

Colorado

**Transition to College and Career Ready
Standards**

related to postsecondary and workforce readiness (PWR). During Fall 2010, the CCSS were fully integrated into the CAS and the department reissued the CAS in mathematics and reading, writing, and communicating in December 2010.

1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Colorado's transition plans to the CAS (which, as noted above, include the entirety of the CCSS) involve ensuring accessibility and high expectations for all students, conducting rigorous gap analyses, determining a transition timeline, conducting a comprehensive outreach and dissemination effort, and continuing to expand access to postsecondary coursework for high school students. As demonstrated in the following areas, this implementation is already well under way in Colorado.

Gap Analyses and Alignment

Throughout the standards revision process in 2009, CDE engaged WestEd to conduct gap analyses to guide the development of each content area standards (found at <http://www.cde.state.co.us/cdeassess/UAS/2009StandardRevision/ReviewResources.html>). Following release of the CCSS in June 2010, WestEd conducted a gap analysis to identify any areas of misalignment between the CCSS and the CAS. Taken together, these analyses informed the creation of standards crosswalk documents for each of the ten academic content areas. These documents were instrumental in the creation of transition plans for the department and districts (see crosswalk documents at http://www.cde.state.co.us/cdeassess/UAS/Crosswalk/CAS_Crosswalk.html). Crosswalk documents for mathematics, reading, writing, and communicating were revised and reissued in 2011 to reflect adoption of the CCSS.

Accessibility

Transitioning to new standards involves multiple levels of communication and support to ensure that all students have an opportunity to master all standards. Colorado has approached this work intentionally and with particular consideration for English learners and students with disabilities.

Colorado is firmly committed to making sure that the special needs of English learners are given the attention they deserve. This effort starts with English language development and instructional services for students not yet fluent in English, in a time-frame parallel to that of the CAS. The state adopted the World Class Instructional Design and Assessment (WIDA) English language proficiency standards using

the same timeline and process as content area standards in December 2009. Subsequently, Colorado adopted the CCSS in English Language Arts and Mathematics. To emphasize that the WIDA English language proficiency (ELP) standards are Colorado standards, Colorado has named its new ELP standards the Colorado English Language Proficiency (CELP) standards, just as the CCSS are called the Colorado Academic Standards (CAS).

In order to assess the alignment and linkage of this new set of WIDA-based ELP standards with those of the Common Core, an independent alignment study was prepared for the WIDA consortium (<http://www.wida.us/Research/agenda/Alignment/>). Results, released in March 2011, indicate strong alignment between the WIDA ELP standards and the Common Core State Standards English Language Arts and Mathematics.

CDE's statewide professional development efforts support districts' implementation of all new standards with a focus on academic language and connections between CELP standards and CAS. CDE models for districts the work of cross-unit teams that include content and English language acquisition specialists. Educators' consideration and understanding of linguistic demands while teaching challenging and relevant academic content ensures that English learners have the opportunity to access and achieve Colorado's college-and career-ready standards on the same schedule as other students.

Colorado is committed to ensuring access to grade-level content and learning expectations for students with disabilities. CDE's Standards Implementation Team includes members from special services, the Exceptional Student Service Unit (ESSU), to ensure that resources and support materials are inclusive and that outreach and communication to the field is consistent throughout the Department. CDE offers instructional and assessment accommodation guidance to school districts. The ESSU has worked jointly with the Unit of Student Assessment to create and annually update an Accommodations Manual for this purpose. ESSU offers professional development training opportunities on instructional accommodations. Additionally, the ESSU monitoring process includes Individualized Education Program file reviews specific to the appropriate documentation of accommodations for instructional and assessment purposes. Expectations for students with disabilities to achieve the college-and-career ready standards are the same as for students without disabilities. Additionally, CDE has designed and adopted alternate achievement standards in mathematics, science, social studies, and reading, writing, and communicating for students with significant cognitive disabilities under section 602(3) of the Individuals with Disabilities Education Act.

Transition Timeline

CDE is committed to supporting Colorado school districts in the transition to Colorado's new standards. Because Colorado is in the unique position of implementing standards in all academic areas simultaneously, the Department has carefully planned a multi-year transition process. The framework for Colorado's transition plan is illustrated in Figure 2. CDE is following a standards implementation support plan that includes four phases: (1) awareness (school year 2010-11); (2) transition (school years 2011-13); (3) full implementation (school year 2013-14); and (4) transformation—an ongoing process of

continuous improvement in teaching and learning. Awareness involves communication about the CAS; transition involves planning for required changes; implementation involves instituting the necessary changes; and transformation represents the intended outcome of implementing college- and career-ready standards.

Figure 2. Colorado's Transition to New College- and Career-Ready Standards



CDE has provided a Transition Overview (see Table 1 below) to inform district and school leaders about the transition process, including recommended focus areas for the district, school, and teacher level. The transition overview was designed to guide districts in fulfilling the legislative requirements of CAP4K, and a Standards Implementation Toolkit (<http://www.cde.state.co.us/sitoolkit/index.htm>) contains resources and tools. According to CAP4K, districts are required to review and revise local standards relative to the CAS and CELP by December 2011. Subsequent to the review, districts are required to adopt standards that meet or exceed state standards, design and adopt curriculum based on the standards, and adopt assessments in areas not assessed by the state.

Although adoption of the CAS by all local school districts is a requirement under this state legislation, it is by no means the final step of implementation. After adoption, the new standards need to be addressed in the curriculum and classroom teaching practices at every grade. The Transition Overview below (Table 1) includes specific guidance related to curriculum design. As a local control state, Colorado does not have a state curriculum, nor does the state require or recommend that districts use state selected textbooks or instructional materials. Instead, Colorado defines curriculum as “an organized plan of instruction for engaging students in mastering standards.” Thus, Colorado’s transition plan is intentionally designed to support districts in the adoption of a new standards-based curriculum. CDE’s guidance to districts is to use the 2011-12 school year to design a standards-based curriculum and begin phasing it in during the 2012-13 school year. By using the two school years to design and begin implementation of a standards-based curriculum, districts can support a thoughtful standards transition process.

Table 1: Transition Overview for Colorado School and District Leaders

	2011-12 Transition Year 1	2012-13 Transition Year 2	2013-14 Full Implementation
What Should Districts Do?	<ul style="list-style-type: none"> – Initiate district standards transition plan – Review local standards by December 2011 and make needed revisions, pursuant to SB 08-212 – Design/redesign curriculum based on the new standards – Participating in state supported professional development on the standards-based teaching and learning cycle 	<ul style="list-style-type: none"> – Use and refine redesigned curriculum based on the new standards – Adjust grade level content to reflect the new standards – Phase out content no longer in the standards – Professional development on the standards-based teaching and learning cycle 	<ul style="list-style-type: none"> – Fully implement curriculum based solely on the new standards – Professional development on the standards-based teaching and learning cycle
What Should Be Educators' Instructional Focus?	<ul style="list-style-type: none"> – 21st century skills – Organizing concepts of the new standards – Familiarity with standards-based teaching and learning cycle – Develop familiarity with new grade level content 	<ul style="list-style-type: none"> – 21st century skills – Organizing concepts of the new standards – Implement standards-based teaching and learning cycle – Integrate formative practice into instruction – Develop expertise with new grade level content 	<ul style="list-style-type: none"> – 21st century skills – Organizing concepts of the new standards – Integrate formative practice into instruction – Refine standards-based teaching and learning cycle – Ensure focus is on the CAS; eliminate extraneous content
What Support is CDE Providing?	<ul style="list-style-type: none"> – Protocols for districts to review and revise standards/curricula – Summer Learning Symposia – Curriculum development tools – Standards-based teaching and learning cycle resources – Model instructional units 	<ul style="list-style-type: none"> – Leadership transition toolkit – Curriculum examples – Instruction and formative practice resources – Models of next generation standards-based instruction – Web resources for educators – Interim assessment resources 	<ul style="list-style-type: none"> – Curriculum exemplars – Resources of student growth measures for all tested and non-tested content areas – Examples of student mastery – Video resources for teaching
What is Happening with Assessment?	<ul style="list-style-type: none"> – Transitional Colorado Assessment Program (TCAP) – As blueprint flexibility allows, assess only content shared by Colorado Model Content Standards and the CAS – Release of TCAP assessment blueprint 	<ul style="list-style-type: none"> – TCAP – As blueprint flexibility allows, assess only content shared by Colorado Model Content Standards and the CAS 	<ul style="list-style-type: none"> – Projected start of new Colorado summative assessment

Outreach and Dissemination

A key component of the transition is a communication plan that facilitates district-level transition planning. Colorado is committed to engaging all necessary stakeholders in the transition to college- and career-ready standards, including educators, administrators, families, and institutions of higher education (IHEs).

Educators and Administrators

The purpose of outreach to educators and administrators follows the four phase transition plan: awareness, transition, implementation, and transformation. Representative outreach and dissemination activities and resources are described below.

Awareness (2010-11)

- Regional Awareness Trainings were held in 12 cities across the state during the summer of 2010. Trainings focused on the standards revision process, design features of the CAS and CELP, and increased rigor and thinking skills required by the new standards.
- Comprehensive awareness outreach was conducted throughout Colorado in 2010 through presentations at Boards of Cooperative Education Services (BOCES) and regional superintendent meetings and at all professional educator conferences (e.g., Colorado Association for School Executives, Colorado Association of School Boards, Colorado Education Association, Colorado Staff Development Council, Colorado Council for Teachers of Mathematics, Colorado Council International Reading Association, and the Colorado Charter School Institute).
- Regional principal awareness trainings were conducted during fall 2010, in partnership with the Tointon Principal Institute at the University of Northern Colorado.
- Monthly online office hours were offered throughout 2010. These live and archived webinars were designed to inform Colorado educators about the development and design features of the CAS and CELP. Archived webinars can be found at:
http://www.cde.state.co.us/cdeassess/UAS/Online_Office_Hours.html#2010.

Transition (2011-12): Leadership Transition Planning Focus

- Regional Transition Trainings were held in five cities across the state as a part of the CDE Summer Symposium 2011. The training focused on transition resources and planning for school and district leaders.
- Monthly online office hours were held via webinars designed to keep district and school leaders informed of tools and resources to assist with standards implementation.
- An online Standards Implementation Toolkit was launched in June 2011, to support district and school administrators in leading standards awareness and transition.
- A series of 10 training sessions for the CELP Standards to support English language learner mastery of the CAS was conducted in the fall of 2011, involving CDE staff from the Language, Culture, and Equity office, the Office of Federal Programs Administration (Title III) and the CDE content specialist team.

Transition (2012-13): Professional Development Focus.

- During the 2012-13 school year, CDE plans to continue outreach for the transition phase to the new standards which will include an intensive professional development focus for administrators and educators on the CAS and CELP.
- CDE staff includes content specialists in mathematics, literacy, science, social studies, comprehensive health and physical education, and the arts. Additionally, CDE has expertise in English language learners in the office of Language, Culture, and Equity and the Office of Federal Program Administration. Together, these teams have been trained in the WIDA standards that Colorado has adopted as its English language proficiency standards. In addition to co-planning and co-presenting during the CELP training sessions in fall 2011, plans to integrate WIDA training into content area administrator and teacher professional development are underway.
- CDE will base educator and administrator professional development on a revision of the Colorado Standards Based Teaching and Learning Guide, currently underway. The first edition can be found at:
<http://www.cde.state.co.us/Communications/download/PDF/StandardsBasedTeachingLearningCycle.pdf>. It is being updated to reflect the rigor of the new standards as well as to support educators and administrators in using instructional materials aligned with those standards and data on multiple measures of student performance (e.g., from formative, benchmark, and summative assessments) within the context of the standards-based teaching and learning cycle. Rubrics for supporting the standards-based teaching and learning cycle at the classroom, school, and district level are also being revised. Together, these materials will form the foundation of department support to Colorado educators, administrators, and district leaders in leading instructional transformation.
- Colorado is a pilot state—along with Delaware, Kentucky, Louisiana, Massachusetts, New York, and North Carolina—for the Strategic Learning Initiative (SLI), a project of CCSSO, the Bill and Melinda Gates Foundation, and the Carnegie Corporation. The SLI, when fully developed, will provide teachers with instructional and assessment tools and content to differentiate instructional approaches based on individual students' needs in order to meet the CCSS.

Institutions of Higher Education

The CAP4K legislation required that all educator preparation programs at institutions of higher education align their content to the new CAS by December 15, 2012. The Colorado Department of Higher Education (DHE) and CDE have been engaging these institutions actively over the past two years to bring about these changes. As a result, students now in the pipeline, preparing to enter the educator workforce in Colorado colleges and universities, already will have been trained on the new standards when they begin working in Colorado's school districts.

Colorado is the recipient of an alignment grant from three foundations (Lumina, William and Flora Hewlett, and Bill and Melinda Gates) in support of K-12/postsecondary alignment activity around the CCSS and aligned assessments in 10 leading states. The goal of the grant is to promote successful implementation of the CCSS and the aligned assessments and shared ownership of college readiness by

the K-12 and postsecondary sectors. A specific focus of the grant is the use of the aligned assessments as one element in the determination of a student's readiness for placement into credit-bearing courses by postsecondary institutions. In partnership with the DHE, CDE is planning outreach to IHE faculty related to alignment of academic expectations for pre-school through postsecondary students and revision of educator preparation programs. CDE and DHE have initiated plans for outreach through the Council of Colorado Deans of Education. Regional meetings with both content and education faculty will be conducted through 2012 to introduce the new standards and promote shared understanding of increased academic expectations. Specific training on the CELP Standards will be provided to higher education faculty as a support for English language learners in mastering the CAS as well as a means of supporting all students in developing academic language to meet content area standards.

Simultaneously, CDE and DHE have partnered with The New Teacher Project (TNTP) to develop an effectiveness-based system of educator licensure, induction, and preparation that is aligned with the new standards and educator evaluation system. The Colorado Educator Pipeline Task Force, created in August 2011, will provide recommendations and input to guide and inform the first phase of the initiative, which will focus on educator licensure and induction. The task force will be comprised of key stakeholders, including Human Resources leaders from local school districts, teachers, administrators, and educator preparation program representatives. Recommendations and input of the task force will guide CDE, DHE, and TNTP in redesigning licensure and induction to better meet the needs of educators and to help Colorado achieve its vision of effective educators for every student and effective leaders in every school.

The task force will provide input and recommendations to guide project staff in the production of three key deliverables:

1. Design options for the new system to be presented to the State Board of Education for their consideration (December 2011).
2. Initial redesign of educator licensure and induction, inclusive of the following elements: criteria and processes for approval of induction programs; criteria and process for licensure; and roles, responsibilities, and resource requirements for CDE (Spring 2012).
3. Final redesign of educator licensure and induction, revised based on public input on the initial redesign (Summer 2012).

Combined with outreach efforts to IHEs, the Colorado Educator Pipeline Task Force deliverables will create information and policy levers to impact programs to prepare educator and principals to meet Colorado's college- and career-ready standards.

Parents

CDE is currently working with the Colorado Parent Teacher Association (PTA) and other statewide parent networks to provide outreach materials specific to parents. The National PTA has developed materials specific to the CCSS. Colorado will work to create similar materials for content areas not included in the CCSS in order to provide families with a comprehensive understanding of Colorado's new college- and career-ready standards in all content areas.

Expanding Access to Postsecondary Coursework

CDE plans to expand access to postsecondary coursework primarily through the concurrent enrollment and ASCENT programs. In May 2009, the Colorado State Legislature passed House Bill 09-1319 and Senate Bill 09-285, the Concurrent Enrollment Programs Act. The collective intent was to expand access to and improve the quality of concurrent enrollment programs and improve coordination between institutions of secondary education and IHEs. Beyond coordinating and clarifying the existing concurrent enrollment programs, the bill also created the “5th year” Accelerating Students through Concurrent Enrollment (ASCENT) program, for students to remain in high school beyond the senior year for additional postsecondary instruction. Students in the ASCENT program can earn both a high school diploma and college certificate or an associate’s degree over a five-year extended high school experience, without the additional cost of postsecondary tuition. The following details the increased enrollment since the program started in the 2009-10 school year, using the mandated district submission of estimated number of students participating in the ASCENT program:

- 2009: 277 students requested in 6 school districts
- 2010: 2,477 students requested in 43 school districts
- 2011: 1,231 students requested in 40 school districts

In addition, Colorado is expanding students’ pathways to college and careers through Individual Career and Academic Plans (ICAP) and the School Counselor Corps Program. The School Finance Bill (SB 09-256) requires that each ICAP include the student’s:

- Effort in exploring careers, including interest surveys that the student completes;
- Academic process, including the courses taken, any remediation or credit recovery, and any concurrent enrollment credits earned;
- Experiences in contextual and service learning;
- College application and resume, as they are prepared and submitted; and
- Postsecondary studies as the student progresses.

