Actively participate in any meetings and telephone conferences with ED staff 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 project, and (d) other relevant information, including applicable technical assistance activities conducted or facilitated by ED or its designees, including periodic expert reviews, and collaboration with the other RTTA recipient.

5) Comply with, and where applicable coordinate with the ED staff to fulfill, the program requirements established in the RTTA Notice Inviting Applications and the conditions on the grant award, as well as to this agreement, including, but not limited to working with the Department to develop a strategy to make student-level data that results from the assessment system available on an ongoing basis for research, including for prospective linking, validity, and program improvement studies; subject to applicable privacy laws.

requirements and is the liaison with the recipient. The Program Officer will ensure project consistency with the recipient's approved application, Department goals and objectives, as well as to assist the recipient in meeting its benchmarks and objectives by providing necessary support and flexibility. The following are, at a minimum, the activities that the Program Officer may be involved in to exercise his or her responsibilities on behalf of the Department:

1) The Program Officer will work collaboratively with the recipient as it carries out tasks identified in this agreement.

2) The Program Officer will provide feedback on the recipient's status updates, annual reports, any interim reports, and project work plans and products, including, for example, selection of key personnel, and review of provisions of proposed subcontracts by recipient.

ARTICLE III
FINANCIAL SUPPORT AND BUDGET MODIFICATIONS

A. The estimated cost for the work to be performed under this Agreement is $159,976,843 and $15,872,696 for the supplemental award.

B. The detailed budget for the implementation of this project is the budget contained in the application; and for the supplemental award for this project, the budget submitted by the recipient and approved by the Program Officer, attached to this agreement. The work of the project will be performed according to the budget negotiated and approved in the application and confirmed by this cooperative agreement. With respect to 34 CFR section 80.30(c) "Budget changes" provisions, the Grantee and sub-recipients must obtain prior written approval from ED for transfers among direct cost categories and among separately budgeted programs, projects, functions, or activities that exceed $100,000 of the current total approved budget.

ARTICLE IV

ARTICLE III
FINANCIAL SUPPORT AND BUDGET MODIFICATIONS

A. The estimated cost for the work to be performed under this Agreement is $159,976,843 and $15,872,696 for the supplemental award.

Minutes from regularly-scheduled Consortium Executive Committee Meetings, maintained by the PMP	Submitted electronically to the Project Officer, as requested	Monthly, for previous month
Semi-annual Performance check-in against timeline and benchmarks	Update submitted electronically to the Program Officer	Semi-annual
Reporting Required by Sec. 1512 of the American Recovery and Reinvestment Act (ARRA)	Submitted via the www.federalreporting.gov website	Quarterly, schedule available at: http://www.recovery.gov/FAQ/Pages/RecipientReporting.aspx#schedule

2) The Grantee and its sub-recipients making work developed under the grant freely available, including by posting to any website or other publication process and to any technical standards specified by ED (and the Grantee for sub-recipients), in a timely manner, unless otherwise protected by law or agreement as proprietary information;
3) Participating, as requested, in any research and evaluations of this grant conducted by ED or its designees (or the Grantee for sub-recipients);
4) Responding to ED's or its designee's (or the Grantee for sub-recipients) requests for information including on the status of the project, project implementation, lessons learned, outcomes, and any problems anticipated or encountered;
5) Participating in meetings and telephone conferences with ED or its designees (or the Grantee for sub-recipients) to discuss (a) progress of the project, (b) potential dissemination of resulting work, (c) plans for subsequent years of the Race to the Top Assessment grant period, and (d) other matters related to the Race to the Top Assessment grant and associated plans;
6) The Grantee must provide timely and complete access to any and all data collected at the State level to ED or its designated program monitors, technical assistance providers, or researcher partners, and to GAO, and the auditors conducting the audit required by 34 CFR section 80.26.

6) The Grantee must provide timely and complete access to any and all data collected at the State level to ED or its designated program monitors, technical assistance providers, or researcher partners, and to GAO, and the auditors conducting the audit required by 34 CFR section 80.26.

1) Sub-recipient personnel the Grantee work together to determine appropriate timelines for project updates and status reporting throughout the whole grant period;
2) Grantee and sub-recipient personnel negotiate in good faith to continue to achieve the overall goals of the Race to the Top Assessment grant project.

As soon as possible, but no later than 180 days from the receipt of the grant, the Grantee must submit a plan, protocols, and a schedule for sub-recipient monitoring, including both programmatic and fiscal issues. As part of the plan, the Grantee must provide a description of how it will distribute funding to its sub-recipients.

Condition for the supplemental award

This supplement is awarded to support the consortium and its participating States efforts successfully transition to common standards and assessments. As soon as possible but no later than January 7, 2011, or when the cooperative agreement is signed (if sooner), the consortium will complete a plan that details transition strategies and activities recommended to the Department of Education by the Peer Reviewers. These items include such activities as:

- Developing gap analyses between current and new standards, curriculum analysis tools, professional development related to the new standards and assessments including support

for educators to better understand the content of the new standards, state and local assessment audits to determine what assessments will no longer be needed;

- Enhancing technology to be used in the assessments systems, including assessment delivery; and
- Supporting educator understanding and use of assessment results, and other steps needed to build the professional capacity to implement more rigorous common standards.

The final approved plan and budget will be incorporated into the cooperative agreement that is signed by the consortium and the Department of Education.

APPENDIX F: RTTA PROGRAM REQUIREMENTS
(attached for reference purposes)

These requirements are from the RTTA NIA published in the *Federal Register* on April 9, 2010, pages 18174-18175:

3. Work with the Department to develop a strategy to make student-level data that result from the assessment system available on an ongoing basis for research, including for prospective linking, validity, and program improvement studies;[1]

collaboration with other consortia that receive funds under this program, and other activities as determined by the Department;
3. Work with the Department to develop a strategy to make student-level data that result from the assessment system available on an ongoing basis for research, including for prospective linking, validity, and program improvement studies;[1]
4. Ensure that the summative assessment components of the assessment system in both mathematics and English language arts are fully implemented statewide by each State in the consortium no later than the 2014-2015 school year;
5. Maximize the interoperability of assessments across technology platforms and the ability for States to switch their assessments from one technology platform to another by—
   (a) Developing all assessment items to an industry-recognized open-licensed interoperability standard that is approved by the Department during the grant period, without non-standard extensions or additions;[2] and
   (b) Producing all student-level data in a manner consistent with an industry-recognized open-licensed interoperability standard that is approved by the Department during the grant period;
6. Unless otherwise protected by law or agreement as proprietary information, make any assessment content (*i.e.*, assessments and assessment items) developed with funds from

[1] Eligible applicants awarded a grant under this program must comply with the Family Educational Rights and Privacy Act (FERPA) and 34 CFR Part 99, as well as State and local requirements regarding privacy.
[2] We encourage grantees under this competition to work during the grant period with the Department and the entities that set interoperability standards to extend those standards in order to make them more functional for assessment materials.

Calculator Availability for Operational Assessments

For students taking the online Smarter Balanced mathematics test, no external calculators are permitted unless explicitly stated in the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines*[1].

Grades 3 – 5 Calculator Availability

- Smarter Balanced summative mathematics assessments for grades 3 – 5 do not allow for calculator usage.

Grades 6 – 8 Calculator Availability

- In grades 6 – 8, the Smarter Balanced summative mathematics assessments are divided into two sections: Calculator Available and Calculator Not Available.
- The Smarter Balanced summative mathematics assessment for grade 6 allows an embedded online four-function calculator during the Calculator Available section.
- The Smarter Balanced summative mathematics assessments for grades 7 and 8 allow an embedded online scientific calculator during the Calculator Available section.

High School Calculator Availability

- In high school, the Smarter Balanced summative mathematics assessments are divided into two sections: Calculator Available and Calculator Not Available.
- The Smarter Balanced summative mathematics assessments for high school allow embedded online calculators with scientific, regression, and graphing capabilities during the Calculator Available section.

[1] For more information, please refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility and Accommodations Guidelines* available at http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf. Handheld calculators allowed by the guidelines as an accommodation must have comparable functionality to the online calculators (basic in grade 6; scientific in grades 7 and 8; and scientific, regression, and graphing at high school).

Universal Tools and Designated Supports FAQs (Available to All Students)

17. *Is the digital notepad universal tool fully available for ELA and Math? Will a student's notes be saved if the student takes a 20-minute break?*

    The digital notepad is available on all items across both content areas. As long as a student or test administrator activates the test within the 20-minute break window, the notes will still be there. There is no limit on the number of pauses that a student can take in one test sitting.

18. *For the global notes universal tool, if a student takes a break of 20 minutes do the notes disappear?*

    Global notes, which are used for ELA performance tasks only, will always be available until the student submits the test, regardless of how long a break lasts or how many breaks are taken.

19. *For the highlighter universal tool, if a student pauses a test for 20-minutes, do the highlighter marks disappear?*

    If a student is working on a passage or stimulus on a screen and pauses the test for 20 minutes to take a break, the student will still have access to the information visible on that particular screen. However, students do lose access to any information highlighted on a previous screen.

20. *How are students made aware that the spell check universal tool (for ELA) and the math universal tools (i.e., calculator) are available when moving from item to item?*

When appropriate, math items include universal tools available for students to use. For the spell check tool, a line will appear under misspelled words.

21. *For the zoom universal tool, is the default size specific to certain devices? Will the test administrator's manual provide directions on how to do this adjustment?*

    The default size is available to all students and is not specific to certain devices. Information on how to use the zoom universal tool is included in the directions at the beginning of each test. Please note that in addition to zoom, students may have access to magnification, which is a non-embedded designated support.

22. *For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?*

    Selected terms have a light rectangle around them. If a student hovers over the terms, the terms with the attached glossary are highlighted. A student can click on the terms and a pop-up window will appear. In addition, a student can click on the audio button next to each term to hear it.

The State Fiscal Stabilization Fund (SFSF) program is a new one-time appropriation of $53.6 billion under the American Recovery and Reinvestment Act of 2009 (ARRA).

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GENERAL

State Fiscal Stabilization Fund

March 7, 2009

PROGRAM WEBSITE

State Fiscal Stabilization Fund

The State Fiscal Stabilization Fund (SFSF) program is a new one-time appropriation of $53.6 billion under the *American Recovery and Reinvestment Act of 2009 (ARRA)*. Of the amount appropriated, the U. S. Department of Education will award governors approximately $48.6 billion by formula under the SFSF program in exchange for a commitment to advance essential education reforms to benefit students from early learning through post-secondary education, including: college- and career- ready standards and high-quality, valid and reliable assessments for all students; development and use of pre-K through post-secondary and career data systems; increasing teacher effectiveness and ensuring an equitable distribution of qualified teachers; and turning around the lowest-performing schools.

The Department will award the remaining $5 billion competitively under the "Race to the Top" and "Investing in What Works and Innovation" programs.