The goals of the ICAP system ultimately are to decrease dropout rates and increase graduation rates by assisting students and their parents in developing and maintaining a personalized postsecondary plan that gives a clear picture of readiness for postsecondary and workforce success. Over the past year, CDE has partnered with DHE, the Colorado Community College System and districts to fully implement ICAP requirements. By fall 2011, all students in grades 9 through 12 should have access and assistance to personalized plans that are aligned with the Postsecondary and Workforce Readiness assessment attributes adopted by the Colorado State Board of Education and the Colorado Commission of Higher Education.

Additionally, the School Counselors Corps Grant Program was created to increase the graduation rate within the state and increase the percentage of students who appropriately prepare for, apply to and continue into postsecondary education. The grant program provides three-year grants, awarded on a

competitive basis, to increase the availability of effective school-based counseling within secondary schools with a focus on postsecondary preparation.

In the first cohort of the three-year grant (2008-2011), 90 schools in 37 districts and/or the Charter School Institute were awarded School Counselor Corps funds. Schools served by the grant demonstrated the following outcomes: 1) decreased cumulative dropout rates from 5.2 percent to 4.6 percent from 2008-09, while non-funded schools with similar dropout rates and poverty rates saw increased dropout rates over the same time period, and 2) increased college preparation, as summarized in Table 2 below.

Table 2. School Counselor Corps College Related Data

School Counselor Corps College Related Data (2008 to 2011)			
	Year One	Year Two	Year Three
Number of Completed Free Applications for Federal Student Aid	1,240	3,405	2,752
Number of College Applications Sent	8,911	9,922	12,053
Number of Scholarship Applications Submitted	3,543	7,612	6,153
Total Scholarship Dollar Amount Received	\$18,172,719	\$23,682,426	\$32,826,836

Given such positive findings, the School Counselor Corps Grant Program plays a major role in creating models and best practices for efforts to increase graduation rates and decrease dropout rates.

Implementing an Integrated Standards, Instruction, and Assessment System

As the department engaged stakeholders from across the state in the standards and assessment revision process called for by CAP4K, the need for a more instructionally appropriate assessment system was expressed. Additionally, Colorado educators indicated a desire for a more integrated approach to standards, instruction, and assessment. Thus, CDE is taking a comprehensive approach to the development of formative assessment and instructional resources, especially as they relate to the new CAS.

CDE is developing a plan to build and sustain instructional and assessment expertise and effective leadership models necessary to prepare students to be college- and career-ready without need for remediation. A regional content specific model is being designed to build local expertise in setting educator success measures, modeling effective teaching and distributing the most effective classroom practices to every teacher. This model will serve as the state's production and delivery system. With CDE in a leadership role, Colorado educators are both the designers and the leaders of the relevant work oriented to specific content areas and the conscientious sharing of the most efficient practices.

To this end, CDE has begun planning to develop and facilitate a network of Content Collaboratives, to engage Colorado educators in the creation and dissemination of standards-based assessment and instructional materials for use in the classroom. The CAS require students to skillfully apply and transfer their content knowledge across multiple environments. As such, educators must find new and innovative approaches to guiding students towards this objective.

Purposes of the Content Collaboratives

- Develop instructional and assessment expertise in content by modeling high-quality assessment embedded in mastery-based instructional practices.
- Develop instructional and assessment leadership capacity in the field.
- Serve as a sustainable professional learning community for Colorado educators.
- Streamline CDE support and facilitate collaborative resource development with the field.

Outcomes of the Content Collaboratives

- Increase student achievement through improved instructional and assessment practices in every classroom.
- Ensure enactment of Colorado's education reform initiatives in every classroom.
- Ensure authentic and active participation in reform initiatives by educators across Colorado.
- Encourage more effective use of district professional development budgets and time.
- Decrease the need for remediation.

Work Products/Deliverables of the Content Collaboratives

- Develop instructional modules and tasks based on the CAS.
- Identify/create measures of student growth in all content areas embedded within the instructional modules and tasks; all grades and progression areas phased in over time.
- Develop strategies for actionable use of assessment data. New standards and the resulting assessments will require that educators: (1) have greater understanding of the purposes and uses of formative, interim/benchmark, and summative assessments; and, (2) be able to demonstrate competence in the interpretation of information that directs timely adjustments to benefit academic programs, instruction, and student learning.
- Identify attributes of best practices and demonstrations of mastery.

CDE's newly adopted assessment system attributes include the development of state-supported formative and interim assessment resources. CDE will offer exemplary, voluntary interim assessment tools aligned to the state-tested subjects and grade with the goal of providing interim assessments aligned to all standards. Interim assessments in the state-tested subjects and grades are being developed for use by Colorado schools in 2014-2015. CDE also will provide a vetting process and rubrics to assist LEAs in purchasing or designing rigorous and standards-focused interim assessments for all grades and all content areas, as resources allow.

As an active participant in both RttT-funded assessment consortia, CDE intends to leverage the assessments and assessment literacy resources that are developed in those processes once they become available.

Approach to Evaluating and Adjusting Current Assessments

Colorado is fully committed to adopting and implementing a state-of-the-art assessment system that will measure students' college- and career- readiness in key content areas. This commitment is evident through the CAP4K legislation, which focused the state's strategic direction. Since the CAP4K legislation was enacted before Race to the Top-funded national assessment consortia had begun their work, CDE began planning to design a new state-developed assessment system, to be implemented by 2013-2014. An RFP is expected to be released this November for the new summative and alternate assessments, as well as other components of the system, so the process is well under way.

The planned development of a new state-developed system is dependent upon adequate funding by both the state and the federal government. In recognition of the reality of challenging fiscal times and of the potential benefits of a multi-state assessment, Colorado has been an active participant in both of the national assessment consortia. In the case that the development of a Colorado assessment system does not appear likely to be funded by the state legislature, Colorado's participation in these consortia will guarantee that a Common Core-aligned national assessment system is available for the state's use.

Colorado's overarching commitment is to have assessments that are rigorous and aligned to college-and career-ready standards. At this time, Colorado is pursuing multiple avenues for ensuring that it will be able to implement assessments meeting that commitment. Should a state system not be developed, Colorado will be well positioned to participate in the first administration of one of the consortia assessments in 2014-2015. Should Colorado receive adequate funding, it still fully intends to leverage consortia resources to support its own system. Discussions on how to provide comparable score information across assessments already have been initiated.

Changes to the current state assessments – Transition to the 2013-2014 Assessment Year

In 2011, CDE began to consider making adjustments to the state assessments currently used for state and federal accountability. Potential issues with revising existing assessment content and/or performance level descriptors (PLDs) and cut scores were discussed with the state's Technical Advisory Committee (TAC), which included two district representatives, in January of 2011. The TAC recommended that the state's current assessments should not be adjusted, for multiple reasons including the fact that Colorado was on a faster track to moving to its new assessments than most states. Colorado planned to have new assessments in place for 2013-2014.

The transition to college- and career-ready standards from Colorado's previous set of academic standards requires substantial thinking, planning, and effort for schools and districts. In recognition of the magnitude of this effort, the state decided to make a smooth changeover to the next assessment system with a transitional assessment, called TCAP, based on the current test blueprint and using the same vendor, scale, and achievement level cut scores. This transitional assessment system essentially

only includes content and grade-level expectations shared by both the old and new sets of standards, so it focuses attention on content and skills that will continue to be assessed in the future. This way there is not an abrupt, single switchover from old to new standards and assessments. As Colorado districts complete their implementation of the new academic standards in their curricula, materials, training and practice, the new assessment system aligned to the new standards will come online and the transition will be complete.¹

Federal guidance refers to three possible activities: 1) raising the State's academic achievement standards of its current assessments to ensure that they reflect a level of postsecondary readiness, or are being increased over time to that level of rigor, 2) augmenting or revising current assessments by adding questions, removing questions, or varying formats in order to better align those assessments with the State's college- and career-ready standards, and 3) Implementing another strategy to increase the rigor of the assessment, such as using the "advanced" performance level on state assessments instead of the "proficient" performance level as the goal for individual student performance or using college-preparatory assessments or other advanced tests on which IHEs grant course credits to entering college students to determine whether students are prepared for postsecondary success. Each of these is addressed more specifically below.

Raising the State's academic achievement standards on its current assessments: Colorado rejected establishing new cut scores for technical reasons.

First, the previous Colorado standards were not based on college- and career-readiness. On any assessment, there should be a relationship between the cut scores and the content standards. Reliance on a measurement tool that was not designed to measure the intended standards would lead to poorly aligned cut scores, and making valid inferences would be challenging. Secondly, implementing a strategy that merely involved setting new cut scores based on correlations related to a college readiness indicator could falsely imply that the assessment itself was covering the content of the new standards.

Augmenting or revising current State assessments:

Augmentation of the Colorado state assessments was rejected for two reasons. First, putting a new assessment in place with some type of hybrid of the new and old standards could result in unnecessary confusion and distraction for the field as it moves to fully implementing the standards by 2013-2014. Second, changing the content of the assessments would have required revising the assessment frameworks, blueprints, scoring and reporting of the assessments. Given the limited time span of two years, Colorado decided that this was not the best use of limited financial and human resources.

¹ It should be emphasized that the Colorado Growth Model can continue to estimate growth even when assessments change, provided that the underlying constructs remain constant.

Implementing another strategy to increase the rigor of current assessments:

Colorado already has a rigorous high school assessment capable of measuring college readiness, including a college-preparatory assessment. The current assessments are already aligned to that level of rigor, as demonstrated in the paragraphs below. Colorado continues to administer the ACT statewide to all 11th graders as part of its assessment system, except for those with the most significant cognitive disabilities. CDE recognizes the value of establishing a connection between its grade-specific assessments and college readiness indicators, as well as establishing the use of the state assessment as a predictor of future remediation needs in college. To this end CDE conducted two studies evaluating the relationship between CSAP scores and college readiness indicators.

The first study evaluated the relationship between Colorado state assessment results and ACT results. The study provided clear evidence that CSAP was an accurate predictor of later performance on the ACT. In fact, the correlation between CSAP in 10th grade and ACT is actually higher than the correlation between PLAN and ACT for Reading, Mathematics and Science. For 9th grade, the correlations between CSAP and ACT are higher than the correlations between EXPLORE and ACT for all content areas. For students, this means that their 9th and 10th grade CSAP scores are reliable indicators of whether they are on track for being college-ready as indicated by ACT.

The second study examined the relationship between Colorado state assessment results and Colorado college remediation needs for students (N=17,500). The study provided clear evidence that, if students were not proficient on the Colorado state assessment as early as the sixth grade, they were very likely to require remediation later when they entered college. In fact, 66% of non-proficient 6th grade students who later entered a Colorado college needed remediation. If Colorado schools analyze their current state assessment results with this information in mind, they could readily identify which students are on track to being postsecondary ready and which students are not. As Colorado transitions to a new assessment system, based on college- and career-ready standards, it is anticipated that this predictive relationship would become even stronger.

Colorado has also recognized the importance of providing the field with guidance on how to compare the new standards with the assessment frameworks. Crosswalks were created between the assessment objectives and the new standards. Given that the new standards are more rigorous, these crosswalks provided a relatively easy way of demonstrating that as districts move to teaching the new standards, by default, in most cases, they will be covering the material reflected in the assessment frameworks.

In sum, Colorado has already committed fully to the implementation of a new, Common Core-aligned assessment system in the coming three years – whether this system is the result of an ambitious state effort or an ambitious national effort, the outcome will be the same. Through the state-of-the-art reporting tools on SchoolView, an innovative growth model that helps make the assessment data meaningful and useful to stakeholders, and a sustained strategic focus on the use of data for improvement at all levels of the system, Colorado is already ahead of the game and is well prepared for the task of implementation of the college- and career- ready standards and corresponding assessments

that lies ahead. Such a system forms the cornerstone of a state accountability system that is capable of objectively evaluating the performance of schools and districts and determining whether progress is being made or not.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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Colorado is participating in both of the State consortia that received grants under the Race to the Top Assessment competition. The Memoranda of Understanding under that competition are included in Attachment 6.

Florida

**Transition to College and Career Ready
Standards**

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Background Information and Alignment of Current Standards to the Common Core State Standards

Florida has proven itself a national leader in developing and adopting rigorous standards via the internationally-benchmarked Next Generation Sunshine State Standards and Common Core State

Standards. In the 2010 *Education Week* Quality Counts report, Florida's Next Generation Sunshine State Standards received an "A" rating with a perfect score of 100%. In the Fordham Institute report *The State of State Standards – and the Common Core – in 2010*, Florida's Next Generation Sunshine State Standards were rated highly (A for mathematics; B for English/Language Arts).

The first formal analysis of the alignment of Florida's Next Generation Sunshine State Standards and the Common Core State Standards began in April of 2008 when former Florida Governor Charlie Crist announced Florida's participation in Achieve's American Diploma Project Network. The Florida Department of Education (FDOE) worked with Achieve to analyze Florida's Next Generation Sunshine State Standards to identify any gaps in content that all students should know and be able to do to meet the college-and career-ready definition. After analyzing Florida's standards, Achieve's College Ready Standards, and the proposed Common Core State Standards it was determined that the content of Florida's standards was not a barrier to college and career readiness and that that transition to the Common Core State Standards would be less challenging given their similarities.

The 2010 Fordham Institute report, referenced above, also included a comparison of Florida's English/Language Arts (ELA) and mathematics Next Generation Sunshine State Standards to the Common Core State Standards. The result was a rating of "too close to call," finding both sets of standards clear and rigorous. This review provided greater support for the transition to the Common Core State Standards.

Florida's education leaders have been strong advocates in national and state forums historically for the benefits of multi-state work on high-quality, clear, and rigorous standards. The state's full commitment was also demonstrated by the active participation of FDOE staff on Common Core State Standards work groups. Florida was one of three states invited by Council of Chief State School Officers to provide guidance and comments to the writers during national standards development. Additionally, Florida's Next Generation Sunshine State Standards were cited as a resource for the development of the Common Core State Standards.

FDOE continues to analyze the alignment between the Next Generation Sunshine State Standards and the Common Core State Standards. The results from the various activities described above and below continue to inform the state's transition plan and activities.

Adoption of the Common Core State Standards

Florida's activities to garner support for the adoption of the Common Core State Standards began prior to their completion. Florida's former Commissioner of Education Eric Smith was one of the key state leaders in the decision to develop internationally-competitive content standards for states and Florida staff actively participated in the development of the Common Core State Standards. During this process, curriculum leaders throughout the state were invited to review drafts of the Common Core State Standards and provide the FDOE input that was then shared with the Common Core State Standards writing teams. FDOE also partnered with the Florida Parent and Teacher Association (PTA) as one of only four states selected by the National PTA to organize parent support for more uniform academic expectations and adoption of the Common Core State Standards. The President of Florida's PTA spoke in favor of Florida's adoption of the

Common Core State Standards at the June 14, 2010, State Board of Education meeting. Other key stakeholder groups that spoke in support of adoption of the Common Core State Standards included the Florida Chamber of Commerce and *STEMflorida*. The standards were adopted on July 27, 2010 (Attachment 4a, State Board of Education certification and meeting minutes).

The above activities were in addition to those required in Florida law, Section 1003.41(3)(a), Florida Statutes, which requires the Commissioner to submit proposed standards:

- For review and comment by Florida educators, school administrators, representatives of Florida College System institutions and state universities who have expertise in the content knowledge and skills necessary to prepare a student for postsecondary education, and leaders in business and industry.
- For written evaluation by renowned experts on K-12 curricular standards and content after considering any comments and making any revisions to the proposed standards.
- To the Governor, President of the Senate, and Speaker of the House of Representatives at least 21 days before the State Board of Education considers adoption, along with the curricular and content evaluations.

Timelines for Implementation of the Common Core State Standards

Once the Common Core State Standards were adopted, the next step was to determine the timeline for implementation into classrooms. Florida had recently transitioned to assessments aligned to the state's "A"- and "B"-rated Next Generation Sunshine State Standards in mathematics and ELA, which was preceded by the adoption of instructional materials that included lessons to teach these standards. The recent implementation of these rigorous standards prepared all educators and students for a successful transition to the Common Core State Standards. Florida intends to make effective use of the investments made in the preparation of teachers to teach the Next Generation Sunshine State Standards, including instruction of rigorous content followed by rigorous assessments, to support the Common Core State Standards transition.

Common Core State Standards assessments will begin with third grade students in the 2014-2015 school year. Therefore, students entering kindergarten in 2011-2012 are the first cohort to be assessed on the Common Core State Standards and never assessed on the mathematics and ELA Next Generation Sunshine State Standards. It is for this reason that Florida is implementing a transition schedule that begins with kindergarten instruction, based on the Common Core State Standards, this school year (2011-2012), adds first grade in the 2012-2013 school year, and adds grades 2-12 in the 2013-2014 school year. Grades 3-12 will have a blended approach with the primary focus on the Common Core State Standards plus any content still assessed on Next Generation Sunshine State Standards (see chart below). This transition plan provides our youngest students with three years of instruction on the Common Core State Standards and all students with a transition year of instruction prior to the implementation of assessments based on the Common Core State Standards.

What Standards Should Be Taught?

Year/Grade Level	K	1	2	3-8	9-12
2011-2012	CCSS (M+ELA) NGSSS other	NGSSS	NGSSS	NGSSS	NGSSS
2012-2013	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	NGSSS	NGSSS	NGSSS
2013-2014	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	CCSS + All NGSSS assessed	CCSS + All NGSSS assessed
2014-2015	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other	CCSS (M+ELA) NGSSS other



M = Mathematics; ELA = English Language Arts and Reading
CCSS – Common Core State Standards; NGSSS – Next Generation Sunshine State Standards

Attachment 4b provides evidence that Florida has thoughtfully planned the alignment and implementation of all standards-related statewide activities across all subject areas, including curriculum, adoption of instructional materials, professional development, statewide assessments, and teacher certification.

Analysis of the Linguistic Demands of the Standards for English Language Learners

Florida is planning to conduct an analysis of the linguistic demands of the Common Core State Standards to inform the development of the state's English Language Proficiency (ELP) Standards and to ensure that English language learners have the opportunity to achieve the Common Core State Standards. The ELP Standards will provide:

- The language domain and broad statement of what an English language learner is expected to understand.
- The minimum academic path necessary to achieve proficiency for each language domain.
- The skill level at which an English language learner can access the core curriculum for each language domain.
- A focused description of what an English language learner is expected to know and be able to do in English at the end of instruction.
- A description of the English language skill level at which an English language learner can access instruction.
- An observable student action used to judge learning.

As the first step in the development of ELP Standards for the Common Core State Standards, Florida signed a Memorandum of Understanding with a consortium of states to apply for an Enhanced Assessment Grant. This was a federal competitive grant for the purpose of enhancing

the quality of assessment instruments and systems used by states for measuring the academic success of elementary and secondary students. Absolute Priority 5 of the grant was about English Language Proficiency Assessment Systems. Although the consortium's application was not funded, Florida is now working with the consortium partner states to begin development of the ELP Standards in 2011-12. In addition, Florida is reviewing the ELP Standards already developed by World-Class Instructional Design and Assessment (WIDA). WIDA is part of the consortium that was awarded the funding and has a current partnership with 27 states to utilize developed ELP Standards to build an ELP assessment.

Florida's planned development of ELP standards will be prioritized to begin work at the primary grade levels to match timelines for the Common Core State Standards so that all students will be accessing the standards on the same schedule (see below). This work will help ensure that English language learners have the opportunity to achieve the Common Core State Standards.

Florida's English Language Proficiency Standards Implementation Timeline

Transition	Implementation Completed
Consortium of states finalized with a committee to develop the ELP standards	Fall 2011
Committee prepares a plan for the development of the standards	Winter 2012
Standards completed via conference calls and webinars	Spring 2012
ELP Standards approved by the State Board of Education	Summer 2012
Implementation of Common Core ELP Standards in kindergarten and first grade classrooms	Fall 2012
Implementation of Common Core ELP Standards in all grades	Fall 2013

Analysis of the Learning and Accommodation Factors for Students with Disabilities

Florida is continuing its analysis of the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve the Common Core State Standards. To accomplish this, FDOE will continue to ensure that all activities related to the Common Core State Standards, such as outreach, dissemination, and professional development, address the needs of students with disabilities. Florida's inclusive approach ensures accessible instructional materials, assistive technology, and classroom accommodations and supports are available so that students with disabilities can access the Common Core State Standards.

Florida also is planning to analyze the learning factors necessary to ensure that students with significant cognitive disabilities have access to the Common Core State Standards at reduced levels of complexity. To accomplish this, Florida is participating with the National Center and State Collaborative General Supervision Enhancement Grant (NCSC GSEG) to define college- and career-ready for this population of students and to identify Core Content Connectors to the Common Core State Standards. Florida is currently a partner with 18 other states and four research centers to develop Core Content Connectors for students with significant cognitive disabilities. Once released, curriculum guides and other materials will be provided that will serve as the foundation for classroom instruction. Again, these activities will begin at primary grade

levels so that all students will be accessing the standards on the same schedule (see below).

Florida's Core Content Connectors for Students with Disabilities Implementation Timeline

Transition	Implementation Completed
Mathematics Core Content Connectors released by NCSC GSEG	Winter 2012
Training provided on mathematics Core Content Connectors and related materials	Summer 2012
ELA Core Content Connectors released by NCSC GSEG	Summer 2012
Training provided on ELA Core Content Connectors and related materials	Fall 2012

Outreach on and Dissemination of Common Core State Standards

Florida's plan for outreach and dissemination of the standards transition is ongoing and includes the following multiple delivery methods:

1. Conference calls and distribution of written materials
 - Monthly conference calls from the Commissioner of Education to LEA superintendents with updates and information regarding implementation activities
 - Bi-monthly conference calls from the Chancellor of Public Schools to LEA curriculum directors where updates, information, and requirements to implement the standards into instruction are reviewed
 - Monthly conference calls from K-12 program lead offices to LEA content and subject area administrators where school-level and content area requirements and opportunities for professional development are reviewed and shared
2. In-person meetings
 - Frequent onsite meetings with LEAs as follow-up to summer professional development services
 - Annual statewide conferences with content area associations (for example, the 2012 Florida Council of Teachers of Mathematics conference theme will be the Common Core State Standards and FDOE staff will provide support and presentations)
 - Bi-annual Florida Organization of Instructional Leaders meetings that are attending by each LEA's lead curriculum administrator (i.e., Assistant Superintendents for Curriculum and Instruction); FDOE staff provides information and leads discussions regarding the state implementation plan for instruction including the Common Core State Standards and their assessment
 - Ad hoc meetings as requested by stakeholders
 - Town Hall Meetings as part of State Board of Education rule development that include implementation of the Common Core State Standards, course descriptions, or assessments
3. Webinars on Race to the Top and the Partnership for the Assessment of Readiness for College and Careers (PARCC)

4. Websites
 - FDOE
 - Florida's Bureau of Curriculum and Instruction website which includes the standards, course descriptions, and timeline for instructional materials adoption with vendor specifications
 - Florida's Teacher Standards Database website and resources tool
5. Social Media
 - Facebook
 - Twitter
 - Blog
6. Personal Communication – FDOE staff respond to Florida education stakeholders that include parents, teachers, school- and LEA-level personnel, and others who communicate to us with questions and concerns regarding new content course and assessment requirements
 - E-mail
 - One-to-One phone calls
7. Video Messaging
 - *Teacher Talk*
 - Podcasts
 - YouTube
8. E-mail distribution lists for dissemination of information on and updates to the implementation plan based on the key audience
 - *The Core* – electronic newsletter from FDOE
 - Bureau of Curriculum and Instruction Newsletter
 - Bureau of Exceptional Education and Student Services Newsletter
 - Bureau of Student Achievement through Language Acquisition Newsletter
 - *Just for Teachers/Principally Speaking* communications
 - Statewide Curriculum Organization Newsletters/E-blasts
 - Race to the Top Assessment Office Newsletter
9. Surveys – offices within FDOE send out online surveys to collect information, concerns, opinions, and local needs; for example, Florida mathematics teachers were recently surveyed to ask if having the standards cited in instructional materials where lessons supported the standards was helpful. Over 5,000 teachers responded sharing that 94% were using state adopted materials, 66% agreed having the standard was very helpful, and 31% responded having the standard cited was somewhat helpful
10. Florida Race to the Top Written Correspondence and Meetings
 - LEA Memorandum of Understanding includes requirements to implement professional development on the Common Core State Standards to teachers and principals
 - Stakeholder Advisory Committees for each of the Common Core State Standards-related projects
11. Teacher and LEA professional development provided by FDOE
 - Summer 2011 – Kindergarten teachers – *An In-depth Review of the Common Core State Standards*

- Summer 2012 – Kindergarten through 2nd grade teachers – *An In-depth Review of the Common Core State Standards*
- Summer of 2012 – 3rd through 12th grade teachers – *Introducing a Framework for Blended Curricula*

Additionally, through Race to the Top we will procure, by contract, the services of a postsecondary institution to develop school-level training materials and tutorials for teachers and pre-service programs on accessing teacher resources that support the Common Core State Standards.

Plan for Professional Development for Teachers and Principals to Support Implementation of the Common Core State Standards for All Students

Florida law, Section 1012.98, Florida Statutes, requires FDOE, public postsecondary institutions, LEAs, schools, state education foundations, consortia, and professional organizations to work collaboratively to establish a coordinated system of professional development. The express purpose of this statewide system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for college and careers. This system of professional development is required to be aligned to the state-adopted standards and support the framework for standards adopted by the National Staff Development Council. Florida law also specifies the following responsibilities for FDOE, LEAs, and postsecondary institutions:

- FDOE
 - Disseminate to the school community research-based professional development methods and programs that have demonstrated success in meeting identified student needs.
 - Use data on student achievement to identify student needs.
 - Methods of dissemination must include a web-based statewide performance support system, including a database of exemplary professional development activities, a listing of available professional development resources, training programs, and available assistance.
- LEA
 - Develop a professional development system in consultation with teachers, teacher-educators of Florida College System institutions and state universities, business and community representatives, local education foundations, consortia, and professional organizations. The professional development system must:
 - Be approved by FDOE.
 - Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students.
 - Provide inservice activities coupled with follow-up support appropriate to accomplish LEA- and school-level improvement goals and standards.
 - Include a master plan for inservice activities, pursuant to rules of the State Board of Education, for all LEA employees from all fund sources. The master plan must be updated annually by September 1, based on input

from teachers and LEA and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each LEA inservice plan must be aligned to and support the school-based inservice plans and school improvement plans. LEA plans must be approved by the LEA school board annually. LEA school boards must submit verification of their approval to the Commissioner of Education no later than October 1, annually.

- Require each school principal to establish and maintain an individual professional development plan for each instructional employee assigned to the school.
- Include inservice activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management.
- Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional development programs.
- Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.
- Provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones.

To carry out the FDOE's responsibilities, as stated above, and to support the LEAs' implementation of these professional development requirements, Florida's Race to the Top projects include activities and products related to the adoption and implementation of the Common Core State Standards. All of the projects below include a professional development component for teachers and school administrators.

- Development of mathematics and ELA (including English language acquisition) formative assessments to improve day-to-day individualized standards instruction.
- Development of school-level professional development Lesson Study toolkits for mathematics formative assessments, ELA formative assessments, and instructional use of student data.
- Development of mathematics and ELA interim assessments for classroom, school, and LEA use to periodically monitor individual student, classroom-level, and school-level student success in mastering the Common Core State Standards.
- Development and launching of the Teacher Standards Instructional Tool where teachers can access the standards, link to related resources, and access model lessons as well as the developed formative assessments, toolkits, and interim assessments.
- Development of, piloting, and implementing school-level training materials and "Help" tutorials for teachers on accessing the resources and assessments available on the Teacher Standards Instructional Tool by a postsecondary institution.

The 65 Race to the Top participating LEAs signed a Memorandum of Understanding (MOU) that includes:

- Ensuring that professional development programs in all schools focus on the new Common Core State Standards, including assisting students with learning challenges to meet those standards (such as through accommodations and assistive technology). Such professional development will employ formative assessment and the principles of Lesson Study.
- Evaluating the fidelity of Lesson Study and formative assessment implementation that is tied to interim and summative student assessments.

Also as noted above, LEA professional development systems must be approved by the FDOE. In 2009, Florida revised its state Standards for High Quality Professional Development to include specific standards related to delivery of professional development at the LEA, school, and teacher/principal level on the revised curriculum standards. The state's Standards for High Quality Professional Development and the annual report on LEA professional development systems may be found online at <http://www.teachinflorida.com/ProfessionalDevelopment/ProtocolStandards/tabid/66/Default.aspx>.

Additionally, FDOE's Bureau of Curriculum and Instruction, in partnership with the Just Read, Florida! Office, developed and is implementing a series of summer workshops with follow-up aligned to the Common Core State Standards implementation timeline.

Plan to Provide High-Quality Instructional Materials Aligned with the Common Core Standards to Support Teaching and Learning

In preparation for the implementation of the Common Core State Standards in kindergarten and first grade in 2011-2012 and 2012-2013, FDOE provided the following resources aligned to the Common Core State Standards:

- FloridaStandards.org – a web portal where teachers can access the standards and teaching resources aligned to each standard.
- [Florida's Virtual Curriculum Marketplace](http://Florida'sVirtualCurriculumMarketplace) – a web portal where teachers, schools, and LEAs can access free or for-purchase standards-based digital curriculum.
- Mathematics Formative Assessment Tasks – examples of these tasks were provided to teachers during the summer workshops described above and are also available via Floridastandards.org.

FDOE, as part of its Race to the Top grant, is also developing a Student Standards Tutorial. This is an online system that will include adaptive student tutorial lessons, teacher mini-assessments, and parent information resources.

As referenced previously, Attachment 4b provides evidence of Florida's alignment of instructional materials with the Common Core Standards. Florida is one of the only large states with a statewide K-12 instructional materials adoption process that ensures the provision of high-quality instructional materials aligned to the Common Core State Standards to support teaching and

learning for all students. Florida's published specifications require that instructional materials submitted must:

- Be aligned with the Common Core State Standards.
- Reflect the demands of reading, writing, listening, and speaking that are specific to the content area.
- Include vocabulary development, cognitive reasoning, and reading acquisition skills specific to literacy in the content area.
- Include strategies within teacher and student resources that support the unique literacy demands of the content area.
- Include assessment tools for assessing student learning and information for instructional decision making.
- Include a professional development plan for use with the materials.
- Include strategies, materials, and activities that consider and address the needs of students with disabilities (universal design for curriculum access).
- Include teacher and student resources for English language learners that support both the content and academic vocabulary of the content area.

The instructional materials adoption process includes a review of all submitted materials by content experts followed by a review by all LEAs for usability and appropriateness. Florida is the first in the nation to utilize a completely digital review process that guarantees public access to reviewers' comments for all adopted materials. Florida LEAs must utilize a minimum of 50% of their state-appropriated instructional materials funding to purchase materials on the state-adopted list.

Florida's five-year adoption cycle (see below) ensures the statewide adoption of ELA and mathematics materials prior to the 2014-2015 school year when statewide assessments on the Common Core State Standards will be fully implemented.

**Florida Instructional Materials Adoption Schedule
For Adoption Years 2010-11 through 2016-17**

Adoption Year¹	Subject Area	Specifications & Criteria Available	State Adoption Process²	Effective Date Of Contract April 1 - March 31
2010-2011	Science <i>K-12</i>	2009	2010	2011-2017
2011-2012	Social Studies <i>K-12</i>	2010	2011	2012-2018
2012-2013	Reading, including ESOL and Access Courses ³ <i>K-5</i>	2011	2012	2013-2019
	Language Arts and Literature, including ESOL and Access Courses <i>K-5</i>			
	Mathematics, including Access Courses <i>K-5</i>			
2013-2014	Reading, including ESOL and Access Courses <i>6-12</i>	2012	2013	2014-2020
	Language Arts & Literature, including ESOL and Access Courses <i>6-12</i>			
	Mathematics, including Access Courses <i>6-12</i>			
2014-2015	World Languages <i>K-12</i> (Spanish Only)	2013	2014	2015-2021
	Career and Technical Education/ Agriculture			
	Physical Education/ Health (HOPE course only)			
2015-2016	Science, including Access Courses <i>K-12</i>	2014	2015	2016-2022
2016-2017	Social Studies <i>K-12</i>	2015	2016	2017-2023

¹Adoption Years 2012-2013, 2013-2014, 2014-2015, 2015-2016, and 2016-2017 are tentatively scheduled and all adoptions are dependent on adequate funding.