SFSF is a key element of the *ARRA* and is guided by the principles of *ARRA*.

Overview of *ARRA*

Four principles guide the distribution and use of *ARRA* funds:

a. **Spend funds quickly to save and create jobs.** *ARRA* funds will be distributed quickly to states, LEAs and other entities in order to avert layoffs and create jobs.
b. **Improve student achievement through school improvement and reform.** *ARRA* funds should be used to improve student achievement, and help close the achievement gap. In addition, the SFSF requires progress on four reforms previously authorized under the bipartisan Elementary and Secondary Education Act and the America Competes Act of 2007:
    1. Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities;
    2. Establishing pre-K-to college and career data systems that track progress and foster continuous improvement;

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GENERAL

State Fiscal Stabilization Fund

March 7, 2009

PROGRAM WEBSITE

State Fiscal Stabilization Fund

The State Fiscal Stabilization Fund (SFSF) program is a new one-time appropriation of $53.6 billion under the *American Recovery and Reinvestment Act of 2009 (ARRA)*. Of the amount appropriated, the U. S. Department of Education will award governors approximately $48.6 billion by formula under the SFSF program in exchange for a commitment to

1. Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities;
2. Establishing pre-K-to college and career data systems that track progress and foster continuous improvement;

a. **Spend funds quickly to save and create jobs.** *ARRA* funds will be distributed quickly to states, LEAs and other entities in order to avert layoffs and create jobs.

b. **Improve student achievement through school improvement and reform.** *ARRA* funds should be used to improve student achievement, and help close the achievement gap. In addition, the SFSF requires progress on four reforms previously authorized under the bipartisan Elementary and Secondary Education Act and the America Competes Act of 2007:

1. Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities;
2. Establishing pre-K-to college and career data systems that track progress and foster continuous improvement;

STATE FISCAL STABILIZATION FUND
STATE ALLOCATION DATA

NOTE: The amounts provided in the chart below represent the amount of each State's total State Fiscal Stabilization Fund allocation, with a breakdown of the total amounts available to each State under the Education Stabilization Fund (CFDA No. 84.394) and the Government Services Fund (CFDA No. 84.397).

FY 2009 State Fiscal Stabilization Fund

	FY 2009 State Fiscal Total Stabilization Allocation	Education Stabilization 81.8%	Government Services 18.2%
Alabama	729,041,407	596,355,871	132,685,536
Alaska	113,744,697	93,043,162	20,701,535
Arizona	1,016,955,172	831,869,331	185,085,841
[illegible]	[illegible]	[illegible]	[illegible]
District of Columbia	89,377,871	73,110,444	16,266,827
Florida	2,700,292,474	2,208,839,244	491,453,230
Georgia	1,541,319,187	1,260,799,095	280,520,092
Hawaii	192,178,168	157,201,741	34,976,427
Idaho	246,576,628	201,699,682	44,876,946
Illinois	2,055,171,987	1,681,130,685	374,041,302
Indiana	1,006,920,810	823,661,223	183,259,587
Iowa	472,339,542	386,373,745	85,965,797
Kansas	449,172,167	367,422,833	81,749,334
Kentucky	651,341,789	532,797,583	118,544,206
Louisiana	708,548,266	579,592,482	128,955,784
Maine	193,460,061	158,250,330	35,209,731
Maryland	879,800,714	719,676,984	160,123,730
Massachusetts	994,258,205	813,303,212	180,954,993
Michigan	1,592,138,132	1,302,368,992	289,769,140
Minnesota	816,489,174	667,888,144	148,601,030
Mississippi	479,300,666	392,067,945	87,232,721
Missouri	920,748,576	753,172,335	167,576,241
Montana	148,689,792	121,628,250	27,061,542
Nebraska	286,009,690	233,955,926	52,053,764
Nevada	396,582,797	324,404,728	72,178,069
New Hampshire	200,787,230	164,243,954	36,543,276
New Jersey	1,330,483,831	1,088,335,774	242,148,057
New Mexico	318,381,906	260,436,399	57,945,507
New York	3,017,796,810	2,468,557,791	549,239,019
North Carolina	1,420,454,235	1,161,931,564	258,522,671
North Dakota	104,699,679	85,644,337	19,055,342
Ohio	1,789,376,483	1,463,709,963	325,666,520
Oklahoma	578,020,433	472,820,714	105,199,719

Idaho Total Stabilization Allocation $245,576,528

FOUNDED ON TRUTH

III. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)

Legal Name of Applicant (Office of the Governor):	Applicant's Mailing Address:
C.L. "Butch" Otter	P.O. Box 83720 Boise, Idaho 83720
Employer Identification Number:	Organizational DUNS:
826000952	784381949
State Race to the Top Contact Name: (Single point of contact for communication)	Contact Position and Office:
Marybeth Flachbart	Deputy Superintendent Student Achievement & School Improvement
Contact Telephone:	Contact E-mail Address:
(208) 332-6954	mbflachbart@sde.idaho.gov

Required Applicant Signatures:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): C.L. "Butch" Otter
Telephone: (208) 334-2100

Signature of Governor or Authorized Representative of the Governor:
Date: 1-15-2010

Chief State School Officer (Printed Name): Tom Luna
Telephone: (208) 332-6815

Signature of the Chief State School Officer:
Date: 1/15/10

President of the State Board of Education (Printed Name): Paul C. Agidius
Telephone: (208) 301-4063

Signature of the President of the State Board of Education:
Date: 1-15-10

IDAHO STATE DEPARTMENT OF EDUCATION
ESEA FLEXIBILITY REQUEST

PRINCIPLES 1 AND 2 UPDATED JULY 15, 2014
PRINCIPLE 3 WAS UPDATED JUNE 26, 2013

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708
Expiration Date: March 31, 2012

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

PART 2: EDUCATION REFORM ASSURANCES

The Governor or his/her authorized representative assures the following:

(1) The State will take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6311(b)(8)(C)) in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools, and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. (*Achieving Equity in Teacher Distribution Assurance*)

(2) The State will 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(e)(2)(D)). (*Improving Collection and Use of Data Assurance*)

(3) The State will –

(3.1) Enhance the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311(b)(3)) through activities such as those

The State will 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(e)(2)(D)). *(Improving Collection and Use of Data Assurance)*

(3.3) Take steps to improve State academic content standards and student academic achievement standards consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act. (*Improving Standards Assurance*)

(4) The State will ensure compliance with the requirements of section 1116(b)(7)(C)(iv) and section 1116(b)(8)(B) of the ESEA with respect to schools identified under these sections. (*Supporting Struggling Schools Assurance*)

Governor or Authorized Representative of the Governor (Printed Name):	
Signature:	Date:

Statewide
Longitudinal
Data Systems

SLDS Grant Program
Nancy Smith, Director
Tate Gould, Program Officer
Emily Anthony, Program Officer

Next Steps for SLDS

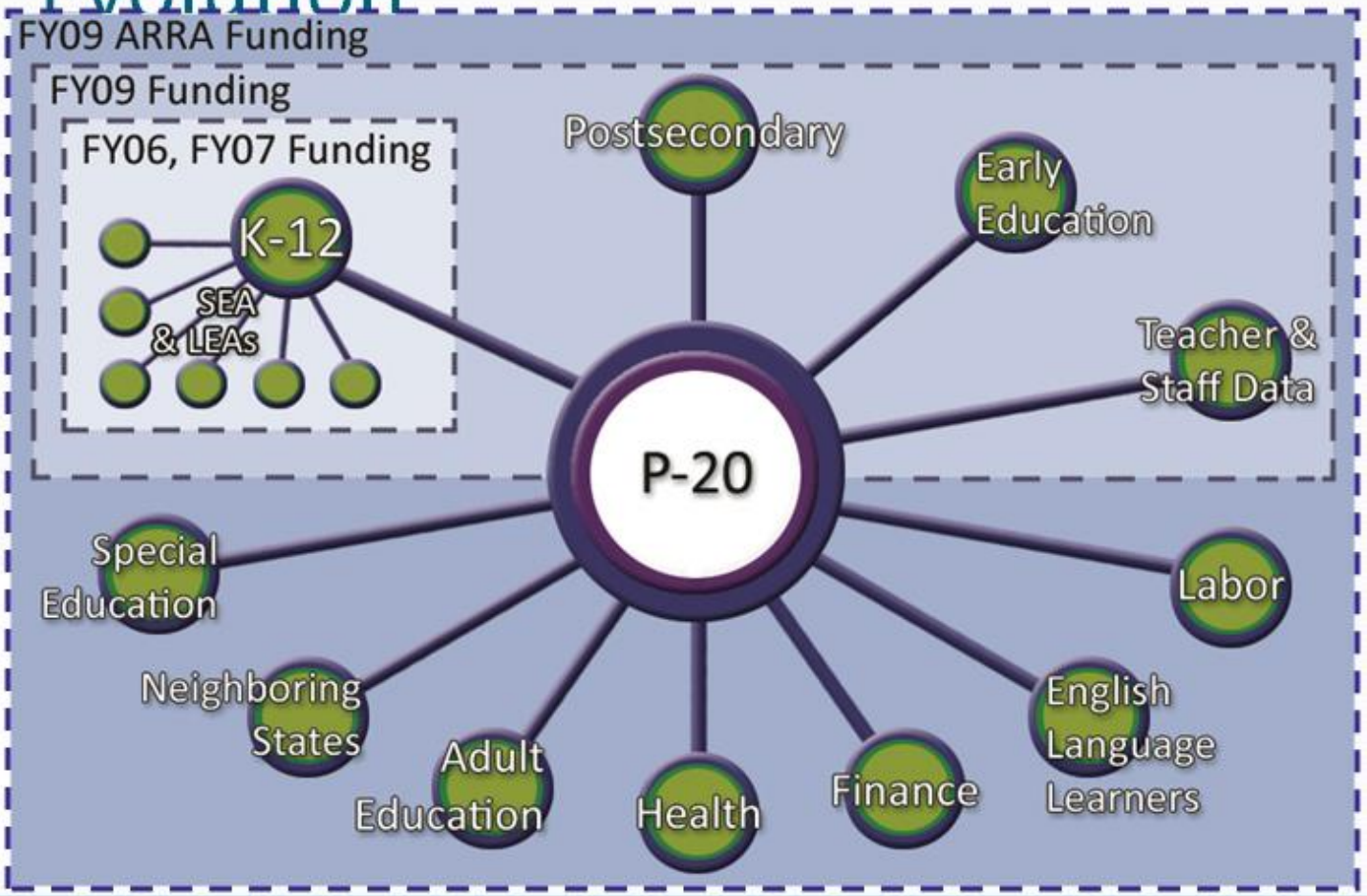
- Allow for reliable connections to **early childhood, postsecondary and labor data**
- **Connect teachers and students** to understand teacher impact
- Provide data access to **research community and public stakeholders**
- Figure out how to build data structures for seamless transfers of student records **across state lines**
- **Data use** at all levels of education

http://nces.ed.gov/Programs/SLDS

Elements of Longitudinal Data Systems (America Competes Act)

1. Student Enrollment Information
2. Information on Graduates, Transfers, Dropouts
3. State Assessment Scores
4. Information on Students Not Tested
5. College-Readiness Test Scores
6. A Teacher Identifier System
7. Student Transcript Information
8. Data on Student Transition and Success in College
9. Data on Preparation for Success in Postsecondary Education
10. An Audit System to Ensure Data Quality
11. Ability to Share Data from Preschool Through College
12. Unique Student Identifiers

SLDS Program Evolution



Grants

Statewide Longitudinal Data Systems (SLDS)

The SLDS program awards grants to states to assist them in the creation, expansion, and use of their statewide longitudinal data systems. These systems are intended to enhance the ability of states to efficiently and accurately manage, analyze, and use education data, including individual student records. The data systems developed with funds from these grants should help states, districts, schools, and teachers make data-driven decisions to improve student learning, as well as facilitate research to increase student achievement and close achievement gaps. The program also provides robust technical assistance to states to address a variety of issues and needs, and - also promotes voluntary data definitions and data standards to improve data quality.