²State Adoption Process:

- Deadline for Intent To Bid – February
- Deadline for Bids – May
- State Expert Member Training – May & June
- State Expert Meeting – Fall

³Access Courses are for students with significant cognitive disabilities that receive instruction on Next Generation Sunshine State Standards Access Points.

Expansion of Accelerated Learning Opportunities

In February of 2008, the Go Higher, Florida! Task Force, made up of K-12 and postsecondary education leaders in Florida, released a committee report that included the following recommendations:

- The State Board of Education, which oversees K-12 and the Florida College System, and

the Board of Governors, which oversees the public universities, should adopt a common definition of “college and career readiness” for Florida.

- Develop/adopt high school/postsecondary assessment(s) which are clear in purpose and function, i.e., assessing skills in core courses for high school graduation and/or assessing postsecondary readiness in core courses.
- Require all high school students to take rigorous and relevant courses that prepare them for life after graduation.

Responding to the Task Force’s recommendations, Florida began working toward a common definition of college readiness that would include specific expectations of what students need to know and be able to do to succeed in their first college-level English and mathematics classes. Florida’s definition of readiness states, *“Students are considered college ready when they have the knowledge, skills, and academic preparation needed to enroll and succeed in introductory college-level courses without the need for remediation in mathematics or English.”*

In September 2008, as an initial step in aligning high school exit and college entry expectations and developing an assessment that measured college readiness, the FDOE Division of Florida Colleges organized a faculty workshop comprised of over 70 cross-sector ELA and mathematics faculty, including high school teachers, Florida College System, and state university faculty. Faculty was grouped into subject areas and reviewed the American Diploma Project college- and career-ready benchmarks to identify Postsecondary Readiness Competencies. In April 2010, in preparation for the adoption of the Common Core State Standards, FDOE began revising the Postsecondary Readiness Competencies to better align with the Common Core State Standards. These revised Postsecondary Readiness Competencies were then used to begin test item development for Florida’s new Postsecondary Education Readiness Test (P.E.R.T.). In June 2010, Florida’s colleges administered over 10,000 P.E.R.T. pilot exams in Florida high schools and state colleges. In October 2010, FDOE fully administered one of the first customized college placement tests developed from a blueprint created by a team of K-12, college, and university faculty.

Consistent with the above activity are the three goals in Florida’s Race to the Top application related to improved student performance. The goal specific to student college readiness and success states, “Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year’s worth of college credit.” To accomplish this, Florida continues to expand student access to college-level courses through five initiatives:

- College placement testing and enrollment in 12th grade postsecondary preparatory courses for identified students
- High school accountability
- College Board partnership
- Student performance-based funding
- Dual Enrollment

College Placement Testing and Postsecondary Preparatory Instruction

In response to the number of Florida high school graduates that enter the Florida College System and require remediation in mathematics, reading, or writing, Florida legislation passed in 2010 (Section 1008.30, Florida Statutes) requires high schools in Florida to evaluate the college readiness of each 11th grade student who scores at identified levels on Florida's statewide reading and mathematics grade 10 assessments. High schools must perform this evaluation using results from the state-funded, identified college placement assessment. As a result of this legislation, beginning in 2011-2012 all identified 11th grade students will be tested on Florida's new P.E.R.T. assessment or an approved college readiness assessment such as the ACT or the SAT. This student testing has been fully funded through legislative appropriations. Students who demonstrate readiness by achieving the minimum test scores established for P.E.R.T. and enroll in a Florida College System institution within two years of meeting or exceeding such scores shall not be required to retest or enroll in remediation when admitted to any Florida College System institution. Students with identified deficiencies as evidenced by scores below the statewide cut score will be required to complete postsecondary preparatory instruction prior to high school graduation. Postsecondary preparation courses in mathematics, reading, and writing (*College Ready* and *College Success*) were developed by Florida K-12 content experts, working with Florida College System mathematics and ELA faculty. These courses have been approved by the State Board of Education and are now a part of Florida's Course Code Directory to be included in all high school course offerings. All 11th grade students with identified deficiencies will be enrolled in these courses in 2012-2013 and at completion will have another opportunity to take the P.E.R.T. If successful, these students are eligible to enter the Florida College System without required remediation and are considered college ready.

High School Accountability

Legislation passed in 2008 (Section 1008.34, Florida Statutes) required Florida to move to a high school accountability system that, in addition to the focus on academic performance and performance gains measured by student achievement on statewide assessments, provided an equal focus on:

- Student access to and performance in rigorous, accelerated coursework including Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), Dual Enrollment (DE), and Industry Certification (IC). Performance is measured by exam scores (AP, IB, AICE), course grades (DE), or completion of certification requirements (IC).
- Student measures of college readiness determined by identified SAT, ACT, or P.E.R.T. exam scores.
- Graduation rates for all students, providing an additional graduation rate for academically at-risk students.

In conjunction with implementation of this new high school accountability system, Florida has seen a ramping up of student participation in AP, IB, and AICE courses and program areas, as well as increased Dual Enrollment course offerings and rising enrollment in Industry Certification programs. Likewise, Florida student participation in ACT, SAT, and college placement examinations has continued to rise, especially for the state's minority populations. With broad expansion of participation in advanced curricula and college entrance exams, Florida's largest minority groups have also shown increased performance on AP examinations and notable reductions in achievement gaps. Florida's graduation rates have also continued to rise in recent

years, with some of the greatest sustained increases occurring among the state's minority populations.

The college readiness measures in Florida's School Grades system provide an additional incentive to schools and LEAs to prepare all graduates to be college ready. Each high school receives points in the school grading formula for the percentage of its graduates that are ready for college based on SAT, ACT, or other college placement tests. The administrative rule governing school grades (Rule 6A-1.09981, Florida Administrative Code) also includes changes to this measure to increase its rigor and apply it to all on-time graduates. Including this measure in the school grading system raises the profile of college readiness and increases awareness of the importance of helping all students become ready for college and careers. The following links provide information about how school grades, including the acceleration and college readiness measures, are calculated:

<http://schoolgrades.fldoe.org/pdf/1011/Guidesheet2011SchoolGrades.pdf> and
<http://schoolgrades.fldoe.org/pdf/1011/SchoolGradesTAP2011.pdf>.

College Board Partnership

Consistent with the requirements of Florida law (Section 1007.35, Florida Statutes), each year the FDOE works with the College Board to identify schools in need of support to develop a college-going culture. This partnership utilizes a systematic approach with specified programs and services prioritized to support underperforming LEAs. Between 1999 and 2010, 10th grade PSAT/NMSQT test-taking numbers increased nearly 287 percent for the general population and increased by more than 460 percent for minority test-takers. The increase is largely attributable to state funding proposed by the Governor and provided by the State Legislature to cover the cost of the test for all 10th grade students. Minority students are also taking AP exams in greater numbers than ever before. The partnership implemented greater incentives and efforts to increase minority student enrollment in AP courses and participation in AP examinations resulting in more than a 491 percent increase in the number of exams taken by minority students and a 330 percent increase in the number of AP exams taken by minority students receiving scores of three or higher, thus generating college course credit. In addition to teacher professional development for readiness to teach AP courses, the partnership also supports implementation of the Advancement Via Individual Determination (AVID) program in partnership schools with an emphasis on teaching college-ready skills and preparation for success in rigorous coursework.

Student Performance-Based Funding

Florida law (Section 1011.62(1)(l)(m)-(n), Florida Statutes) provides incentive funds for schools and teachers based on the number of students who take and score at or above identified scores on AP, IB, and AICE exams. Specifically, an additional value of 0.16 full-time equivalent (FTE) is reported by LEAs for:

- Each student enrolled in an AP class who earns a score of three or higher on an AP exam, provided they have been taught in an AP class in the prior year.
- Each student enrolled in an IB course who receives a score of four or higher on the subject exam.
- An AICE student if he or she receives a score of "E" on a full-credit subject exam or an additional 0.08 FTE if he or she is enrolled in a half-credit class and earns a score of "E" or higher on the subject exam.

- Each student who receives an IB or AICE diploma.

From the funding generated by the bonus FTE of these programs, Florida law (Sections 1011.62(1)(l), (m), and (n), Florida Statutes), requires LEAs to distribute bonuses to certain classroom teachers as follows:

- International Baccalaureate – A bonus of \$50 is earned by an IB teacher for each student in each IB course who receives a score of four or higher on the IB exam. An additional bonus of \$500 is earned by the IB teacher in a school designated with a performance grade category “D” or “F” who has at least one student scoring four or higher on the IB subject exam. Bonuses awarded to a teacher may not exceed \$2,000 per school year.
- Advanced International Certificate of Education – A teacher earns a \$50 bonus for each student in the full-credit AICE course who receives a score of “E” or higher on the subject exam and a \$25 bonus for each student in each half-credit AICE course who receives a score of “E” or higher on the subject exam. Additional bonuses of \$500 and \$250 for full-credit and half-credit courses, respectively, shall be awarded to AICE teachers in a school designated with a performance grade category “D” or “F” who have at least one student passing the subject exam in that class. The maximum additional bonus in a given school year is \$500 for those teachers who teach half-credit courses and \$2,000 for those teachers who teach full-credit courses.
- Advanced Placement – A \$50 bonus is earned by an AP teacher for each student in each AP course who receives a score of three or higher on the AP examination. An additional bonus of \$500 is earned by the AP teacher in a school designated with a performance grade category “D” or “F” who has at least one student scoring three or higher on an AP exam. Bonuses awarded to a teacher may not exceed \$2,000 per school year.

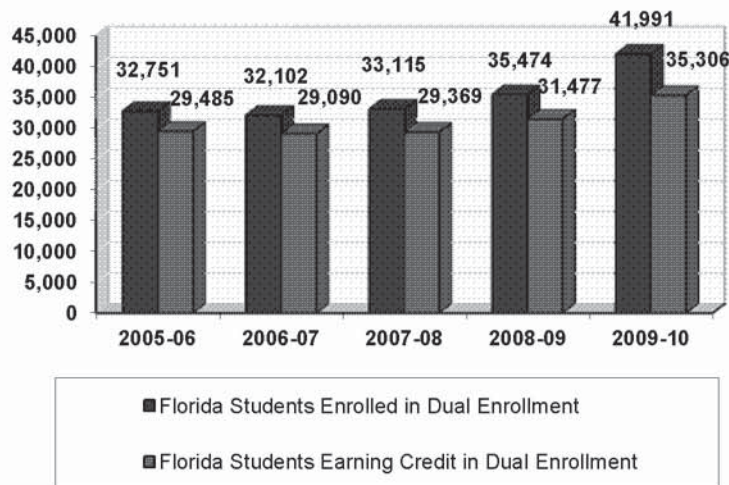
Florida law (Section 1011.62(1)(o), Florida Statutes) also provides incentives for students who complete an industry-certified career or professional academy program and who is issued the highest level of Industry Certification and a high school diploma. For these students, an additional value of 0.1, 0.2, or 0.3 FTE student membership is added.

It is estimated that a total of \$86,171,014 was allocated to LEAs in 2011-12 for the above incentives.

Dual Enrollment

Florida law (Section 1007.271, Florida Statutes) defines Dual Enrollment as the enrollment of an eligible secondary student or home education student in a postsecondary course at a public or eligible nonpublic Florida College System institution, university, or career center. Through Dual Enrollment, students earn both high school and postsecondary credit. Tuition and fees for Dual Enrollment courses are waived for students who attend a Florida public institution. As illustrated by the chart below, the number of students enrolled and the number of students earning postsecondary credit continues to increase.

**Dual Enrollment Continues to Increase in Florida
Number of Students Enrolled in Dual Enrollment
and Earning Credit in Dual Enrollment through
Florida Colleges**



Florida will continue to implement the above strategies to expand access to accelerated learning opportunities and increase the number of participating students.

FDOE Works with Institutions of Higher Education State-Approved Programs that Prepare Teachers and School Leaders

Florida has designed and begun implementation of a plan that will result in its approved teacher preparation programs producing candidates to teach the Common Core State Standards by the 2013-14 school year. This plan begins with the revision of Florida Teacher Certification Examinations (FTCE) in all grades and subjects that include Common Core State Standards, as well as Florida's Next Generation Sunshine State Standards in STEM areas (science, technology, mathematics, and engineering). Florida requires that all candidates in approved 'traditional' initial teacher preparation programs pass all portions of the FTCE prior to graduation, which includes a basic skills entrance examination, as well as Professional Education and Subject Area tests (Rule 6A-5.066(1)(c)2.e., Florida Administrative Code). The Subject Area tests in STEM and Common Core State Standards content have begun a timeline for revision as seen in the chart below. The Competencies and Skills that are referred to on the timeline are the essential content for these examinations and form the basis for the Uniform Core Curriculum required by Section 1004.04, Florida Statutes. The other major portion of the Uniform Core Curriculum is the Florida Educator Accomplished Practices, which are assessed by the Professional Education test. Institutions receive continued approval of their programs based in large part on whether they are assessing their candidates on their performance of the Uniform Core Curriculum as described in these Competencies and Skills (see Florida Standards for Initial and Continued Program Approval at <http://www.fldoe.org/profdev/pdf/2008sidebyside.pdf> and the Guidelines for Implementation of the Standards at <http://info.fldoe.org/docushare/dsweb/Get/Document-5450/dps-2009-134b.pdf>). The revision of the Competencies and Skills for certification will focus teacher preparation programs on the Common Core State Standards, and as such are a key strategy in improving Florida teachers' ability to implement these rigorous standards in our schools.

Postsecondary Projects and Timelines – All FTCE/FELE¹ Projects (2010-2014) – Race to the Top and FTCE

Subject Area Exam	Year Last Developed	Next Scheduled for Full Development	Standards	New Standards Adoption	Proposed State Board of Education Rule Adoptions ²	New Forms Administered	Date of Last Standard Setting
Math 6-12	2007	2011	CC	2010	September 2011 & 2012	January 2013	1989-90
Middle Grades Math 5-9	2007	2011	CC	2010	September 2011 & 2012	January 2013	1989-90
PK-3 Math, Science, Reading, Social Science	2008	2011	NGSSS/CC	2010	September 2011 & 2012	January 2013	1993-95
English 6-12	2007	2013	CC	2010	September 2013 & 2014	December 2014	1989-90
Middle Grades English 5-9	2007	2013	CC	2010	September 2013 & 2014	December 2014	1989-91
Elementary K-6 Math, Science, English Language Skills, Social Science	2008	2013	NGSSS/CC	2010	September 2013 & 2014	December 2014	2009
Professional Education	2005	2011	FEAPs	2010	September 2011 & 2012	January 2013	2003-05
ESOL	2007	2011	ESOL	2010	September 2011 & 2012	January 2013	1992-95
FELE	2007	2011	William C. Golden	TBD	N/A	January 2013	2008
Standard Setting							
Biology, Chemistry, Earth/Space, Middle Grades General Science, Physics	2008	2011	NGSSS	TBD	September 2012	January 2013	1988-91

¹Florida Educational Leadership Examination

²Two State Board of Education rule adoptions for each subject area exam; the first date is for Competencies and Skills only. The second date is the adoption of updated cut scores.

Institution teams have already received training from FDOE on how to incorporate the state's newly adopted Standards for teachers in English to Speakers of Other Languages (ESOL), reading, and Florida Educator Accomplished Practices into their preparation programs. Training for institution teams will continue during the 2011-2013 school years, as the Competencies and Skills are adopted for the specified Subject Area tests.

The state's complete plan under Race to the Top includes the subsequent revision of the Uniform Core Curriculum and Continued Approval Standards as shown below.