Fiscal Year 2009 Grants

Arkansas Department of Education
Amount: $4,967,991
Award Number: R372A090004
Period of Performance: 5/2/09-4/30/12

Connecticut Department of Education
Amount: $2,937,416
Award Number: R372A090037
Period of Performance: 8/3/09-8/2/12

Florida Department of Education
Amount: $2,450,000
Award Number: R372A090051
Period of Performance: 7/1/09-6/30/14

Georgia Department of Education
Amount: $8,942,640
Award Number: R372A090052
Period of Performance: 5/2/09-4/30/14

Hawaii Department of Education
Amount: $3,477,053
Award Number: R372A090011
Period of Performance: 5/1/09-4/30/12

Idaho Department of Education
Amount: $5,916,520
Award Number: R372A090025
Period of Performance: 5/1/09-4/30/12

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

CFDA Title:

Statewide Data Systems

*** 15. Descriptive Title of Applicant's Project:**

Priority 3. Postsecondary and/or Workforce Data - Incorporate Workforce data to advance Idaho's P-20 SLDS to P-20W SLDS and enhance capabilities.

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Priority 3. Postsecondary and/or Workforce Data - Incorporate Workforce data to advance Idaho's P-20 SLDS to P-20W SLDS and enhance capabilities.

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

a) **Need for Project**

Overview

The Idaho State Board of Education, (SB
in Idaho and provides general oversight a
the State Educational Authority (SEA) fo
development of a P-20 to Workforce SLI
timely and relevant data by 2015 with the
The Idaho Constitution provides that gen
and the public school system rests with th
system collaborate to deliver statewide hi
primary, secondary and postsecondary ed
information and research services in the n
postsecondary SLDS is being developed i
responsible for defining instruction in the
for preventing wasteful duplication of edu

Current SLDS Status

The Idaho State Department of Education (SDE) developed Idaho's K-12 SLDS with $5.9M from a 2009 SLDS grant and an additional $2.5M of state money. The development included a unique student ID system (EDUID). T
students, teachers and staff that interfac
started data collection in the fall of 201
$21M to implement SchoolNet as the le
timely and critical data to optimize and
2011, the SBOE approved Phase I and I
postsecondary SLDS; this project is bei
Education ("OSBE").

In the fall of 2010, the Institutions of H
enrollment files through the EDUID en
K-12 SLDS and to generate new ID's fo
accounted for. As part of Phase I, the E
Enterprise Resource Planning (ERP) sy
requested data set to populate the posts
and validating this data and plans to hav
technical requirements under the American Recovery and Reinvestment Act (ARRA) and the America Competes Act in place prior to January 31, 2012. The Idaho IHEs are funding the development costs of the postsecondary SLDS. The Institution of Education Sciences (IES) grant would not replace the funding source being used to create and maintain the Idaho Pre-K to 20 Workforce System SLDS (P-20 SLDS). This grant would allow the additional objectives detailed in this proposal to be completed over the next three years.

[1] See Goal 3 Objective B in the State Board Strategic Plan in the Attachments.

Current SLDS Status

The Idaho State Department of Education (SDE) developed Idaho's K-12 SLDS with $5.9M from a 2009 SLDS grant and an additional $2.5M of state money. The development included a unique student ID system (EDUID). This system has the capability to assign ID's to all students, teachers and staff that interface with students in K-12 education. The K-12 SLDS started data collection in the fall of 2010. In April 2011, SDE received a private grant of $21M to implement SchoolNet as the learning management system to provide teachers with timely and critical data to optimize and customize education delivery to students. In early 2011, the SBOE approved Phase I and Phase II of a four phase plan as part of the postsecondary SLDS; this project is being executed by the Office of the State Board of Education ("OSBE").

In the fall of 2010, the Institutions of Higher Education (IHE) processed their current enrollment files through the EDUID engine to obtain unique ID's for students already in the K-12 SLDS and to generate new ID's for the remainder of their enrollment not already accounted for. As part of Phase I, the EDUID's were then transferred into the institutions' Enterprise Resource Planning (ERP) systems and subsequently extracted, along with a requested data set to populate the postsecondary SLDS. Idaho is now in the process of testing and validating this data and plans to have the postsecondary elements necessary to fulfill the technical requirements under the American Recovery and Reinvestment Act (ARRA) and the America Competes Act in place prior to January 31, 2012. The Idaho IHEs are funding the

Not only have great accomplishments been ma
is passionate about building on these accompli
Superintendent of Public Instruction, Tom Lun
**have access to the data they need to guide in
academic progress of all students.**"

A full expression of the Superintendent's visio

> When students and the adults who support
> information they need to make the right ch
> agencies and schools need to know how to
> they will be supported by the SDE to make
>
> All of our information systems will be inte
> Confidentiality, security, integrity, validity
> sharing process. Technology and the creati
> leverage open standards that allow a single
>
> Submitting reports will be replaced by usin
> accounting will be unobtrusive processes p
> transactional applications that make indivi
>
> Educators will educate, not stop educating

To reach that point, considerable enhancement
implemented. The State Legislature and privat
millions in state and private dollars to SBOE t

Longitudinal Data System Needs

The current K-12 and postsecondary longitudinal data efforts are significant and their completion will create the base for Idaho P-20 SLDS. This will help SBOE measure the progress of "A Well Educated Citizenry," the first goal of SBOE's Strategic plan. A key part of this goal, however, is to "allow students to efficiently and effectively transition into the workforce."[2] In order to analyze whether or not we are meeting this goal, we know that a link between workforce data and education data is critical. Objective #1 is required to be in place. The mutual goal of the Idaho Department of Labor (IDOL) and SBOE in creating the workforce longitudinal database is to organize labor data longitudinally as well as to link with the P-20 SLDS for the evaluation and continuous improvement of the educational and employment systems. This will allow Idaho to create a record of education and employment attainment over time. As part of these efforts, IDOL proposes the creation of a Longitudinal Workforce Database, and the **Idaho Institutional Research Board** whose members will be representatives of education and labor. Idaho is also participating in the CEDS review and will make every effort to utilize this valuable opportunity as we view this initiative as the solution to effective data exchanges.

In order to ensure data is being accurately linked across K-12 and postsecondary systems, the EDUID system needs to be enhanced. Objective #2 addresses this requirement. Currently, the EDUID system matches primarily on a limited set of Personally Identifiable Information

[2] See Goal 1 Objective D in the State Board strategic plan in the attachments.

Longitudinal Data System Needs

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(PII). The EDUID system needs enhar
in the K-12, postsecondary, and workf
match" rates can alter the enrollment r
students, and the successful transfer ra

Once the workforce database is built a
a website will need to be created for r
addresses this requirement. The value
longitudinal data to understand progre
programmatic changes and ensure the
budgeted to only build a reporting por
published. The development and impl
website would streamline managemen
external requests as well as ensure tim
internal and external data needs that c
improvement to this system will requi

Objectives

The objectives under this grant would
workforce data to K-12 and postsecon
of the data being submitted, and allow Idaho to deliver critical and timely data to decision makers in key areas.

We are proposing to use this grant to fund the following SLDS projects:

- Development of a workforce longitudinal database and incorporation of workforce data to create the P-20W SLDS, including the necessary governance
- Enhancements to the EDUID system
- Development of a Research Data Request process flow website

b) Project Deliverables Related to System Requirements and Implementation

Labor longitudinal database and P-20W SLDS (Objective 1)

To meet the proposal's goals, SBOE has agreed to exchange confidential information with IDOL. The SBOE will collect the data, including Social Security numbers, from Idaho's postsecondary institutions utilizing its secure website. If this grant application is funded, the data will be uploaded to IDOL's longitudinal database along with a labor unique ID (LABUID) for matching and reporting purposes. This should eliminate the need to store the SSN in the P-20W SLDS. Any time student unit record labor data is needed, the LABUID could be sent to make the match. In the short term, this agreement will streamline the way the IDOL currently gathers this information. Use of the Idaho Longitudinal Workforce Database proposed in this grant will be overseen by an **Idaho Institutional Review Board,** established

We are proposing to use this grant to fund the following SLDS projects:

- Development of a workforce longitudinal database and incorporation of workforce data to create the P-20W SLDS, including the necessary governance
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Enhancements to the EDUID S

The existing EDUID System wa
Name, Last Name, Gender, and
provides the ability to match usi
require SSN on all students, this

While this system is robust and
other nuances, it creates new ID
name changes of students after l
mitigated by adding another nar
the user is provided an opportun
are assigned, but there is no prev
the opportunity to preview the r
creation of new records due to i
and possibly identify mismatches before they are committed. It is a time consuming manual process to "join" records that are duplicates, and exponentially more difficult and time consuming to "split" records when it is determined that there really are two different students with the same names. In this case, each detail record stored in the SLDS has to be reviewed and a determination made to which student they belong.

Further analysis is needed to determine what other changes are warranted due to the expansion of postsecondary and workforce data. Additional audit reports will also be developed to identify issues and aid in the correction of errors.

Deliverables (Objective 2)

- Requirements Gathering:
  - Determine reasons duplicates are being created
  - Determine changes that will address root causes
  - Review additional algorithms such as those used by the Oyster Identity management system
  - Explore other methods for correctly matching students (such as "high school graduated from")
- Design & Architecture
  - Create EDUID modification project plan
  - Data Management Council design review and approval
- Development & Coding
  - EDUID modifications
  - Audit report creation
  - District and Institution changes to upload files
- Gather additional data elements
  - Update documentation

Idaho State Board of Education

Enhancements to the EDUID System (Objective 2)

The existing EDUID System was custom built by Idaho and utilizes First Name, Middle Name, Last Name, Gender, and Date of Birth to determine a match. The EDUID system also provides the ability to match using hashed SSN, but because K-12 and postsecondary do not require SSN on all students, this feature is not utilized.

Research Data Request
While basic data needs
Reporting Portal site, th
for research purposes. It
a professional and timel
the design has incorpors
that minimize the poten
about the source data. T
specific criteria in the e
request will require an M
ensures compliance witl
includes a review befor
and state requirements a

The purpose of this rese
for the creation, trackin
access on this website, i
each step is completed,
provides a visual of wh

Here is a prototype of w
at the 2011 SLDS Best

Research Data Request Website (Objective 3)

While basic data needs may be satisfied by Idaho's planned and internally funded Data Reporting Portal site, there is a need to provide data including student level de-identified data for research purposes. It is important to manage these requests and ensure they are fulfilled in a professional and timely manner. The Idaho P-20 SLDS is being built with this in mind and the design has incorporated features to allow the creation of research ID's for each data set that minimize the potential exposure of PII, but still provide traceability if questions arise about the source data. This does not preclude re-identification of PII due to small samples of specific criteria in the extracted data set combined with other data sources, so each research request will require an MOU that includes the care and destruction of the data provided and ensures compliance with state and federal privacy regulations including FERPA. This includes a review before disclosure of any results to ensure that there is no exposure of PII and state requirements are met for minimum cell size display.

303(a) (1) and 303(a) (8) of the Social S
enacted federal rule, 20 C.F.R. 603, sets
confidentiality, restricting disclosure of

IDOL has extended that protection to in
"employment security information" ver
states "employment security informatio
received, recorded, prepared, furnished
Commission in the administration of Id
340C (7) and 72-1342 restrict the disclo
section 72-1372(g) provides civil penalt
makes each unauthorized disclosure a m

Any department employee or any third-
of employment security information wil
apply.

State Workforce System Partnerships

IDOL's Workforce Division will serve as the IDOL lead for the Workforce Longitudinal Database and will partner with representatives of its Communications and Research Division, SBOE, SDE, the Idaho Division of Professional Technical Education, the Division of Vocational Rehabilitation, the Idaho Bureau of Occupational Licensing, the Idaho Department of Transportation and other educational entities to define the reporting outcomes and metrics for measuring the educational outcomes of the state's workforce programs. Once the reporting outcomes and metrics are clearly defined, Workforce Division will continue to partner with IDOL's Research and Communication, Unemployment Insurance and Information Technology divisions to define the scope of the design/plan-and-build phase of a reporting tool and web analytics with responsibility for reports based solely on the workforce longitudinal database.

State Education Agency Partnerships

IDOL's partner - and educational lead - will be SBOE for developing a plan to work with the education community to design, build and house a multi-dimensional, longitudinal workforce database that includes individual data and can link with the P-20 educational database.

SBOE, representing Idaho's education system, has agreed to exchange confidential information with IDOL. SBOE will collect the data - including Social Security numbers - from Idaho's postsecondary institutions so it can be uploaded to IDOL's longitudinal database on a quarterly basis, streamlining the way they gather this information.

Partnerships with Research Entities

State Education Agency Partnerships

IDOL's partner - and educational lead - will be SBOE for developing a plan to work with the education community to design, build and house a multi-dimensional, longitudinal workforce database that includes individual data and can link with the P-20 educational database.

SBOE, representing Idaho's education system, has agreed to exchange confidential information with IDOL. SBOE will collect the data - including Social Security numbers - from Idaho's postsecondary institutions so it can be uploaded to IDOL's longitudinal database on a quarterly basis, streamlining the way they gather this information.

Partnerships with Additional State Agencies

The state currently enjoys the convenience of having its unemployment insurance, employment service, workforce development, research and analysis functions all housed within the IDOL, which serves as the state's official workforce agency. In addition to SBOE, IDOL is currently engaged in research projects for or has indicated an interest in working with:

The Idaho Department of Transportation, which is pursuing a data sharing agreement with IDOL allowing them to augment its wage records with driver's license data. The development of a data sharing agreement and associated memoranda of understanding is under way. Governance protocols between the agencies including the institutional review board are also being developed to ensure the data and research procedures comply with the Family Educational Rights and Privacy Act, the Confidential Information Protection, and Statistical Efficiency Act, unemployment insurance federal and state regulations, other relevant identity and privacy protection regulations, and guidelines against the misuse of these data.

A problem resolution process will be defined and implemented for the project. The user group will be responsible for using the process to solve problems that arise. The Program Manager will assist in resolution if a gridlock arises.

STATE ANALYSIS BY ESSENTIAL ELEMENT

The 10 Essential Elements of Statewide Longitudinal Data Systems, along with the 10 State Actions, provide a roadmap for state policymakers to create a culture in which quality data are not only collected but also used to increase student achievement. From 2005 to 2011 DQC measured states' progress toward implementing the 10 Essential Elements of Statewide Longitudinal Data Systems.

In September 2009 **every state committed** to implement the 12 America COMPETES Elements—which include DQC's 10 Essential Elements—and to publicly report this information. As a result, states are now reporting the status of their ability to collect this information to the US Department of Education,* and DQC will use those reports as its primary source of information about states' progress building state longitudinal data systems.

*NOTE: States are reporting on their ability to collect student-level information and do not report any student-level data to the federal government.

*NOTE: The number of states reported includes the 50 states, the District of Columbia, and Puerto Rico.

10 Essential Elements

ELEMENT 1 ..... Statewide student identifier

ELEMENT 2 ..... Student-level enrollment data

ELEMENT 3 ..... Student-level test data

ELEMENT 4 ..... Information on untested students

ELEMENT 5 ..... Statewide teacher identifier with a teacher-student match

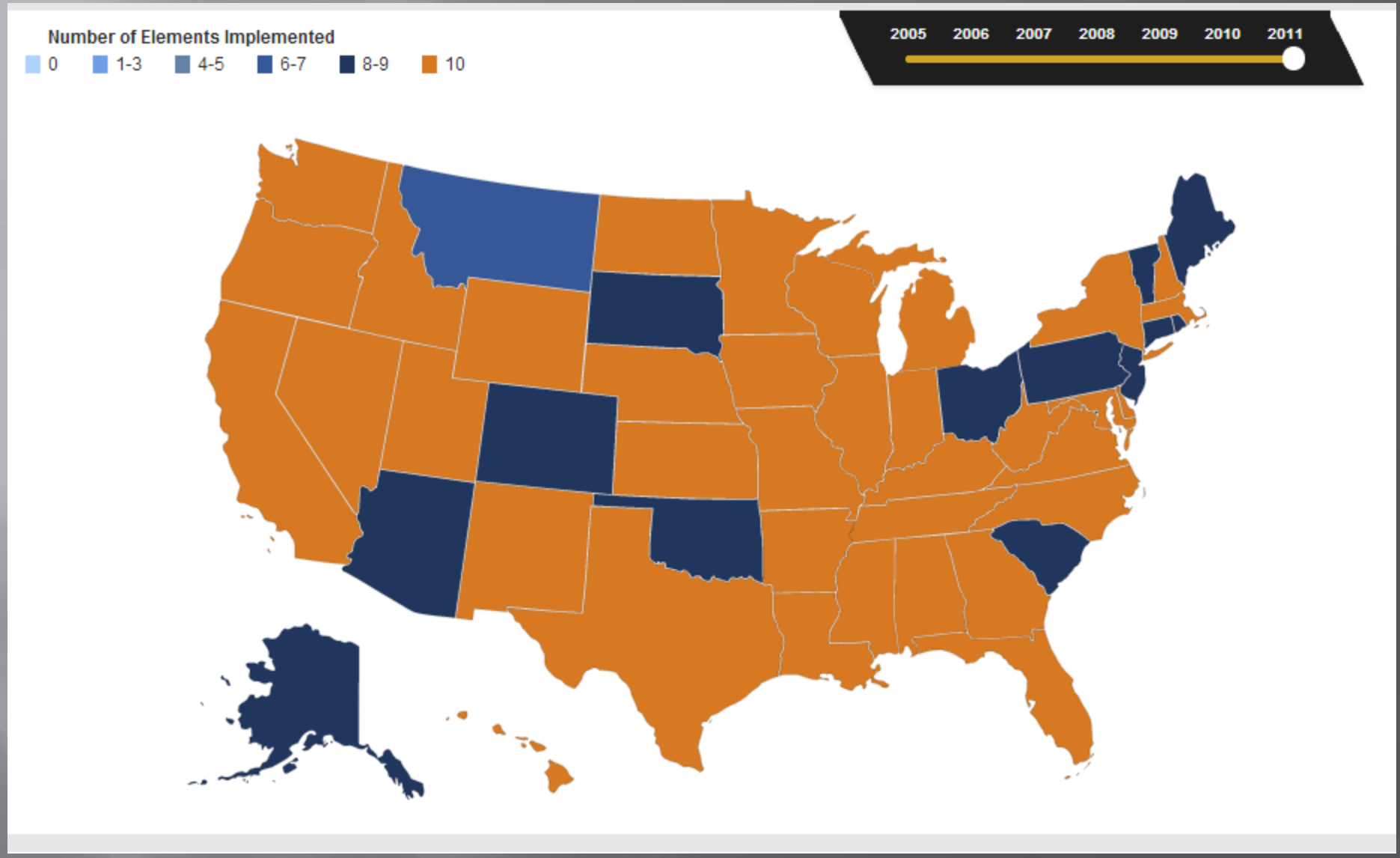
ELEMENT 6 ..... Student-level course completion (transcript) data