Teacher and School Leader Plan for Transition to New Standards

Race to the Top Timeline

2010-11	2011-12
<ul style="list-style-type: none"> • Job-embedded program grant applications begin (September 2011) • Principal program grant applications begin (September 2011) • Student Growth Implementation Committee recommends a new state student growth model and program evaluation begins based on new model • Baseline data provided to existing programs (Spring 2012) 	<ul style="list-style-type: none"> • Job-embedded grants awarded and recipients admit first new program teacher candidates (Spring/Summer Semester 2012) • Principal program grants awarded • 1st reporting through electronic Institution Program Evaluation Plan (eIPEP) system for Initial Teacher Preparation Programs using new performance measure categories for continued program approval (reported in Institution Program Evaluation Plan (IPEP)/ Annual Program Evaluation Plan (APEP) submitted Fall 2012) • Improvements to eIPEP system made based on initial study and review and feedback from institutions (November 2011)
2012-13	2013-14
<ul style="list-style-type: none"> • LEAs hire first job-embedded teacher preparation program candidates • 1st principal program cohort begins • Reporting continues through eIPEP • Preliminary ratings of teacher preparation programs published (preliminary ratings will not be used to make program approval decisions) • Continued improvements to eIPEP system made based on initial study and review and feedback from institutions (project continues 2012-14) 	<ul style="list-style-type: none"> • First completers of STEM teacher education programs and principals employed in LEAs • 1st candidates in job-embedded programs completed • Data from partner programs used to revise initial program approval requirements and establish performance measures for continued program and School Leadership approval requirements • Student growth results from common LEA assessments introduced into teacher preparation performance measures

Updates to Uniform Core Curriculum & Leadership Standards: Supporting Activities and Milestones

	2009-10	2010-11
Florida Educator Accomplished Practices (FEAPs)		<ul style="list-style-type: none"> • New FEAPs approved (December 2010)
Florida Teacher Standards for ESOL Endorsement	<ul style="list-style-type: none"> • New performance standards for ESOL Endorsement approved (March 2010) 	<ul style="list-style-type: none"> • Input received from ESOL faculty at Teacher Preparation Programs on implementation of new ESOL standards (Summer 2010)
Florida Competencies for Reading Endorsement		<ul style="list-style-type: none"> • Anticipate amended Reading Endorsement competencies approved (September 2011)
School Leadership programs		<ul style="list-style-type: none"> • Convene leadership group via a research discussion with William Cecil Golden partners (Spring 2011) • Revisions to leadership standards

**Updates to Uniform Core Curriculum & Leadership Standards:
Supporting Activities and Milestones (continued)**

	2011-2012	2012-2013
Florida Educator Accomplished Practices (FEAPs)	<ul style="list-style-type: none"> • Training Academies for Teacher Preparation Programs provided by Learning Sciences International (Summer 2011) • Subcommittee of Race to the Top Teacher and Leader Preparation Implementation Committee works with Teacher Preparation Programs to develop a plan for implementation of new FEAPs (Fall 2011) 	<ul style="list-style-type: none"> • Changes to Teacher Preparation programs required for implementation of new FEAPs completed and implemented (Fall 2012; implementation Fall 2013 or before) • Teacher Preparation Programs' Program Evaluation Plan (IPEP/APEP) must include a revised FEAPs matrix reflecting the courses/modules in which new FEAPs are taught and assessed (Submit November 2012)
Florida Teacher Standards for ESOL Endorsement	<ul style="list-style-type: none"> • Training provided by Bureau of Educator Recruitment, Development, and Retention staff (Fall 2011; coincide with Reading training) 	<ul style="list-style-type: none"> • Changes to Teacher Preparation Programs required for implementation of new ESOL Standards (Fall 2012; implementation Fall 2013 or before) • Teacher Preparation Programs' Program Evaluation Plan (IPEP) must include a revised ESOL matrix reflecting the courses/modules in which the new ESOL Standards are taught and assessed Fall 2012 (Submit November 2012)
Florida Competencies for Reading Endorsement	<ul style="list-style-type: none"> • Gather input from reading faculty at Teacher Preparation Programs on implementation of amended competencies (Fall 2011) • Training provided by Bureau of Educator Recruitment, Development, and Retention staff (Fall 2011; coincide with ESOL training) 	<ul style="list-style-type: none"> • Changes to Teacher Preparation Programs required for implementation of amended Reading Endorsement competencies (August 1, 2012; per proposed State Board of Education rule) • Teacher Preparation Programs' Program Evaluation Plan (IPEP/APEP) to include a revised Reading matrix reflecting the courses/modules in which the amended Reading competencies are taught (Submit November 2012)
School Leadership programs	<ul style="list-style-type: none"> • Rule Development to amend 6A-5.080, F.A.C. (August 2011); Rule Workshops for Leadership Standards (September 2011) • New revisions to Rule 6A-5.080, F.A.C., taken before SBE to be approved (November 2011) • Rule Development to amend Rule 6A-5.081, F.A.C., and continued approval standards (Spring/Summer 2012) 	<ul style="list-style-type: none"> • New revisions to Rule 6A-5.081, F.A.C., taken before SBE to be approved (Fall 2012) • Training provided by Bureau of Educator Recruitment, Development, and Retention staff (Fall 2012/Spring 2013) • Changes to Leadership Preparation programs required for implementation of new Leadership Standards (Fall 2013)

The Florida Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators (Rule 6A-5.065, Florida Administrative Code, Attachment 10c). Florida universities were represented on the state committee development teams who drafted these practices and a work group of university professors are now working with the FDOE to develop tools to help faculty in teacher preparation programs to align their curriculum with these practices and to develop assessment instruments to assess student teachers in their demonstration of them. FDOE has provided training to teacher educators on the new Accomplished Practices and is providing ongoing training during the 2011-12 school year in a toolkit specifically to assist preparation programs with high-quality integration of the Accomplished Practices with the state's teacher competencies in reading and in English to Speakers of Other Languages (ESOL). The Common Language Project is a combined effort by curriculum, school improvement, and teacher preparation experts through a common language of instruction, by identifying and promoting a clear understanding of like terminology among the groups and for all educators. Through the Common Language Project, FDOE is modeling for LEAs and institutions how they can align their curriculum and student learning progress monitoring and support systems with new

personnel evaluation systems and candidate assessment systems, and provide timely and consistent feedback provided to teachers.

Ensuring that teachers are well-equipped to teach to the Common Core State Standards is paramount. Under Race to the Top, Florida has two competitive grant programs for institutions with approved teacher preparation programs regarding Common Core State Standards and Next Generation Sunshine State Standards in STEM and other core content areas through the redesign of the institutions' teacher preparation programs. The programs resulting from these grants will incorporate a new curriculum of standards-based content and new delivery systems that are a more clinical model, and as such will serve as model programs for other institutions to emulate. FDOE is also working through the Race to the Top Teacher and Leader Preparation Implementation Committee to revise the state's standards for continued approval of teacher and leadership preparation programs, based on the design principles and content addressed above.

The Florida Principal Leadership Standards (Rule 6A-5.065, Florida Administrative Code, Attachment 10d) define Florida's core expectations for effective school administrators, and include emphasizing the principal's role in effectively implementing a standards-based learning environment that focuses on student learning results. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skills sets and knowledge bases needed for effective schools. Standards define the role of the principal in leading schools focused on the achievement of all students on the state-adopted curriculum standards through standards-based instruction.

Florida universities were represented on the state committee development teams who drafted these leadership standards and are now partnering with LEAs in the development and implementation of local principal preparation programs that lead to state principal certification. Additionally, state universities infuse online leadership development modules based on the leadership standards into their university coursework on educational leadership. In January 2012, the FDOE will bring together LEA redesign teams on school leader evaluation systems and university professors of Educational Leadership to work together on a continuum of leadership development, support, and evaluation based on the Florida Principal Leadership Standards that spans teacher leadership, administrator preparation programs, certification, evaluation systems, and professional development.

Evaluating Current Statewide Assessments, Increasing the Rigor of Those Assessments, and Aligning Them to College- and Career-Ready Standards

Florida is a leading state in the 24-member Partnership for Assessment of Readiness for College and Careers (PARCC) consortium. PARCC is creating a common assessment system that will help states dramatically increase the number of students who graduate from high school ready for college and careers and provide students, parents, teachers, and policymakers with the tools they need to help students – from 3rd grade through high school – stay on track and graduate prepared. Florida serves as the fiscal agent for PARCC, but more importantly, Florida is taking an active leadership role to ensure that the assessments are closely aligned to the Common Core State Standards, are rigorous, and are of high quality. State, LEA, and higher education staff have played key roles in guiding each step of the process thus far. FDOE staff has been working to inform educators across the state of the high expectations associated with the Common Core

State Standards and the nature of PARCC assessments. Also, Florida educators have provided important feedback to inform the development of the assessment and the tools to assist in the transition to these new standards. Plans are in place to ensure that this broad educator engagement will continue over the coming years. In 2014-2015, Florida will begin administering the common assessments that will assess whether students are meeting these college- and career-ready standards.

The FDOE is working with educators, LEAs, and business and community leaders to establish Achievement Level standards for new statewide assessments. This increase in standards will help raise student expectations prior to Florida's implementation of the common assessments developed through PARCC in 2014-2015. This year, Florida is setting new, higher standards on FCAT 2.0 and the Algebra 1 end-of-course exam. In order to be considered performing at grade level, students will be expected to demonstrate a higher degree of mastery of the standards than on the previous FCAT assessments. Both the FCAT 2.0 Mathematics and the FCAT 2.0 Reading assessments are designed to measure attainment of the more rigorous content of the Next Generation Sunshine State Standards. For example, in reading, students are asked more often to:

- Use reasonable prior knowledge, such as grade-appropriate vocabulary.
- Make reasonable inferences that are not explicitly text-based.
- Analyze information across a pair of texts, such as making comparisons of main ideas.

FCAT 2.0 also will more often require students to use information learned in an earlier grade and apply it to a current problem. On the prior FCAT, for example, students responded to items related to mean, median, and mode at several consecutive grades. On FCAT 2.0, this concept is assessed primarily in grade 6, but may be incorporated in test items assessing other benchmarks at grades 7 and 8. Before on FCAT, students at a certain grade level were asked to make conversions within a measurement system such as converting feet to inches. Now, students will be asked to make conversions across measurement systems such as converting feet to meters. Examples of the types of questions found on the FCAT 2.0 can be seen at the following websites: http://fcat.fldoe.org/fcat2/pdf/sample/1112/reading/FL530617_Gr10_Rdg_TB_WT_r2g.pdf and http://fcat.fldoe.org/fcat2/pdf/sample/1112/math/FL530629_Gr8_Math_TB_WT_r5g_.pdf.

Florida law (Section 1008.22 (3)(c)7., Florida Statutes) requires that each end-of-course assessment have both college-ready cut scores and passing cut scores. This highlights how Florida is focusing on helping students become college- and career-ready. The college-ready cut scores are to be set at a level that would indicate that “the student is high achieving and has the potential to meet college readiness standards by the time the student graduates from high school.” The State Board of Education will approve new passing and college-ready cut scores in December 2011.

Florida is implementing new Achievement Level cut scores that increase expectations for students and teachers. To set these cut scores, Florida implemented a rigorous process involving almost 300 educators as well as policy-level reactors from education, business, and the community to provide feedback to the Commissioner and the State Board of Education. Florida is using this process to set cut scores for the FCAT 2.0 in Reading and Mathematics and the Algebra 1 end-of-course assessment. The committee of educators made their recommendations after four days of iterative rounds of review. Committee members evaluated what students should know related to each question and determined the percentage of “just barely” prepared students at each

Achievement Level that should get each item correct. After the committee of educators made their recommendations they were presented to a Reactor Panel made up of Florida LEA superintendents and business/community leaders. The Reactor Panel then made Achievement Level cut score recommendations based on the recommendations of the educator committees as well as external assessment information such as NAEP, ACT, PLAN, and PSAT; impact data, and consistency across grade levels and between subjects. The Commissioner reviewed both committees' recommendations and analyzed them for consistency and impact across grade levels. The Commissioner's recommended Achievement Level cut scores reflect both committees' recommendations.

The result of this process is recommended Achievement Level cut scores that increase expectations for students. Based on students' performance in 2011, it is likely that a smaller proportion of students at most grade levels will score at Achievement Level 3 and above with the new cut scores. For example, in 5th grade reading, 69% of students scored at Achievement Level 3 or above in 2011; however, with the new cut scores proposed in the draft rule only 56% of those students would have scored at level 3 or above. The chart below shows the impact of the proposed cut scores on the number and percentage of Florida students scoring at each Achievement Level in reading, mathematics, and Algebra 1. The following link provides information about the standard setting process for Florida's new assessments:
<http://fcats.fldoe.org/fcat2/>.

Florida Is Raising Expectations – A Smaller Proportion of Students Likely to Score at Achievement Level 3 and Above in 2012

Effect of Proposed Standards for FCAT 2.0 and Algebra 1 End-of-Course Assessment Based Upon 2011 Student Performance

Grade	Reading Percentage of Students Scoring Level 3 and Above		Mathematics Percentage of Students Scoring Level 3 and Above	
	Reported in 2011	Draft Rule	Reported in 2011	Draft Rule
3	72%	57%	78%	56%
4	71%	59%	74%	58%
5	69%	58%	63%	56%
6	67%	58%	57%	53%
7	68%	58%	62%	56%
8	55%	55%	68%	56%
9	48%	55%		
10	39%	56%		
Algebra 1				55%

Principle 1 Conclusion

Florida is implementing a comprehensive plan to transition to and implement the Common Core State Standards beginning in 2011-12. The plan:

- Includes comprehensive activities related to Florida's outreach on and dissemination of the Common Core State Standards.
- Provides a systematic transition to the Common Core State Standards for all grade levels by 2013-2014.
- Addresses the needs of all students, including English language learners, students with disabilities, and low-achieving students.
- Includes the alignment of the state's adopted instructional materials.
- Supports professional development activities for both teachers and principals.
- Includes activities with Institutions of Higher Education that will result in their approved teacher and principal preparation programs producing candidates equipped to teach and support the Common Core State Standards.
- Builds upon the state's success in expanding access to college-level courses and accelerated learning opportunities.
- Complements Florida's Race to the Top activities.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
<input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	<input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than	<input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the

Georgia

**Transition to College and Career Ready
Standards**

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A

- ☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)

Option B

- ☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

The Common Core Georgia Performance Standards (CCGPS) for English language arts and mathematics will ensure that all Georgia students have equal opportunity to master the skills

and knowledge for success beyond high school. Effective implementation of the CCGPS requires support on multiple fronts, including strengthening teacher content knowledge, pedagogical skills, and contextualized tasks for students that effectively engage the 21st Century Learner. These standards create a foundation to work collaboratively across states and districts, pooling resources and expertise to create curricular tools, professional development, common assessments and other materials. Also, there will be a long-term potential savings on textbooks and instructional resources as a result of a consistency in the development of materials across states. Another power in the Common Core State Standards lies in the fact that the standards are consistent across the states and transient students will not suffer as their parents re-locate for reasons of employment. Effective implementation of the CCGPS requires support on multiple fronts, including strengthening teacher content knowledge, pedagogical skills, and contextualized student tasks that effectively engage the 21st Century Learner and ensure all students are college and career ready. Eight indicators on the high school College and Career Ready Performance Index capture the percentage of students scoring at the meets or exceeds level on each of the End of Course Exams. (Appendix A, CCRPI) The End of Course Exams are now aligning to the Common Core GPS in ELA and Mathematics and will be replaced by indicators capturing evaluation data from the Common Core Assessments as they become available in 2014-15. Five of the indicators on the middle and elementary school CCRPI capture the percentage of students scoring at meets or exceeds on each of the state-mandated Criterion-Referenced Competency Tests (CRCT) (Appendix D, CCRPI, MS, ES). The CRCT are aligned to the Common Core GPS in ELA and Mathematics.

Moving from the Georgia Performance Standards to the Common Core Georgia Performance Standards

Upon adoption of the Common Core Georgia Performance Standards by the State Board of Education in July of 2010, Georgia began disseminating information to all stakeholders regarding the adoption, professional learning, resource development, and implementation of the CCGPS. (Attachment 4: Evidence of Adoption of Common Core State Standards) Numerous advisory committees participated in aligning Georgia's present GPS with the Common Core State Standards (CCSS). State team members reviewed the CCSS and drafted alignment documents for each grade level; webinars and face-to face sessions addressed the alignment and educators across the state submitted feedback regarding the alignment. Precision review teams convened to review feedback and make recommendations regarding new Common Core Georgia Performance Standards. The Math recommendations from the precision review teams were vetted by the RESA Mathematics Mentors and the Math Advisory council for final approval. The English language arts recommendations from the precision review teams were vetted by the ELA Advisory Council for final approval. Both the ELA and Mathematics Advisory Councils include members from Georgia's Institutions of Higher Education (IHE). Georgia's IHE endorsed the CCGPS mathematics standards as being college and career ready. In addition, under the current graduation rule, Georgia math students are required to successfully complete a fourth year of mathematics in high school to further ensure Georgia's students are prepared for the University and Technical College Systems of Georgia. Georgia's IHE also endorsed the CCGPS in ELA.

From the fall of 2010 through the fall of 2011 training on the CCGPS was provided to these

groups:

- District and school level administrators
- RESA curriculum staff in all 16 areas
- 5, 000 instructional leaders statewide

The GaDOE also conducted numerous Common Core orientation presentations at conferences, summits, business meetings, parent meetings, curriculum meetings, faculty meetings, etc. to ensure consistent communication pertaining to the Common Core Initiative.