ELEMENT 7 ..... Student-level SAT, ACT, and Advanced Placement exam data

ELEMENT 8 ..... Student-level graduation and dropout data

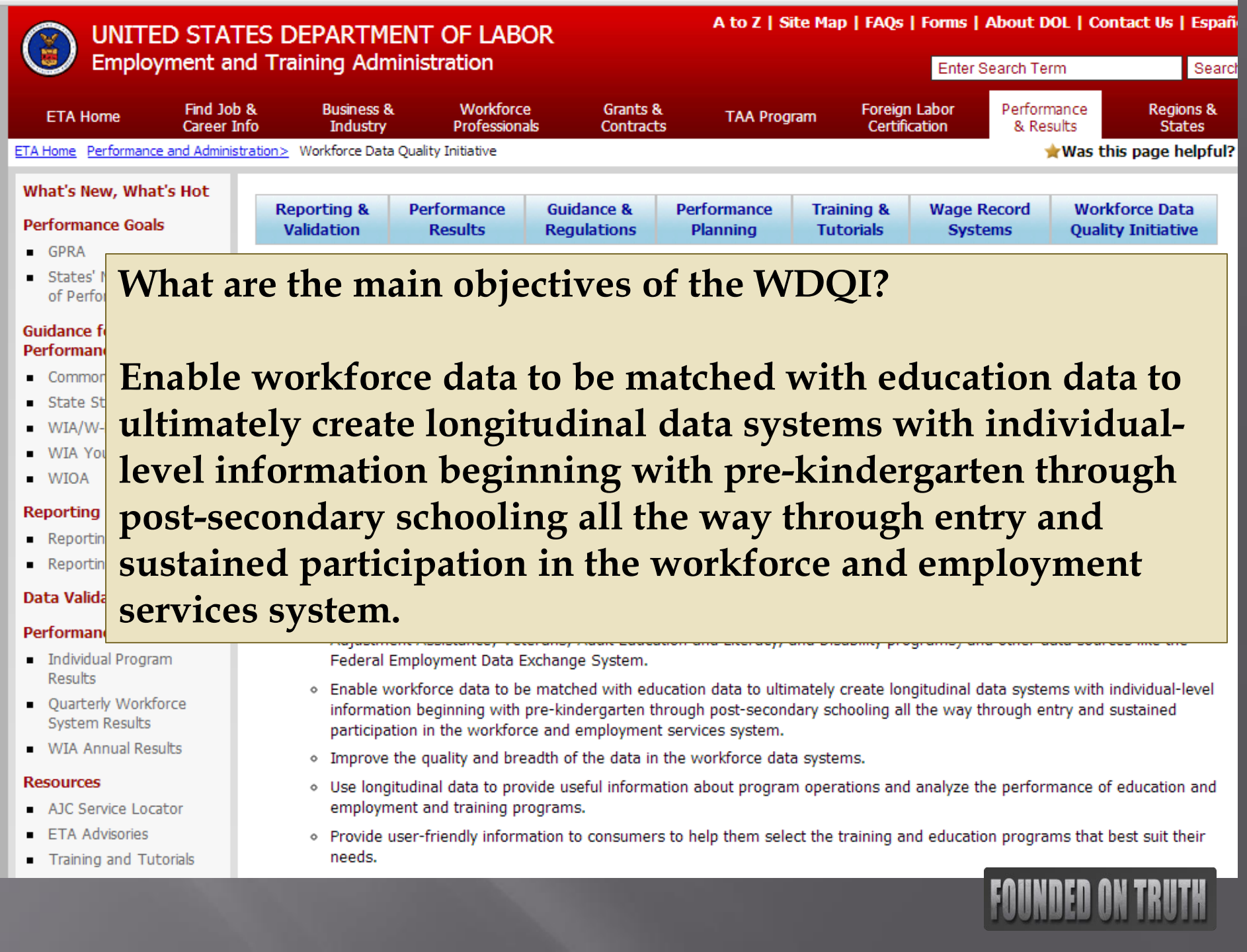
ELEMENT 9 ..... Ability to match student-level P–12 and higher education data

ELEMENT 10 ..... State data audit system

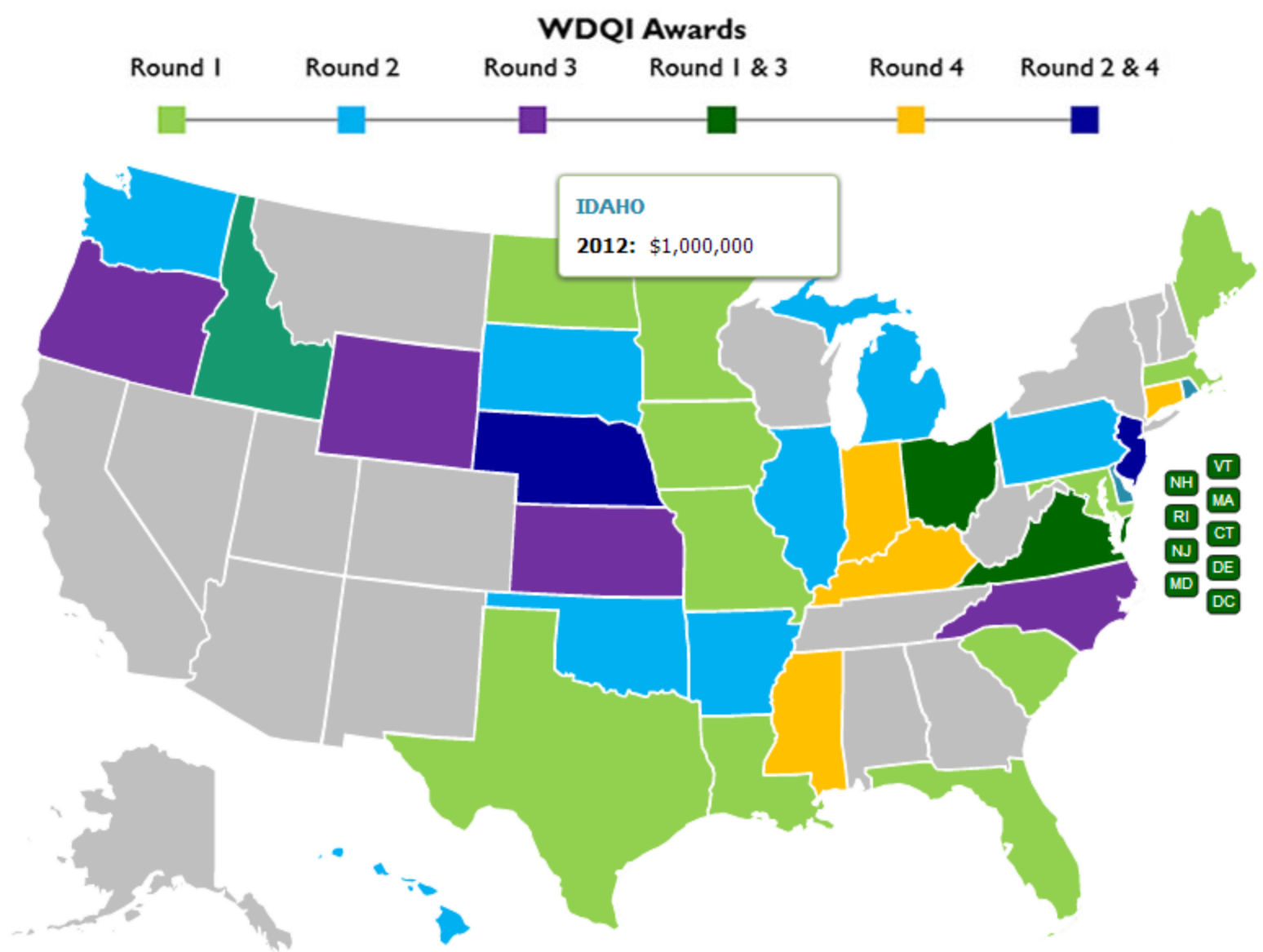


FOUNDED ON TRUTH

WDQI supports the development of, or enhancements to, longitudinal databases that will integrate workforce data and create linkages to education data. States will incorporate workforce information into longitudinal data systems…The long term WDQI and SLDS goal for States is to use their longitudinal data systems to follow individuals through school and into and through their work life.



CURRENT GRANTEES



IDEDNEWS.org

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LONGITUDINAL DATA SYSTEM GOES FROM CRADLE TO CADAVER

LEVI CAVENER / JANUARY 18, 2015

Recently, Roger Quarles, executive director of the J.A. and Kathryn Albertson Foundation and former chief deputy on Tom Luna's staff, announced that the Albertson Foundation would change course in its philanthropic giving by taking the bulk of its dollars elsewhere in community based projects.

The reason for the shift away from education seems to be due to an underlying frustration that teachers and schools just don't seem to be adopting Albertson-fueled "innovation" wholesale across the state.

Quarles said in a recent Boise State Public Radio interview about the lack of schools adopting Albertson initiatives, "you have to look at that and go 'fundamentally there's some problems within that system.'"

Let me be clear: Albertson has done some terrific work in supplying schools and students with funds to pilot classroom technology, curriculum, and emerging instructional methods.

But let me also point out: Albertson has been equally complicit in building those exact same "fundamental problems" in

For example, take Idaho's longitudinal cradle to cadaver data tracking system: Idaho System of Educational Excellence (ISEE) and its companion, Schoolnet.

That system was developed to track student and teacher data in a uniform program across the state instead of the hodgepodge of systems each district was individually using. Except that millions of dollars and years later, ISEE/Schoolnet, like Victor Frankenstein's monster, is still lying on the table waiting to be shocked into life.

The program has been such a colossal failure that the state actually paid out money to districts in 2014 to pay for whatever system they preferred since ISEE was such a total bust.

Schoolnet was so dysfunctional that Rep. Wendy Horman, (presumably exasperated at the incompetence) inquired at a 2013 committee meeting on the topic, "Is [Schoolnet] working anywhere, for any purpose, to improve education?"

The answer is, well, no. Not really. The data doesn't appear in any sort of timely fashion that would allow teachers to evaluate the scores and impact their instruction.

In addition, as reported in both the Idaho Statesman and Idaho Ed News, when the data does finally make it into teachers' hands, it often isn't accurate. That's an oops of million dollar proportions.

PART 2: EDUCATION REFORM ASSURANCES

The Governor or his/her authorized representative assures the following:

(1) The State will take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6311(b)(8)(C)) in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools, and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. (*Achieving Equity in Teacher Distribution Assurance*)

(2) The State will 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(e)(2)(D)). (*Improving Collection and Use of Data Assurance*)

(3) The State will –

(3.1) Enhance the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311(b)(3)) through activities such as those described in section 6112(a) of the ESEA (20 U.S.C. 7301a(a)); (*Improving Assessments Assurance*)

(3.2) Comply with the requirements of paragraphs (3)(C)(ix) and (6) of section 1111(b) of the ESEA (20 U.S.C. 6311(b)) and section 612(a)(16) of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1412(a)(16)) related to the inclusion

Take steps to improve State academic content standards and student academic achievement standards consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act. *(Improving Standards Assurance)*

Struggling Schools Assurance)

Governor or Authorized Representative of the Governor (Printed Name):	
Signature:	Date:

AMERICAN RECOVERY AND REINVESTMENT ACT

STRATEGIC PLANNING

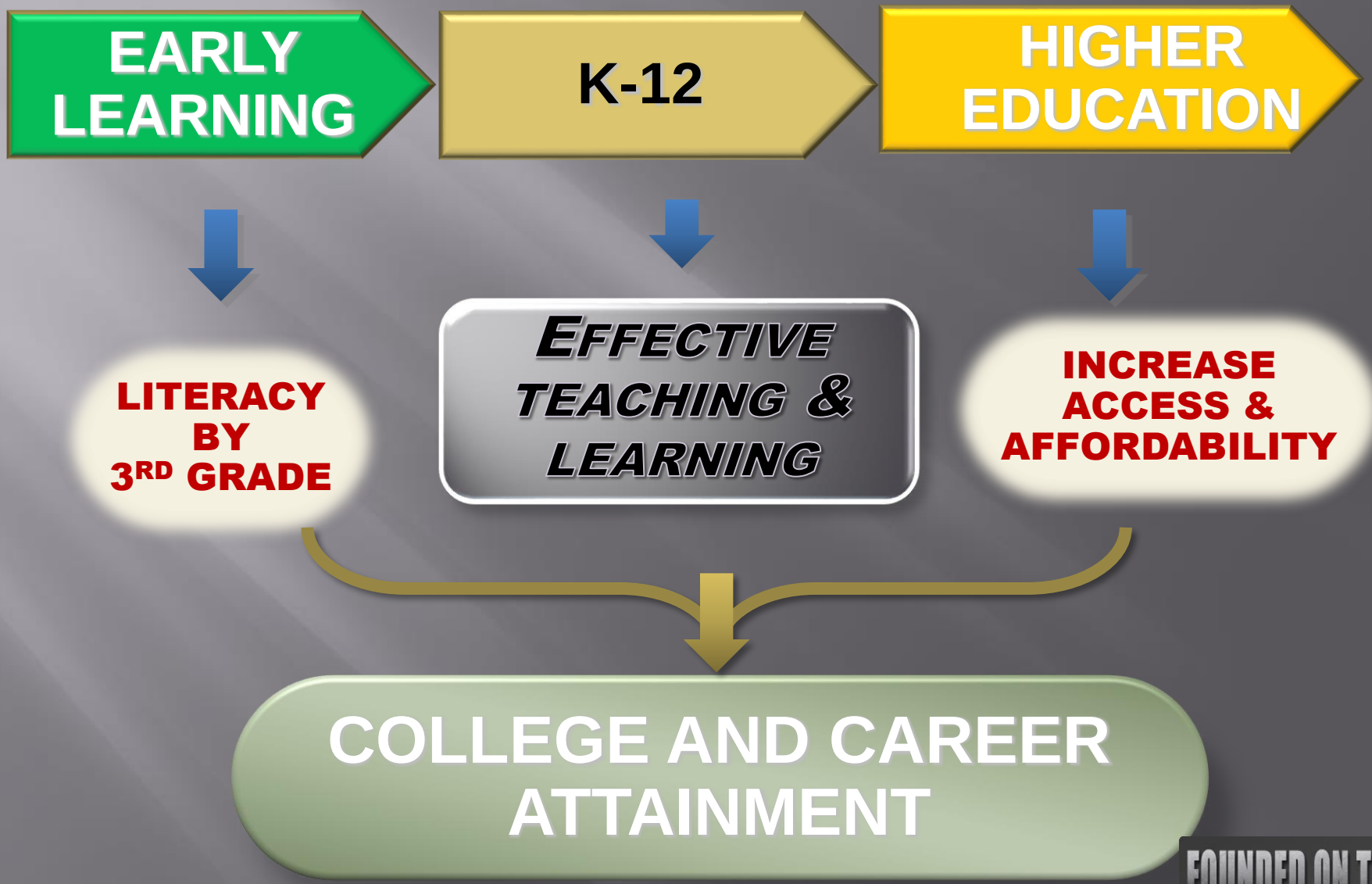
OFFICE OF THE DEPUTY SECRETARY

U.S. DEPARTMENT OF EDUCATION

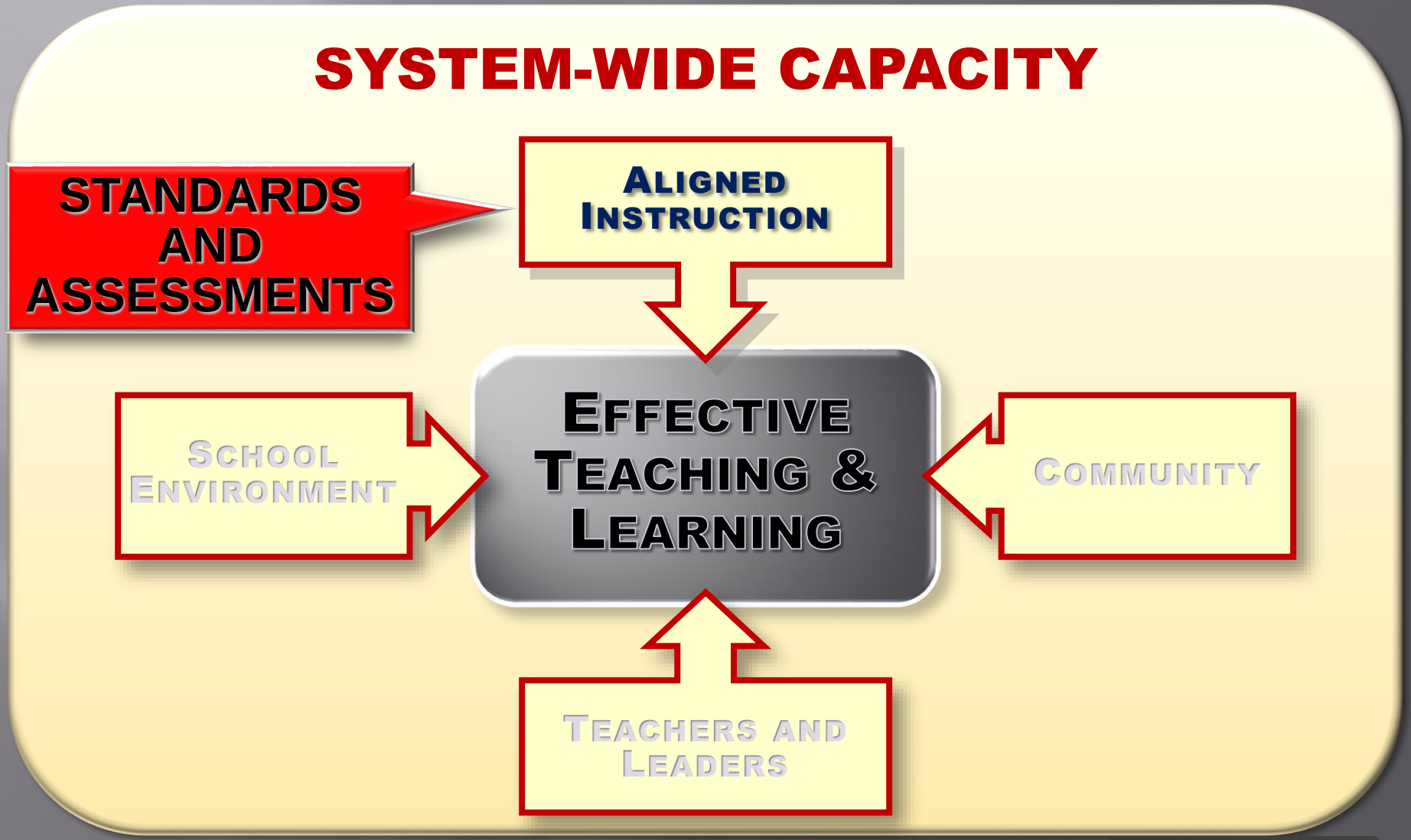
NOVEMBER 10, 2009

FOUNDED ON TRUTH

CRADLE-TO-CAREER EDUCATION PLAN



ARRA REFORM PRIORITY: STANDARDS & ASSESSMENTS



Common-core standards under fire

Posted on 1/17/10 • Categorized as Uncategorized

By **John Fensterwald - Educated Guess**

When the man overseeing the **common-core standards initiative** in math admits that the deadlines for completing the work are "insane," you know we may be headed for trouble.

And if a panel discussion at a national mathematicians conference in San Francisco over the weekend is an indication, **William McCallum** and a group of 45 mainly mathematicians drawing up K-12 national math standards are in for withering criticism. (Update: There are actually 51 members of the panel drawing up math standards. Go **here** for a list of who they are.)The panelists, who included two elementary school teachers and an author of two college textbooks on elementary math, were blunt. They complained that the draft standards were obtusely written, that they expected too much of students in early grades, that they would encourage the same kind of bureaucratic enforcement of state standards that has already damaged math education.

Most of all, they pleaded with McCallum not to rush the standards into adoption.

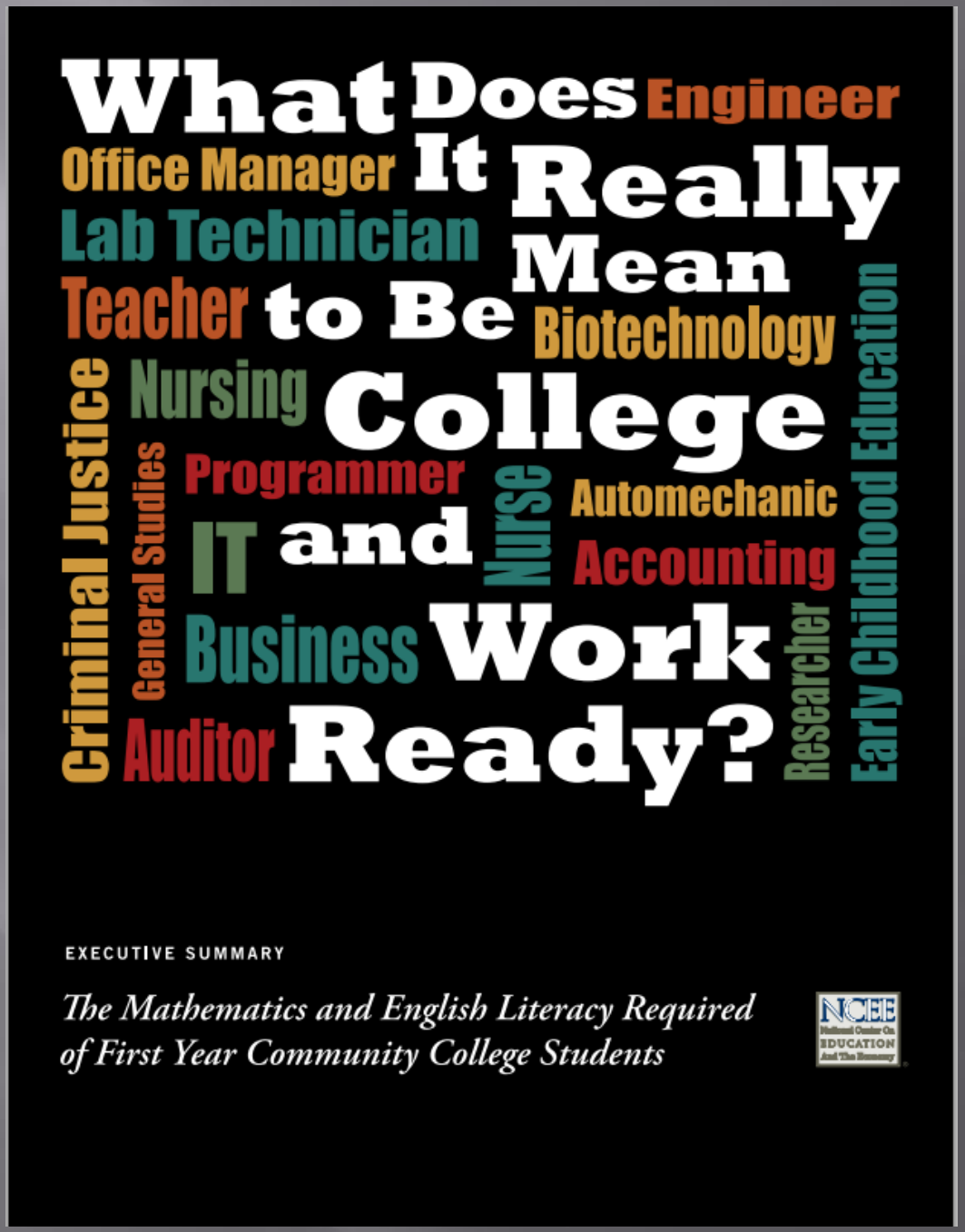
The draft individual grade standards will be publicly released in early February. After a month of public comment, the final standards will be issued in late March. In order to compete for federal Race to the Top money, states, including California, have agreed to adopt them by late summer – sight unseen. A separate group is drawing up English language arts standards.