The common Core GPS has been 100% adopted. Common Core and GPS alignment has been performed by precision review teams, an inventory of ELA and Mathematics resources has been conducted and the development of needed resources are being produced. The highlight of this work will be the professional learning sessions described below.

In September of 2011, the Georgia Department of Education (GaDOE) organized a Common Core Orientation statewide faculty meeting via Georgia Public Broadcasting for all stakeholders including, parents, businesses, community members, post secondary educators, counselors, teachers, and administrators. The GaDOE is developing a series of fall, winter and spring professional learning sessions for all administrators, teachers, and instructional leaders who will be implementing the new CCGPS. The sessions will be conducted through webinars, face-to-face, and Georgia Public Broadcasting video conferencing. These sessions are by grade level and subject. All broadcast sessions are archived and easily available to parents and members of the public at large. Broadcast sessions are also available in closed caption. Inclusion of all building and LEA- level administrators in the professional learning helps to ensure successful implementation. These two hour LiveStream sessions will be produced through Georgia public Broadcasting. All webinars and GPB session will be archived for years as a point of reference for current and new classroom teachers and instructional leaders.

Professional learning sessions for all educators include an overview of the resources that have been and are being created to support the 2012-13 implementation of the Common Core Georgia Performance Standards and will address the use of these resources and instructional materials. The English Language Arts professional learning series will include not only the transition from GPS to CCGPS but a discussion of the College and Career Readiness Standards, Literacy Standards for History/Social Studies, Science, and Technical Subjects, and grade level progression of text complexity as defined by Common Core. Mathematics sessions will not only include the transition from GPS to CCGPS but the standards for mathematical practice: Reasoning and Explaining; Modeling and Using Tools; and Seeing Structure and Generalizing. The professional learning activities will ensure that all teachers and administrators are prepared to implement the CCGPS for the 2012-13 school year. (Appendix E, Professional Learning Schedules). This professional learning will encompass the technology innovations that continue to provide new resources for instruction and supports to students with disabilities, English Learners (EL), and low-achieving students. Ensuring adherence to the universal design for learning (UDL) principles in the design of curriculum and in the delivery of content through differentiated instruction is an essential component in providing the opportunity for these students (students with disabilities, English Learners, and low-achieving students) to achieve success.

In ELA, professional learning is focused on the mandate that texts are of expected complex levels and the explanation, demonstration, and concrete examples of this increase in rigor. All professional learning sessions focus on the depth of the standards as compared and contrasted with GPS' texts and tasks/units. The professional learning GaDOE is providing focuses on two areas: text complexity and integrated instructional units. A unique text complexity rubric has been made available to teachers. Common Core ELA standards mandate an integrated instructional model. For example, students should not only write to prompts but should connect evidence from reading into their writings. All language instruction should also be integrated during the teaching of the reading and writing. Instructing teachers on the development of integrated instructional units is an example of how GaDOE is reaching deeper in delivery of professional learning. A primary goal of the professional learning is to place high priority on complex text and a broad understanding of integrated units and instruction. Georgia is currently training a core of 47 teachers and curriculum specialists with funds provided by the Bill and Melinda Gates Foundation (see Building Capacity, below) to work with teachers of science, social studies and technical subjects during 2012-2013 to ensure that teachers are well prepared for the Common Core Literacy Standards in these areas.

Because GPS mathematics was used as a model for the CCSS integrated mathematics model, support for teachers to ensure a smooth transition from GPS mathematics to Common Core GPS mathematics does not require the same degree of focus on depth and rigor as the professional learning that is being offered for ELA teachers. Professional learning in mathematics will focus on how some skills and concepts under Common Core are included at a different grade level than under GPS. The initial year of implementation will focus on unit by unit information sessions via webinar and making accessible framework units that include performance tasks and sample assessments.

The Common Core GPS Team at GaDOE is meeting with the **SEDL** database development associates in November, 2011, to design a database for collecting professional learning participation and survey feedback. This feedback will drive additional education needs for teachers during the rollout in the fall of 2012. GaDOE is confident that the CCGPS rollout will equip teachers to present a curriculum that will give our students the knowledge and skills they need for success in college and careers.

Learning from the Past

A critical analysis of the Georgia Performance Standards (GPS) curriculum stakeholder preparation led GaDOE staff to consider changes in both leadership orientation and professional learning for educators being prepared for our 2012-2013 Common Core GPS implementation. With the GPS curriculum rollout in 2006, school and district level administrators were provided with professional learning only after teachers were exposed to a curriculum framed by standards and not the objectives associated with the previous curriculum. In contrast, the *CCGPS preparation began with an orientation for the change agents in schools and district offices in Georgia. By securing the investment of over 5000 administrators, GaDOE ensured communication for all stakeholder groups to include 2011-2012 teacher pre-planning sessions and parent orientation meetings.*

Educator professional learning for GPS implementation was conducted using a train-the-trainer model. Unfortunately, the trainers were not as effective as the initial session facilitators and were not always given the necessary time for the training. Again, the GaDOE was able to learn from previous experiences. *Professional learning experiences for CCGPS preparation will include face-to-face, webinar, and video-streamed sessions aimed at specific grade levels and courses. Presenters will be limited to GaDOE's curriculum specialists and teachers will be able to interact directly with the appropriate department team member throughout the preparation period and initial implementation years.*

Ensuring Common Core GPS Success for All Students

The State Longitudinal Data System (SLDS) provides teachers with longitudinal data, including but not restricted to attendance, Lexile scores, and summative performance data that will be used by educators to strategically focus on improving instruction. The CCRPI for middle schools and elementary schools includes an indicator to measure English Learners (EL) performance on an annual basis and the number of students with disabilities served in general classrooms greater than 80% of the school day. The Achievement Score for each school will reflect these percentages.

In March of 2011, World-Class Instruction, Design and Assessment (WIDA) released an alignment study of the WIDA English Language Proficiency (ELP) standards in relation to the Common Core State Standards. The study focused on linking and alignment. The conclusion indicates that overall the Common Core State Standards in English Language Arts and Mathematics correspond to the MPIs in the WIDA English Language Proficiency Standards. In response to the fact that the majority of WIDA states have adopted the Common Core Standards and to ensure that the connections between content and language standards are made clearer, WIDA is developing “amplified” ELP standards that will be released in the spring of 2012. Georgia will incorporate these standards for EL students.

This fall, the ESOL unit at the GaDOE has initiated an intense professional development campaign that is blanketing the entire state with educator training related to standards-based instruction of English Learners (ELs). These trainings target classroom teachers and school administrators and are organized by grade level (elementary, middle school, and high school). Recent examples of topics addressed are: *Promoting Academic Success for English Learners, Transforming ELA Standards for ELs, Transforming Kindergarten Standards for ELs, Standards & Instructional Practices for ELs, ELs in the Classroom: Recognizing and Encouraging School-wide Best Practices*. In addition, multiple cohorts of a semester-long Content and Language Integration course continue to be offered to throughout the state. Districts participating in this course enroll a group that includes a school or district-level administrator, an ESOL teacher, and two grade-level teachers in order that the impact of the professional learning be more systemic. Plans for spring statewide training include providing districts with data mining workshops intended to increase the depth of analysis of multiple data sets for the purpose of developing targeted interventions for ELs and program monitoring.

The GaDOE intends to continue ongoing review of research based instructional practices designed to support the provision of the required content for students with disabilities and allowing them access to the college and career ready standards. Technology innovations continue to provide new resources for instruction and support to students with disabilities, English Learners, and low-achieving students. Ensuring adherence to the universal design for learning (UDL) principles in the design of curriculum and in the delivery of content through differentiated instruction is an essential component in providing the opportunity for these students to achieve success.

Mathematics and ELA specialists are developing Common Core teacher guides for each grade/subject level teacher. In addition, instructional units, materials, and tasks are being developed to support the new common core standards. As materials are being developed, they are posted on the GaDOE website for viewing. To complement the instructional materials that are being developed to assist teachers in the delivery of instruction for the new Common Core Georgia Performance Standards, the state intends to employ the principles of Universal Design for Learning (UDL) in the design of curricula so that methods, materials, and assessments meet the needs of all students. Traditional curricula may present barriers that will limit students' access to information and learning. In a traditional curriculum, a student without a well-developed ability to see, decode, attend to, or comprehend printed text may be unable to successfully maintain the pace of the instruction. The UDL framework guides the development of adaptable curricula by means of three principles. The common recommendation of these three principles is to select goals, methods, assessment, and materials in a way that will minimize barriers and maximize flexibility. In this manner, the UDL framework structures the development of curricula that fully support every student's access, participation, and progress in all facets of learning. One of the key principles to guide professional development for instructional practices of diverse learners includes providing multiple means of engagement. This approach will assist teachers in delivering differentiated standard-based instruction that engages and provides access to all learners. In addition, professional development activities designed to support teachers' utilization of data derived from multiple measures will be emphasized as a component of sound instructional practice focused on improving student performance. To differentiate instruction is to recognize and react responsibly to students' varying background knowledge, readiness, language, and preferences in learning and interests. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process. The integration of technology provides an important component of UDL and will play a vital role in assuring these activities meet the needs of a diverse group of learners, including students with disabilities, ELs, and low-achieving students.

The state recognizes the importance of Response to Intervention (RTI) as a critical component of identifying students who may benefit from supplemental instruction in small groups or individually. Georgia's RTI process includes several key components including: (1) a 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms; (2) evidence-based instruction as the core of classroom pedagogy; (3) evidence-based interventions utilized with increasing levels of

intensity based on progress monitoring; and (4) the use of a variety of ongoing assessment data to determine which students are not successful academically and/or behaviorally. Data Teams in each school serve as the driving force for instructional decision making in the building.

The GaDOE intends to provide all teachers with professional development focused on the core content standards. The diverse needs of learners will guide the development of curriculum and instructional activities designed to address diverse needs. Teachers will continue to participate in professional development designed to provide the expertise required to utilize data from multiple measures to continually assess progress, establish baselines of performance and evaluate the progress of students.

The data collection process is an essential component of Response to Intervention (RTI) which is designed to provide additional supports and accommodations to students. The state longitudinal data system (SLDS) makes available data to teachers at the individual student level but also provides teachers with tools to develop profiles of classroom needs and will link to instructional activities designed to address identified areas of content.

Access to Accelerated Options

The CCRPI highlights the GaDOE's continuous commitment to accelerated learning opportunities with several of the indicators included in the post secondary readiness category of the high school version. Indicators in this section highlight AP, IB, dual enrollment (high school students also enrolled in college units for dual credit), SAT and ACT scores that indicate college readiness, as well as a commitment to students entering colleges without need of remediation or support. This is not a new commitment for the GaDOE. Georgia has an active Advanced Placement (AP) support system in place, coordinated by the College Readiness Unit at GaDOE. Since 2005, this three person team has worked to increase AP participation in the state by 140%, increase the number of previously underserved students taking AP exams by 105%, and guarantee the quality of AP instruction at a level that ranks Georgia 11th in the nation in the number of AP exams with scores of 3, 4 and 5 (2010 College Board *AP Report to the Nation*). From 2007 to date, more than 3500 AP teachers in the state have participated in at least one AP Regional Workshop sponsored by GaDOE. Since 2006, more than 1300 AP teachers have been trained at AP Summer Institutes as a result of grants made available to high schools by GaDOE. One of the post secondary readiness indicators on the high school CCRPI measures the percentage of students in each high school participating in AP, IB, and other accelerated learning opportunities. This indicator is captured in the Achievement Score and Progress Score for each high school. (Appendix A, CCRPI, 3 levels)

Building Capacity for CCGPS into the Future

The Georgia Department of Education partnered with several IHEs, public (6) and private (1), during the 2010-2011 academic year in a Pre-service Field Study for the existing CLASS Keys evaluation tool. Pre-service program faculty conducted in-field observations and collected perception data regarding the use of the CLASS Keys rubrics for pre-service teacher observation, rating, and feedback purposes during field assignments. One focus of this work

was the pre-service teachers' understanding and effective utilization of the Georgia Performance Standards in planning for and conducting instructional activities in the classroom. This collaboration will continue during the 2011-2012 pilot of the restructured rubric-based observation instrument for teachers and the entire Teacher Keys Evaluation System (TKES). The TKES performance standards one and two focus specifically on the new college and career ready standards. The ongoing collaboration with teacher preparation programs in the field study will provide one strong avenue of communication.

From June through September 2011, and continuing through the 2011-2012 school year, the GaDOE Induction Task Force is working to develop and communicate to the LEAs in the state induction guidelines for new teachers and for building principals. These guidelines will focus on including all students with special emphasis on English Learners, students with disabilities, and low-achieving students. Race to the Top districts are required to use these guidelines to review and revise existing principal induction programs or to develop new principal induction programs for implementation during the 2012-2013 academic year. All other districts in the state are included in the communication and review of the induction guidelines, and they are encouraged to use them to inform and strengthen their district-specific induction programs. These guidelines were developed under the leadership of the Georgia Department of Education and with collaboration from the Georgia Professional Standards Commission, by a fifty-member task force that included a significant number of faculty members and deans of teacher and leader preparation programs. The guidelines for both teachers and building principals require mentoring, ongoing performance assessment, and systematic professional learning to support success in meeting the expectations of the Teacher Keys and Leader Keys Evaluation Systems and in increasing student learning and growth for all students including ELs, students with disabilities, and low-achieving students. A primary focus of this work is assessing the status of and supporting growth in teacher and leader understanding and effective implementation of the new college and career ready standards. The IHEs represented in the task force were excited to have the opportunity to participate in the development of induction guidelines and to be able to plan to incorporate those guidelines into the work of their preparation programs. The collaboration among the GaDOE, the Georgia Professional Standards Commission, IHEs, and school districts will continue to inform this work and help ensure successful preparation of incoming teachers and leaders to be more effective classroom leaders and teach effectively to all students including English Learners, students with disabilities, and low-achieving students.

The GaDOE is also partnering with Bill and Melinda Gates Foundation (BMGF) in an activity to further support a successful transition to Common Core GPS and to increase student achievement in ELA and mathematics. The Common Core GPS Implementation Grant is currently funding intensive training in Literacy Design Collaborative (LDC) writing strategies for close to eighty teachers and curriculum leaders from 5 systems in the state and all sixteen of the Regional Education Service Agencies (RESA). The teachers represent ELA, social studies, science and technical subjects. Funding is also being used to train a similar number of mathematics teachers and curriculum leaders from 6 systems and the RESAs in the Formative Assessment Lessons (FAL) and strategies developed by the Shell Centre. The teachers in this project include teachers of ELs and students with disabilities. This core of well trained teachers and curriculum leaders will assist the GaDOE in rolling out these strategies on a

statewide basis in 2012-13. BMGF and the GaDOE believe the LDC and FAL strategies will make a significant improvement in student achievement in literacy and mathematical problem solving for all Georgia students.

Statewide Assessments

As Georgia implements the CCGPS, the assessment blueprints will be adjusted to reflect any changes in grade level content standards and achievement expectations. As previously discussed in this document, the GPS is well aligned to the CCSS, allowing transition rather than complete redevelopment. With the implementation of the GPS beginning in 2006, Georgia has a successful history of significantly increasing the rigor of its assessment system. As the assessment system transitions, a review of performance expectations may be warranted. Georgia is working with its Technical Advisory Committee, comprised of six nationally renowned measurement experts, to navigate the transition during the interim years before the common assessments are implemented in 2014-2015. Georgia is a governing state within the PARCC consortium.

Prior to becoming a governing state in PARCC, Georgia has demonstrated its commitment to ensuring students were college and career ready upon graduation. (Attachment 6: Race to the Top Assessment Memorandum) Through the American Diploma Project, Georgia has partnered with its postsecondary agencies (the University System of Georgia and the Technical College System of Georgia) to set a college-readiness indicator on high school assessments. Postsecondary faculty from both agencies have served on standard-setting committees and been involved in the test development process through item review.

In addition, Georgia is encouraging an increase in student achievement rigor through a multitude of ways:

- In April 2011, the State Board of Education adopted a Secondary Assessment Transition plan, beginning a phase-out of the Georgia High School Graduation Tests (GHS GT). Until this time, Georgia ran a dual assessment system at the high school level, mandating both the graduation tests as well as End of Course Tests (EOCT) in eight core content courses (two in each of the four content areas). Historically the GHS GT have been used for accountability but with the transition plan, accountability will now be based on the EOCT. The EOCT are more rigorous assessments, measuring the content standards with more specificity as opposed to the GHS GT which reflect content standards across multiple courses.
- Through the CCRPI, Georgia has incorporated measures of post-secondary readiness with the inclusion of the SAT and ACT (percent of students achieving the college-readiness benchmark).
- Through the CCRPI, Georgia has incorporated a target Lexile reading score that is well above the Lexile score currently associated with the proficient standard at the specified grades. This target Lexile score sets a rigorous, yet attainable, goal for schools and was set in consideration of the text demands inherent in the Language Arts Common Core standards.

- Through the CCRPI, Georgia is encouraging schools to move students into the exceeds performance level (i.e., advanced).

Plan Overview:

Key Milestones	Timeline	Party (ies) Responsible	Evidence	Resources	Obstacles	
Adopt CCGPS	July 8, 2010 Bd.Meet	CIA Division/BO E	July 8 Board Agenda			
Align CCGPS with GPS	Aug. 10-Aug. 11	ELA/Math Committees	GaDOE Website	GaDOE staff/teachers/post secondary/business		
ELA and Math Precision Rev.	Aug. 10-Aug. 11	ELA/Math Committees		Advisory Committees-curriculum experts/teachers/post secondary/bus.		
Prof. Learning for Admin.	Feb. 2011-July 2011	CIA Division/BO E	7/28/11 ElluminateLive Webinar	RESA Directors	Delivered face-to-face to all RESA Directors	
			RESA Attendance Documents		RESA Redelivered to all Admin in District	
Design CCGPS Math	Feb. 2011-June 2011	Math writers	GaDOE Website	Math Educators at all levels	Funding	
Curriculum Maps for K-12						
Collaborate and create new	June, 2011	ELA Writers	GaDOE Website	ELA Educators at all levels		
ELA Frameworks						
Inventory/GaDOE Resources	April 2011-June 2012	Math/ELA Specialists	GaDOE Website	ELA /Math/IT Specialists		
Develop needed Resources						
Collaborate with IT on	June, 2011	Math/ELA/IT Specialists	GaDOE Website	ELA, Math, IT Specialists		
tagging and designation of						
resources for Learning						
Management System						
Create ELA transition lessons	April 2011-July 2011	ELA Specialists	GaDOE Website	ELA Specialists		
for standards which shift						
grade levels						
Collaborate/Create/Conduct	April 2011-May 2012	ELA/Math Specialists	ElluminateLive Webinars	ELA/Math Specialists		
CCGPS Professional Learning			Georgia Public Broadcast			
grade level and subject specific						
Research/Collaborate/Write	Oct. 2011-May 2012	36 CTAE/Math/Science/Tech	GaDOE Website	middle/high/post secondary teachers/business		
Integrated CTAE/Science/Math		middle and high teachers and				

Instructional Units for H.S. &		post secondary/business			
Middle School					
Technology Infused in units				*Race to the Top Funds have alleviated many funding obstacles	

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014-2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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Indiana

**Transition to College and Career Ready
Standards**

(Attachment 4)	<p>the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

On August 3, 2010 and by unanimous agreement, the Indiana State Board of Education adopted the Common Core State Standards (CCSS) for English/Language Arts (E/LA) and grades 6-12 Literacy for Social Studies, History, Science and Technical Subjects, and for Mathematics. See Attachment 4 for a copy of the board minutes that show adoption of the CCSS.

Alignment

In April 2010, the Mathematics and English/Language Arts specialists at IDOE, in conjunction with a team of teachers and university professors, analyzed the alignment between early drafts of the Common Core State Standards (CCSS) and the Indiana Academic Standards (IAS). This initial analysis yielded a document that was presented to Indiana’s Education Roundtable on May 18 of that year. Co-chaired by the Governor and Superintendent of Public Instruction, Indiana’s Education Roundtable serves to improve educational opportunity and achievement for all Hoosier students. Composed of key leaders from education, business, community, and government, the Roundtable is charged with doing the following:

- Ensuring the state has world class academic standards for student learning,
- Aligning the *Indiana Statewide Testing for Educational Progress-Plus (ISTEP+)* assessments that measure student achievement with those standards,
- Setting the passing scores for *ISTEP+*, and
- Making ongoing recommendations focused on improving student achievement to the Governor, Superintendent of Public Instruction, General Assembly, Indiana State Board of Education, and others.

A subsequent analysis was completed for the final released CCSS documents using materials provided by Achieve, Inc., and the results of this analysis were presented to the Education Roundtable and the State Board of Education to assist with their decision to adopt the Common Core Standards on August 3, 2010.

To provide additional information to teachers in the alignment of resources and assessment to the CCSS, IDOE specialists translated the information from these two analyses into documents that summarized not only the level of alignment but also descriptive statements to provide further information on the gaps that existed. These Transition Guidance documents are available at <http://doe.in.gov/commoncore>. A final product of this analysis was a subset of CCSS in both Mathematics and E/LA at each grade that schools should begin building into their curriculum to assist in closing the identified gaps between the IAS and the CCSS.

English Language Learners and Students with Disabilities

The IDOE has partnered with Great Lakes East Comprehensive Center/American Institutes for Research to conduct an analysis of the correspondence between Indiana Kindergarten English Language Proficiency (ELP) standards and the linguistic demands of the Common Core State Standards. The analysis has now been completed and will be shared with educators around the state.

Indiana is monitoring the work of a consortium of 28 states participating in World-class Instructional Design and Assessment (WIDA). In early November of 2011, WIDA released a draft of the 2012 English Language Development standards. The results of this work will inform IDOE's analysis of the linguistic demands of the state's college and career ready standards and the revision of grades 1-8 English Language Proficiency Standards by the 2014-2015 school year. To accomplish this, IDOE will do the following:

- Recruit and onboard a strong Coordinator of English Learning (EL);
- Utilize the WIDA standards that have been created and aligned with the CCSS;
- Develop an internal Key Stakeholders group that will review the WIDA work (including Coordinator of English Learning, Assistant Directors of College and Career Readiness, content area specialists, and EL specialists);
- Develop an internal/external Work Group (facilitated by a few members of Key Stakeholders and mainly comprised of practitioners) to review/revise/propose changes to the WIDA work (as guided by the Key Stakeholders group);
- Develop an external Advisory Group to provide lend practitioner expertise to the work (facilitated by a member of the Key Stakeholders group and comprised of university, school board, parents, business, and other extended members of the educational community);
- Roll out the revised ELP standards aligned to the CCSS to the field, providing WebEX overview and potential regional workshops and ask for feedback on all;
- Revise as appropriate, with the involvement and support of the Key Stakeholders

- group, Work Group, and Advisory Group; and
- Formalize and provide additional technical assistance and supports statewide.

The implementation of this plan will ensure all ELL students will have the opportunity to achieve the standards.

To further support Indiana's migrant students, IDOE will create a resource center to provide technical assistance to LEAs throughout Indiana. IDOE began preliminary work in fall of 2011, by identifying and reserving sufficient federal migrant education funding to create and provide this technical assistance. The next step is to recruit and onboard a new Coordinator of English Learning, which is expected to be completed within the first few months of 2012.

The CCSS are a benchmark for all students, including special education students. The IDOE's expectation is that special education teachers will utilize the CCSS in their classrooms for students with disabilities but may teach that curriculum in a method different from those other teachers use. For example, they may be utilizing different modalities to ensure they are reaching all types of learners, they may engage in more small-group instruction, and the pacing of delivering the instruction may be different. The largest challenge is helping students with disabilities reach the level of achievement at the same pace as their general education counterparts. This often is where students in special education struggle; it is not that they cannot obtain those skills, but at times it is the rate at which they can obtain them that becomes problematic. Indiana has begun to analyze the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve to the college and career ready standards.

To better gauge how students with disabilities are performing, schools can utilize a predictive measure to determine whether they will be able to meet those standards set by the CCSS. Currently, about 92 percent of districts utilize the IDOE-provided Acuity testing as predictive or diagnostic assessments.

IDOE is working with the state's assessment vendor to provide information regarding how many students with disabilities in each district participate in the Acuity assessments. If the number is substantial, Acuity could be utilized to determine whether special education students are close to or on target to pass a standardized assessment (whether it be the End-of-Course Assessment (ECA) or ISTEP+).

Because IDOE can identify students by Student Testing Number (STN) and determine which students took which assessments, IDOE can identify from Indiana's electronic IEP data system (which over 95 percent of schools utilize) what types of accommodations and modifications were provided to each student and make correlations between the two. Student results from the current school year can show who took the Acuity assessments for predictive purposes. These results can be compared with a student's identified disabilities and accommodations. This information can be utilized throughout a student's career to tailor instruction to ensure

college and career readiness. Aggregated information about the types of accommodations that are being offered to students who are passing assessments can be shared widely throughout Indiana's educator community with the hopes of spreading practices that work.

Outreach and Dissemination

The IDOE has partnered with the Curriculum Institute to conduct outreach and disseminate information about the CCSS via professional development for administrators and educators in locations across the state. Starting in June of 2011 and continuing to date, nearly 900 curriculum directors, district-level administrators, and building-level administrators have participated in professional development sessions. Sessions planned for the end of 2011 through February of 2012 will add instructional coaches to the target audiences. By February 2, 2012, an additional 600 participants will receive professional development on transitioning to the CCSS.

Participants are now asking for greater specificity regarding the design of curriculum and instruction around the new standards. Future sessions will include specific content and pedagogy related to implementing the Mathematical Practices, disciplinary literacy, the role of argument and evidence-based writing, and so forth.

The following outlines the sessions' targeted audience, scope, and number of participants.

Session I**Intended Audience:** Curriculum directors and district-level administrators**Overview:**

- Transitioning to the CCSS with the Indiana multi-year transition plan
- Update on the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium
- Strategies for utilizing Indiana’s Instructional and Assessment Guidance documents
- Discussion on the requirements of IAS versus the CCSS
- Development of a district-wide action plan

Session I		
Date	Location	Number of Participants
June 17, 2011	Indianapolis, IN	190
June 30, 2011	Indianapolis, IN	45
September 7, 2011	Plymouth, IN	56
September 8, 2011	Decatur, IN	76
October 14, 2011	Highland, IN	61
October 19, 2011	Jasper, IN	28
	TOTAL	456

Session II

Intended Audience: Curriculum directors, district-level administrators, building-level administrators

Overview:

- Update on the PARCC content framework and additional resources
- Major shifts in mathematics and ELA
- Requirements of PARCC assessments versus the *ISTEP+* assessment
- Conducting a close reading of the standards

Session II		
Date	Location	Number of Participants
October 18, 2011	Connersville, IN	36
October 31, 2011	Fort Wayne, IN	172
November 1, 2011	Plymouth, IN	139
November 8, 2011	Highland, IN	52
November 9, 2011	Indianapolis, IN	36
December 6, 2011	Jasper, IN	32 registered thus far
January 24, 2012	West Lafayette, IN	30 registered thus far
	TOTAL	435 (not including the 12/6 & 1/24 sessions)

Session III

Intended Audience: Curriculum directors, district-level administrators, building-level administrators, and instructional coaches

Overview:

- Update on the Indiana transition plan and available resources
- PARCC Model Content Frameworks
- The importance of Disciplinary Literacy, core competencies, and securely held content
- Mathematics Resource Analysis Tool

Session III		
Date	Location	Number of Participants (Current Registrations / Total Capacity)
January 10, 2012	Jasper, IN	19/32
January 11, 2012	Connersville, IN	31/36
January 17-18, 2012	Fort Wayne, IN	128/175
January 25, 2012	Highland, IN	22/100
January 30, 2012	Indianapolis, IN	27/75
January 31, 2012	Plymouth, IN	11/80
February 2, 2012	Plymouth, IN	16/80
	TOTAL	TBD

Indiana intends to conduct additional outreach and dissemination of information on the CCSS to key stakeholders to increase awareness and understanding. To do this, with the support of PARCC, the IDOE will hire a full time Project Manager starting in early 2012 to coordinate the work of key action groups responsible for targeted aspects of the work identified below. These groups will phase in over the course of one year, with the initial meeting of the Vision Team in December of 2011. Coordinated by the Project Manager, each group will align its work with the others.

Group	Purpose
Vision Team	<ul style="list-style-type: none"> • Clarify CCSS and PARCC vision for Indiana • Define key messages and expectations • Develop plan for Indiana based on strengths and needs • Determine SEA role • Define graduation implications
Steering Committee	<ul style="list-style-type: none"> • Implement vision • Define Functional Groups and appoint group leaders • Define delivery chain
Functional Work Group	<ul style="list-style-type: none"> • Create and deliver products and processes, as outlined by Steering Committee
Focus Groups	<ul style="list-style-type: none"> • Gather feedback from the field • Ensure appropriate SEA support

Professional Development, Supports and Materials

To support students with disabilities, professional development of local directors of special education and administrators will be required to implement the Acuity-Indiana IEP data comparison explained previously in this document. The delivery of this professional development is manageable and achievable in the near term. USDOE's Office of Special Education supports nine resource centers that build capacity in the delivery of instruction. Trainings are already offered on Acuity; more will be added in 2012.

Indiana participates in the General Supervision Enhancement Grant (GSEG) through the National Alternate Assessment Center. This grant is focused on creating a new alternate assessment to replace Indiana's current ISTAR alternate assessment. In 2012, IDOE will explore utilization options for the new assessment. The new assessment will measure students on the alternate standards based on the CCSS.

The GSEG grant requires a specific work group dedicated to substantive professional development, which will focus on how to appropriately and effectively teach students with cognitive impairments. It centers on how to provide appropriate instruction in English/Language arts, Mathematics, and all academic subjects. The professional development will involve the curriculum, the standards of which will be the "core connections" to the CCSS.

As referenced above, in conjunction with the Curriculum Institute and the state's regional Education Service Centers (ESCs), the IDOE has developed and presented a three-part professional development series on Indiana's plan for transitioning to the CCSS and the PARCC assessments. The purpose of these sessions is to assist district- and building-level administrators in moving from the current set of Indiana Academic Standards and *ISTEP+* to the CCSS and PARCC assessment. The sessions provide updates and discussion on the curriculum alignment guidance documents, instruction and assessment guidance documents, and the PARCC developments. Sessions II and III specifically target the building administrators.

Throughout the 2010-11 school year, IDOE specialists worked with teachers and university faculty to develop transition guidance documents. IDOE has developed sixteen individual videos for Mathematics, E/LA, and 11 content areas. The videos explain the instructional changes that likely need to take place during the implementation of the CCSS as well as identify resources schools can use to better understand and implement these changes.

From October 2010 through February 2011, IDOE worked with Indiana teachers and the Charles A. Dana Center at the University of Texas Austin to evaluate the quality and alignment of Mathematics textbooks and curricular materials to the CCSS. IDOE made these reviews public, and the materials have been used widely to help districts understand the effect of the CCSS on local curriculum and instruction decisions. The state is engaged in a parallel process for the analysis of reading materials and plans to conduct a similar review for E/LA.

IDOE has actively engaged educators in Indiana to support the CCSS in the development and delivery of aligned instructional materials. Last spring the department convened a "curriculum council" that vetted much of the materials the department distributed on the transition to the CCSS. The council helped determine the instructional priorities referenced immediately below. IDOE has developed several instructional materials aligned to the CCSS, exemplified by the following:

- In conjunction with PARCC, IDOE has developed content frameworks that will serve as a strong basis for future work;
- IDOE has evaluated the alignment of Mathematics textbooks to the CCSS and is currently reviewing reading textbooks;
- The IDOE will begin reviewing E/LA materials in the next few months;
- Indiana's state-wide curriculum maps have been revised and include "instructional priority" standards from the CCSS, which shows how to integrate the CCSS with the Indiana standards from now until 2014-15. Each year, IDOE will provide an updated list of "instructional priorities;" and
- IDOE is in the process of writing a Secondary Literacy Framework, which will (1) provide guidance to school leaders on what the CCSS literacy standards mean and guidance on how they can be implemented; and (2) provide guidance to content-area teachers on how to incorporate these standards into existing lessons.

Accelerated Learning Opportunities

The vision of the IDOE is the following: “The academic achievement and career preparation of all Indiana students will be the best in the United States and on par with the most competitive countries in the world.” The first pillar of the plan for achieving the vision is to “Create and promote a statewide culture of academic excellence, in which at least 25 percent of all graduates receive a score of 3, 4, or 5 on at least one Advanced Placement exam, a 4 or higher on an International Baccalaureate exam, or receive the equivalent of 3 semester hours of college credit during their high school years.”

Providing all Indiana children with the academic preparation they will need to navigate a 21st Century global workplace began in earnest with the adoption of the P-16 Plan for Improving Student Achievement developed in 2003 by the Indiana Education Roundtable and the Indiana State Board of Education. The P-16 plan is an integrated approach to ensuring success for students at every level of education, providing an ongoing strategic framework for aligning policies, resources, and strategies in the state.