McCallum, a math professor at the University of Arizona, took the criticism in stride. He reminded the forum panelists that they were looking at draft language that had not yet been made public, and he warned against taking individual standards out of context. While acknowledging the concerns about front-loading demands in early grades, he said that the overall standards would not be too high, certainly not in comparison other nations, including East Asia, where math education excels.

He offered a mea culpa on the deadlines. A normal timetable for standards adoption would go through multiple iterations, with pilot testing. The compressed schedule was set by "his bosses," the National Governors Association Center for Best Practices and the Council of Chief State School Officers, which are leading the standards initiative. And they, in turn, have been pressed by Secretary of Education Arne Duncan, who has used the possibility of getting Race to the Top money as leverage to force states to commit now to adopting uniform standards. Forty-eight states have agreed to do so.

"AP Calculus sits outside of the Common Core. Calculus is not part of the Common Core sequence. In fact, the Common Core asks that educators slow down the progressions for math so that students learn college-ready math very, very well. That can involve a sequence that does not culminate in AP calculus. There may still be an AP track toward AP calculus for students interested in majoring in engineering or other STEM disciplines, but by and large, the Common Core math sequence is best suited to prepare students for AP Statistics or AP Computer Science, which have dependencies on the math requirements of Common core."

Trevor Packer, Senior Vice President, College Board
AASA National Conference on Education, February 21-23, 2013



Being ready to be successful in the first year of a typical community college program is tantamount to being ready for both college and work

DEAR COLLEAGUE

The nation is, at long last, engaged in a serious discussion of what it might take to make sure that our students leave high school college and career ready. But what exactly, does that mean? Almost three years ago, we decided to find out, by looking at the levels of mathematics and English language literacy high school graduates need to succeed in their first year in our community colleges.

Why focus on community colleges? About 45 percent of US college students are in these institutions. They provide most of the vocational education done in this country, and are therefore the main gateway to work requiring solid training, but not a four-year degree. Half of the students in these institutions are in programs designed to enable them to transfer to four-year colleges. So community colleges are also a main pathway to four-year colleges. Since a large fraction of community college students enrolled in the general studies track go on to four-year colleges, it is clear that for a substantial majority of high school graduates, being ready to be successful in the first year of a typical community college program is tantamount to being ready for both college and work.

There was, of course, no shortage of opinions about what it might take to succeed in the first year of community college, but much of it was based on asking panels of college faculty for the answer. This method of determining education standards, however, is notoriously faulty, because educators, job foremen and others presumably in a position to know typically answer based on what they would like students and workers to know and be able to do, not what the program of study or the work actually requires. We quickly discovered that no one had done in-depth research on what was needed to be successful in our community colleges.

So we set in motion two empirical studies, one focused on English and the other on mathematics requirements. The results run counter to some widely held opinions that turn out to be just plain wrong in the light of our findings.

But these findings will not surprise everyone. As the facts presented in these reports came to light in the course of our research, we shared them with people very close to the institutions we were researching. Few of them were surprised. Most told us that the emerging picture corresponded closely to what they saw every day in the field. They had long ago concluded that the debate about standards was unhinged from the realities in our community colleges.

We offer these research reports in the hope that our findings will enable our schools to make the changes in school curriculum and instruction needed to enable our students to be much more successful in

Spending more time, not less, on the mastery of middle school mathematics and requiring students to master Algebra I no later than the end of their sophomore year in high school

The most demanding mathematics courses required of community college students is typically the content usually associated with Algebra I. It cannot be the case that one must know Algebra II in order to study Algebra I

We conclude the following:

1. Many community college career programs demand little or no use of mathematics. To the extent that they do use mathematics, the mathematics needed by first year students in these courses is almost exclusively middle school mathematics. But the failure rates in our community colleges suggest that many of them do not know that math very well. A very high priority should be given to the improvement of the teaching of proportional relationships including percent, graphical representations, functions, and expressions and equations in our schools, including their application to concrete practical problems.

2. Whatever students did to pass mathematics courses in middle school, it does not appear to require learning the concepts in any durable way. While they may have been taught the appropriate procedures for solving certain standard problems, the high rates of non-completion by the significant percentages of students who arrive at college with the most modest command of mathematics suggests that there are significant weaknesses in teaching the concepts on which these procedures are based. This is a very serious problem that needs to be addressed in the first instance by the way mathematics is taught to prospective teachers of elementary and middle school mathematics in the arts and sciences departments of our universities and the way mathematics education is taught in our schools of education.

3. It makes no sense to rush through the middle school mathematics curriculum in order to get to advanced algebra as rapidly as possible. Given the strong evidence that mastery of middle school mathematics plays a very important role in college and career success,[5] strong consideration should be given to spending more time, not less, on the mastery of middle school mathematics, and requiring students to master Algebra I no later than the end of their sophomore year in high school, rather than by the end of middle school. This recommendation should be read in combination with the preceding one. Spending more time on middle school mathematics is in fact a recommendation to spend more time making sure that students understand the concepts on which all subsequent mathematics is based. It does little good to push for teaching more advanced topics at lower grade levels if the students' grasp of the underlying concepts is so weak that they cannot do the mathematics. Once students understand the basic concepts thoroughly, they should be able to learn whatever mathematics they need for the path they subsequently want to pursue more quickly and easily than they can now.

4. Mastery of Algebra II is widely thought to be a prerequisite for success in college and careers. Our research shows that that is not so. The most demanding mathematics courses typically required of community college students are those required by the mathematics department, not the career major, but the content of the first year mathematics courses offered by the community colleges' mathematics department is typically the content usually associated with Algebra I, some Algebra II and a few topics in geometry. It cannot be the case that one must know Algebra II in order to study Algebra I or Algebra II. Based on our data, one cannot make the case that high school graduates must be proficient in Algebra II to be ready for college and careers.

The high school mathematics curriculum is now centered on the teaching of a sequence of courses leading to calculus that includes Geometry, Algebra II, Pre-Calculus and Calculus. However, fewer than five percent of American workers and an even smaller percentage of community college students will ever need to master the courses in this sequence in their college or in the

[5] See Stigler, Givven and Thompson and the findings of the mathematics gaining the greatest attention in the community college majors that comprise the heart of this study.

strengths and weaknesses of different points of view, to anticipate counterarguments, and to express their findings clearly and persuasively. The target for student competence in this aspect of literacy in both our high schools and colleges needs to be raised if our students are to have a future with promise that they all deserve. The call of the Common Core State Standards for strengthened instruction in this area is a sound first step in this direction.

A Final Note

The response that many of our readers would no doubt expect from the Panels that helped produce this study is to demand that community colleges raise their expectations for students in mathematics, reading and writing at least to the point that students be expected to read the texts they are given, do the mathematics presented in those texts and write material appropriate to the careers they have chosen at a level that goes beyond the simplest recall of facts to embrace the kinds of analysis expected of them on the job. And further, that the high schools be expected to prepare these students to meet such standards and to provide the foundation skills required for their graduates to exercise the skills for which currently no foundation is provided in high school.

Yes, but a note of caution is in order. We need to bear in mind that a very large fraction of high school graduates does not meet the very low expectations that community colleges currently have of them. The nation may have to learn to walk before it runs, which means that it is important, first, to enable our high school students to meet the current very low standards before we ratchet those standards up. Nothing in this stance, however, should prevent high schools from providing the skills needed to do the kind of mathematics, reading and writing now demanded by our community colleges for which no foundation is currently provided. Nor should it prevent community colleges from assigning more writing in those cases in which it now assigns none, or from asking students to read material which is vital to their mastery of the initial skills their future employers will require.

The issues revealed by this study are clearly not limited to the low standards for mathematics and English literacy in our high schools. There is a striking mismatch between the kind of literacy skills demanded for success in college and careers and the curriculum in our schools. Some of this mismatch is addressed by the new Common Core State Standards. As such, the standards represent a promising first step in righting this ship, but their faithful implementation will likely be a heavy lift for our schools, and even if successfully executed, offer no guarantee of fully addressing the many shortcomings identified by this study. Parallel initiatives on the community college front are also in order as is a commitment to build on this initial research to deepen our understanding of the issues at hand and to track the results of the most promising efforts that may be mounted to address the shortcomings identified here.

This report will be jarring for many. Our findings paint a very different picture of the actual standards for success in our community colleges than many have been carrying around in their heads. While we are confident that our research techniques have enabled us to produce a much more accurate picture of those standards than the nation has ever had before, we do not regard this report as the last word on the subject. We would welcome studies that include a much larger random sample of colleges, take a closer look at colleges with outstanding reputations and gather a larger sample of the materials used in courses as well as student work. We think it would be worthwhile to do case studies of community colleges, looking in more detail at classroom practices and interviewing instructors to better understand why they are not making full use of the texts they assign and gauge their own sense of their students' needs and limitations. It is not unusual for researchers, in their reports, to call for more research, but we do believe that, in this case, more research could pay large dividends.

It is important, first, to enable our high school student to meet the current very low standards before we ratchet those standards up

FOUNDED ON TRUTH

Of all pre-college curricula, the highest level of mathematics one studies in secondary school has the strongest continuing influence on bachelor's degree completion. Finishing a course beyond the level of Algebra 2 (for example, trigonometry or pre-calculus) more than doubles the odds that a student who enters postsecondary education will complete a bachelor's degree.

United States Department of Education
Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment – June 1999

*"As the highest **level of secondary math rose, the likelihood of degree attainment followed**, culminating with more than 80% of students who took calculus receiving a degree."*

*"…**students who took calculus were 28 times more likely to be a "high achiever" in post-secondary work**, and that the level of math taken, **regardless of other factors such as race, socio-economic status, or type of high school**, was the largest indicator of college achievement level."*

"Further, students' exposure to challenging math courses enhances self-regulatory skills that benefit achievement in all courses attempted in post-secondary education."

"*College Math Performance and Last High School Math Course*",
Cara Mia Pugh, Ph.D., and Sam Lowther, Auburn University , 2004

A Guide to Creating Text Dependent Questions for Close Analytic Reading

Text Dependent Questions: What Are They?

The Common Core State Standards for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. Indeed, eighty to ninety percent of the Reading Standards in each grade *require* text dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text dependent questions.

As the name suggests, a text dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.

For example, in a close analytic reading of Lincoln's "Gettysburg Address," the following would not be text dependent questions:

- *Why did the North fight the civil war?*
- *Have you ever been to a funeral or gravesite?*
- *Lincoln says that the nation is dedicated to the proposition that "all men are created equal." Why is equality an important value to promote?*

more cursory reading. Typical text dependent questions ask students to perform one or more of the following tasks:

- Analyze paragraphs on a sentence by sentence basis and sentences on a word by word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

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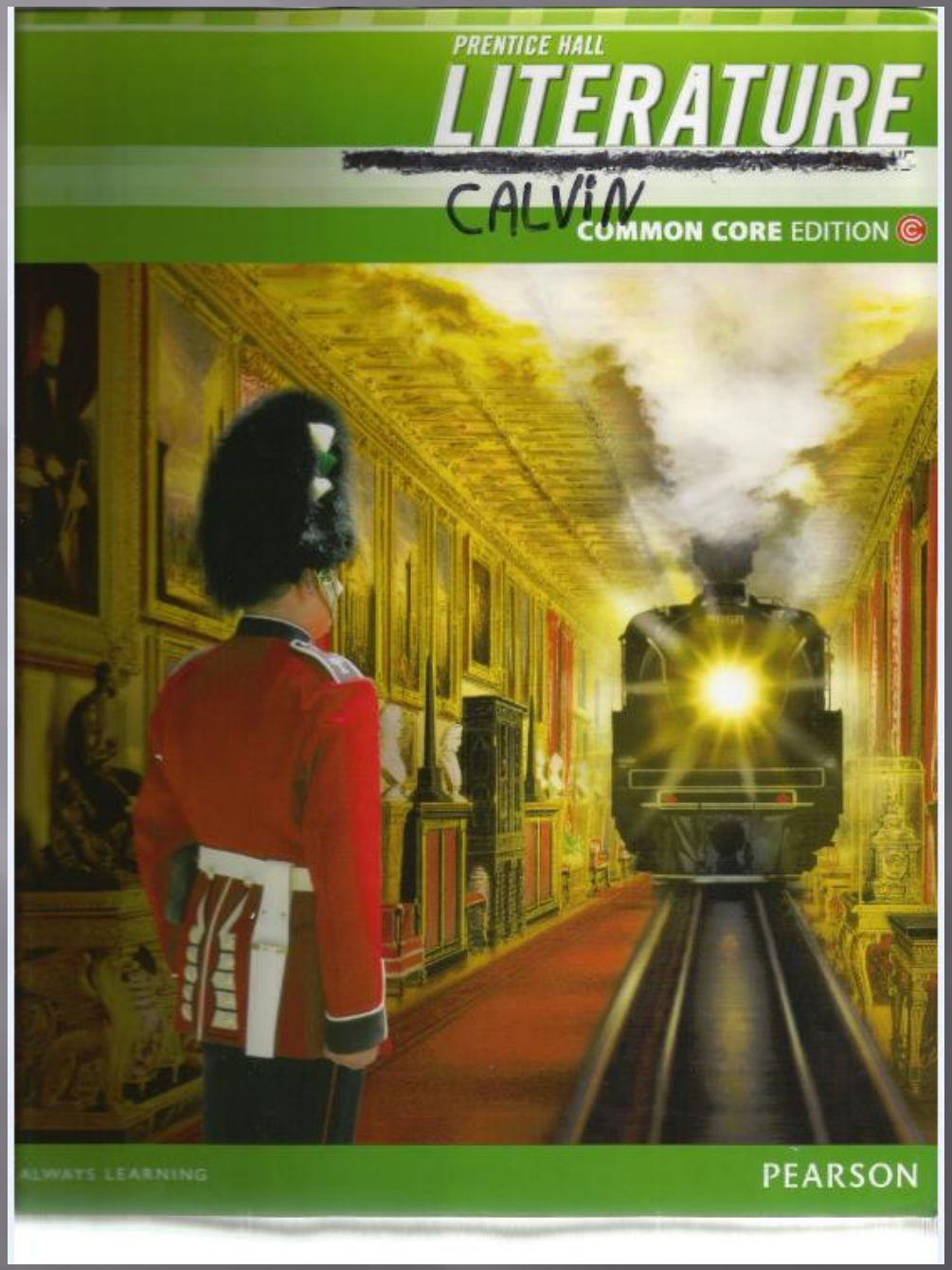
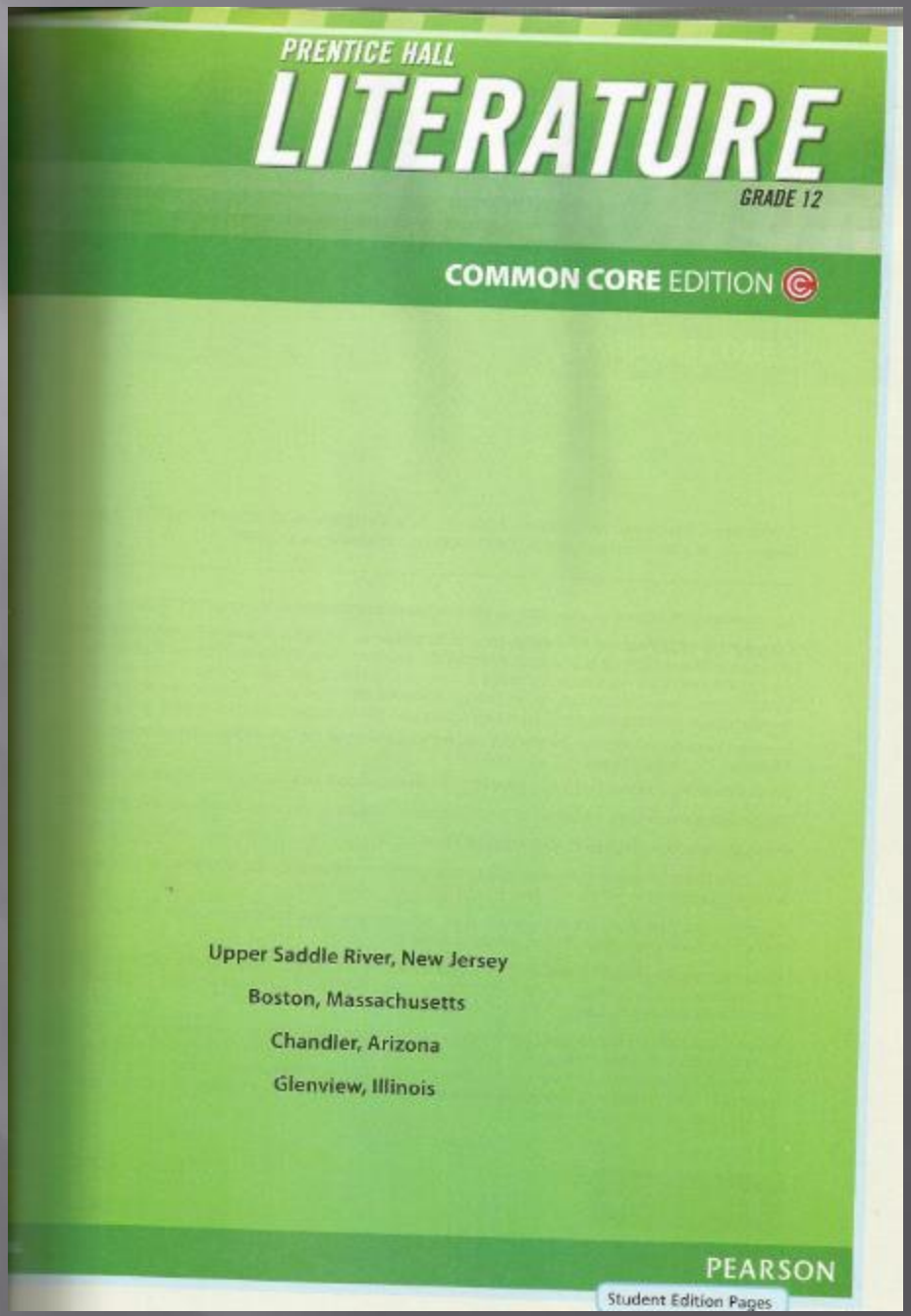
And developed by Student Achievement Partners





MARCH 11, 2014 4:01 PM (NATIONAL REVIEW ONLINE)

SAT, Common Core Form Seamless Tissue of Mediocrity

The new SAT was made to test what the Common Core teaches.

By Alec Torres

The major revamp of the SAT that was announced this week puts the widely used college assessment test closely in line with the controversial Common Core standards being implemented at public schools around the country.

Prior to becoming president of the College Board in 2012, David Coleman ran Student Achievement Partners, which played a major role in shaping the Common Core curriculum. Coleman played a key role in developing Common Core, and he has been public about his goal of bringing that experience to the College Board,...

Coleman announced in 2012 that one of his top priorities was to make the SAT reflect the new Common Core standards.

The recently announced changes to the SAT **return the test to its former 1,600-point scale, eliminate the vocabulary section, remove the penalty for incorrect answers, and scrap the essay**. Each of these changes, and others, were made with Common Core in mind.

For example, while the previous SAT vocabulary section focused on "obscure" words, according to the comparison**, the new SAT will focus on "words that are widely used in college and career**," just as the Common Core hopes to acquire vocabulary skills "at the college and career readiness level."

Similarly, the **new SAT math section explicitly drops topics**, focusing on those that "contribute to student readiness for college and career training."

… the new SAT has been critiqued as merely a **dumbed-down version of the old one — dropping standards that proved difficult for many students ...**

— *Alec Torres is a William F. Buckley Fellow at the National Review Institute.*

“Don't you see that the whole aim of Newspeak is to narrow the range of thought? In the end we shall make thought-crime literally impossible, because there will be no words in which to express it. Every concept that can ever be needed will be expressed by exactly one word, with its meaning rigidly defined and all its subsidiary meanings rubbed out and forgotten. . . . Every year fewer and fewer words, and the range of consciousness always a little smaller. . . Has it ever occurred to you, Winston, that by the year 2050, at the very latest, not a single human being will be alive who could understand such a conversation as we are having now?”

— George Orwell, 1984

Widget – a little device or mechanism, especially one whose name is unknown or forgotten

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