Indiana leaders in education reform consider Advanced Placement (AP) courses and exams, International Baccalaureate courses and exams, and quality Dual Credits to be an important part of the effort to provide high standards and high expectations for all students. Each year the IDOE informs all district superintendents, high school principals, and high school test coordinators that the administration of the PSAT/NMSQT would be funded by the state for all grade 10 students attending state accredited high schools. This enables extensive use of AP Potential™ to identify students who are likely to experience success in taking AP courses and the related exams. This tool of the PSAT may also be used for identification in all advanced coursework. The IDOE also offers extensive workshops and online trainings for using AP Potential™; schools are then provided user names and passwords to utilize this predictive tool. This encourages schools to expand enrollment in their AP course offerings and dual credit course offerings or perhaps offer courses for the first time. Additional educator workshops will include the Summary of Answers and Skills and the Skills Insight tools free to schools who administer the PSAT. Beginning in July 2009, high schools were encouraged to identify a specific teacher or administrator as an “AP Champion” to further promote more students in both Paid and Free/Reduced Lunch categories to enroll in Advanced Placement classes.

In 1990, Indiana's General Assembly passed legislation that created a Program for the Advancement of Mathematics and Science. This program was established to encourage students to pursue advanced courses in critical fields of career employment such as biomedical sciences and engineering. Mathematics and science courses were judged to be critical for the continued economic welfare of the state. By July 1, 1994, each school corporation was required to provide Advanced Placement courses in Mathematics and science for students who were qualified to take them, and funds were provided to cover the cost of those exams and training for teachers. In 2011 this was 21,388 exams, up from 19,847 exams in 2010. Federal grant monies have traditionally paid for all AP exams for students on free/reduced lunch – thus

eliminating the barrier for low income students (low income students accounted for 6,881 exams in 2011 and 5,588 exams in 2010).

The adoption of the Core 40 diploma has focused additional attention on the AP, International Baccalaureate (IB) and Dual Credit programs and has contributed to increasing numbers of students enrolled in each. Core 40 became the minimum diploma for all students entering high school in 2006. The additional requirements for the Core 40 with Academic Honors diploma include fulfilling one of five options: completion of two Advanced Placement courses and the associated exams, completion of two quality dual credit courses (equivalent to six college credits), a combination of Advanced Placement and dual credit courses to earn the required advanced academic credits, a minimum SAT or ACT score, or earning the full IB Diploma. Seventy-nine percent of Indiana students completed Core 40 curriculum in the 2009-10 academic year. Of these, thirty percent qualified for the Core 40 with Academic Honors diploma.

In 2010, the Indiana General Assembly passed House Bill 1135/Public Law 91, better known as the “AP Law.” This law provides that starting with the 2011 Advanced Placement exams, a student who earns a score of three or higher shall receive college credit toward his/her degree if he/she attends any Indiana public institution of higher education; this includes all two-year and four-year schools and any accompanying satellites. The actual number of exam scores of three or higher in 2011 was 22,954, which is over 18 percent more than in 2010. This translates into 68,862 college credit hours and a truly significant amount of college savings for students and their families.

In May, 2011, the Indiana Commission for Higher Education released a policy that limits the fees that public higher education institutions offering dual enrollment courses in the high school may charge high school students. This eliminates financial barriers for high school students taking college-level courses. Additionally Ivy Tech Community College, and all of its fourteen campuses statewide, has made a commitment to provide all dual enrollment courses that are offered in the high school setting to students at no cost.

Indiana has out-paced the national average in growth of students taking Advanced Placement exams, the number of test takers, and scores of three, four, and five:

- Indiana test takers grew by 9.7 percent in 2010-2011 (38,418 total) and 28.1 percent in 2009-2010 as compared to the national growth of 7 percent in 2010-2011 and 9.5 percent in 2009-2010.
- Growth in the number of exams taken in Indiana was 11.3 percent in 2010-2011 and 29.2 percent in 2009-2010 compared to the national growth of 7.6 percent in 2010-2011 and 10.2 percent in 2009-2010.
- The number of scores of 3, 4, or 5 increased by 16.8 percent in 2010-2011 and 13.3 percent in 2009-2010 as compared to 7.6 percent nationally in 2010-2011 and 8.3 percent in 2009-2010.

Access to AP is part of the overall achievement goal –to see increases in both access and success in all student demographic categories. The number of black students who passed an AP exam in Indiana in 2011 increased by 27 percent in one year and 123 percent in 5 years; Hispanic students who passed an AP exam increased by 25 percent in one year and 200 percent in five years.

Indiana has also demonstrated notable growth in the number of high schools that offer the IB Diploma Program for students since the first school was authorized in 1986 to the 100 percent increase shown below. Twenty high schools around the state now offer the IB Diploma. Additionally three middle schools and three primary schools have been authorized to offer the full IB program for grades K-10. This growth exemplifies the concern of Indiana high schools to offer high-achieving students diverse and ever-broadening opportunities in preparing for success beyond high school.

Growth of Indiana High Schools Authorized to Offer IB Diploma Program

	1986	1995	2002	2004	2006	2007	2008	2009	2011
Number of additional schools		2	1	1	7	1	3	1	0
Total IB schools	1	3	4	7	14	15	18	19	20

Enrollment in IB classes now includes a significant number of low-income students as determined by Indiana’s guidelines for the free and reduced lunch program. The number of low-income students registering for IB exams in May 2011 also indicates a projected increase of seventy-five percent from those projected to take the May 2010 exams. This continuing increase is explained primarily by the greater number of low-income IB students in the most recently authorized IB World schools.

To further support high schools and middle schools in the expansion of rigorous college-preparatory coursework, the Indiana General Assembly in 2011 passed the Mitch Daniels Early Graduation Scholarship. This scholarship allows students to graduate from high school in three years and apply the \$4,000 that would have been appropriated to the secondary school to the post-secondary institution on behalf of that student in the form of a scholarship. To make allowance for students to do this, schools may offer high school courses to qualified middle school students. Schools may also award students credit for courses by demonstration of proficiency.

The drive toward better college preparedness includes increasing the percentage of students completing the more rigorous requirements of Indiana’s Core 40 diploma, Core 40 diploma with Academic or Technical Honors, and the IB Diploma. High student achievement is supported through implementing End-of-Course Assessments designed to ensure the quality, consistency, and rigor of Core 40 courses across the state. The state vision to have twenty-five percent of all Indiana graduates earn quality college credits has changed the culture of our schools, by asking

each to support the student's success beyond K-12.

Schools in Hendricks County, near Indianapolis, are creating a cooperative to expand their dual credit programs. If one school in the county offers dual credit calculus, students from all other county schools may attend. Another example of culture change is at Speedway High School in Indianapolis where the local education foundation supported payments to students and teachers for passing AP exams. These one-time \$100 payments for each assessment passed changed students' approach to testing and teachers' approach to instruction.

Northwest Indiana schools are collaborating to purchase a membership in the National Student Clearinghouse so they can track their own students' successes in post-secondary enrollment. This tracking will include persistence rates, graduation rates and grade point averages. This data will enable schools to take a close look at how their students fare in higher education.

Additionally, more schools than ever have adopted online providers for AP courses. These online courses are primarily delivered in schools that are too small to house a full AP program or in schools that want to offer the entire menu of AP courses but cannot afford to hire all the staff. This new access to AP for all students is a major shift in practice.

Educator Preparation and Licensing

Indiana is engaged in a systematic reform of its education system. Dr. Bennett's vision is to create an educational system that produces graduates who are able to compete successfully with students from across the nation and around the world. Attaining this vision involves reforms to all facets of Indiana's educational system, including educator preparation and licensing.

One part of the reform effort has involved educator licensing requirements. The Rules for Educator Preparation and Accountability (REPA), enacted in 2010, revised Indiana's educator licensing structure to emphasize content knowledge as follows:

- Elementary teachers (K to 6) must earn a baccalaureate degree consisting of an education major with a content-area minor OR a content area-major with an education major.
- Secondary teachers (5 to 12) must earn a baccalaureate degree consisting of any applicable content-area major—as well as a minor in education.

In spring of 2010, the IDOE sought a contractor to develop high quality educator standards to support REPA and to provide guidance to educator preparation programs as they revise their programs to meet the state's new licensing requirements. The IDOE also stipulated that the standards would be grounded in scientifically-based research and aligned with IAS and the CCSS.

IDOE contracted with Pearson to develop the Indiana Developmental and Content Standards for Educators, which include educator standards in 46 content and administrative areas and at five

school setting developmental levels. The standards are grounded in scientifically based research and are aligned with REPA, the IAS, Indiana Core Standards, the CCSS for Mathematics and for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, standards of the International Society for Technology in Education (ISTE), and other relevant standards of national professional organizations.

The Indiana educator standards are custom-designed for Indiana and articulate the IDOE's expectations regarding the content and pedagogical knowledge and skills that are important for Indiana educators. The primary focus of the 46 content-area standards is the subject-matter knowledge and skills needed to teach effectively in Indiana classrooms or to provide effective leadership in Indiana schools. The primary focus of the five school setting developmental standards is on the pedagogical knowledge and skills needed to teach in various school settings.

These standards can be found using the following link:
<http://www.doe.in.gov/educatorlicensing/standards.html>.

Indiana has standards that specifically address the following areas in the pedagogy standards:

School Setting	Standard Addressing English Learners	Standard Addressing Students with Disabilities	Standard Addressing Working with Low-Achieving Students
Early Childhood	1.6, 3.4, 4.5	1.5, 3.4, 4.4, 6.8	4.6
Elementary School	1.6, 3.6, 4.3	1.5, 3.6, 4.3, 6.10	3.10, 4.5
Middle School	1.7, 3.6, 4.3	1.6, 3.6, 4.3, 6.8	3.10, 4.4, 7.2
Secondary School	1.4, 1.6, 3.6, 4.3	1.5, 3.6, 4.3, 6.8	3.10, 4.4, 7.2

In addition, Indiana has licensure content areas for teachers to gain additional certification in exceptional needs: mild intervention, exceptional needs: intense intervention, and teachers of English Learners. Standards for each of these areas are available via the IDOE website:

<http://www.doe.in.gov/educatorlicensing/pdf/EnglishLearners.pdf>

<http://www.doe.in.gov/educatorlicensing/documents/INExceptionalNeeds-Mild.pdf>

<http://www.doe.in.gov/educatorlicensing/documents/INExceptionalNeeds-Intense.pdf>

The IDOE is currently in the process of developing customized licensure assessments in collaboration with Evaluation Systems to measure candidates' mastery of the new teacher standards. Content tests for all licensure areas will be developed and required for licensure. In addition, candidates will also complete a pedagogy assessment for licensure. Implementation of content and pedagogy tests is expected by September 1, 2013. A basic skills test aligned to the CCSS is being developed and will be required for admission to any teacher preparation program in Indiana. This test is expected to begin implementation January 1, 2013.

The IDOE is working closely with Evaluation Systems in the design of the data systems for the new licensure assessment system. Aggregate data on candidate performance per domain (logical groupings of individual standards) will be provided to each teacher preparation program for review and program feedback.

The IDOE is beginning the process of developing an accountability system for teacher preparation programs. The end result will mirror the P-12 accountability system which provides an easily understood A-F letter grade. A teacher preparation advisory group was established in the fall of 2011 and will begin to determine sources of evidence, benchmarks, and applicable metrics recommendations.

Providing teacher preparation programs with a clear blueprint of state expectations through the standards, providing quality assessments and data reporting on candidate competency on these measurements, and reporting outcomes publically in a clearly communicated accountability system will ensure teacher preparation programs will better prepare teachers to teach all students.

New principal and superintendent standards were adopted at the same time the new teacher standards were developed.

<http://www.doe.in.gov/educatorlicensing/pdf/SchoolLeaderBuildingLevel.pdf>

<http://www.doe.in.gov/educatorlicensing/pdf/SchoolLeaderDistrictLevel.pdf>

The administrator standards begin with the following statement:

The School Building Leader standards reflect the most current research on effective educational leadership and advance a new and powerful vision of principal effectiveness. The standards define those skills and abilities that school leaders must possess to produce greater levels of success for all students. Bringing significant improvement to student achievement and teacher effectiveness requires an unapologetic focus on the principal's role as driver of student growth and achievement.

The standards provide a basis for professional preparation, growth, and accountability. However, the standards should not be viewed as ends in themselves; rather, they provide clarity for building leaders about the actions they are expected to take in order to drive student achievement and teacher effectiveness outcomes.

This statement indicates the expectation that the building principal first serve as the driver of student growth. All other roles and responsibilities should be in alignment with this primary function. New licensure assessments are currently being developed, with implementation of new tests beginning September 1, 2013. Test development is customized to standards to ensure candidates have met state expectations as outlined in the standards document.

Indiana's plan to improve the preparation of incoming teachers and principals has three steps.

Step 1 – Provide rigorous, high quality standards that clearly communicate state expectations for teacher licensure programs.

Step 2 – Customize assessments that measure the standards to ensure candidates are well prepared. Provide timely specific outcome data aligned to standards regularly to programs to drive program improvement.

Step 3 – Design metrics for data collection on multiple measures to be applied to all teacher preparation programs to ensure accountability.

Indiana completed Step 1 in 2010, and programs will be required to fully implement those standards by 2013 in 515-IAC-9-1-2 Sec 2(d). Indiana is aggressively working on Step 2 with test implementation beginning September 1, 2013. Initial conversations on Step 3 began in fall of 2011 with the expectation of having an accountability system in place by 2014-2015.

Assessment

Indiana's assessment system is robust and comprehensive to prepare students at each grade level on their way to becoming college and career ready by the end of high school.

Assessments are standards-driven, student-centered, and learning-focused, and the curricular aims prepare students for post-secondary success. The assessment system supports learning-based and data-driven instruction; performance evaluation and improvement; and accountability for educators, schools and school corporations.

Diagnostic Assessments

Indiana's assessment system begins with diagnostic assessments in grades K-2. Assessments at this level are focused on literacy and numeracy as they assess the student's ability to read, comprehend, and use numbers. Wireless Generation's tools, *mCLASS: Reading* and *mCLASS: Math*, are used to measure student progress in K-2.

Diagnostic assessments in grades 3-8 are also part of Indiana's assessment system. Student learning in the content areas of English/language arts, mathematics, science, and social studies is measured using CTB/McGraw-Hill's *Acuity* tools. Indiana also provides the *Acuity Algebra* program for schools.

Both *mCLASS* and *Acuity* provide immediate results, actionable reports, and instructional activities, which enable teachers to address the individual learning needs of students. In addition, professional development related to data analysis and using results to inform instruction plays an important role in the use of these diagnostic programs.

Accountability Assessments

Indiana's assessment system includes summative assessments for students in grades 3-8. The *Indiana Statewide Testing for Educational Progress-Plus (ISTEP+)* measures student progress in English/language arts and mathematics at each grade level, in addition to science in grades 4 and 6 and social studies in grades 5 and 7. *ISTEP+* is comprised of two assessment windows: the first window includes open-ended items in the four content areas as well as a writing prompt; the second window consists of multiple-choice items. *ISTEP+* at the high school level is implemented as End-of-Course Assessments (ECAs) in Algebra I, English 10, and Biology I.

Special populations are also part of Indiana's assessment system. The *Indiana Standards Tool for Alternate Reporting (ISTAR)* program measures student achievement in the subject areas of English/language arts, mathematics, science, and social studies based on alternate academic achievement standards. *ISTAR* is a web-based system that utilizes teacher ratings. The Case Conference Committee determines, based on the eligibility criteria adopted by the Indiana State Board of Education and the student's individual and unique needs, whether a student with a disability will be assessed with *ISTAR*.

The *LAS Links* assessment is used to determine a student's level of English proficiency. The placement test, administered upon the student's arrival in the United States, is used to determine the EL services appropriate for the student. The annual assessment, administered in January and February, is used to determine the student's current level of English proficiency and is used for accountability purposes.

Other Assessments

The *Indiana Reading Evaluation and Determination (IREAD-3)* assessment measures foundational reading standards through grade 3. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment developed in accordance with 2010's Public Law 109 which "requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four."

The *Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness (ISTAR-KR)* is a web-based instrument rated by teachers to measure skills in children from infancy to kindergarten. A derivative of Indiana's Early Learning Standards (which are part of the Foundations to Indiana Academic Standards), *ISTAR-KR* is aligned to the Indiana Standards for

Kindergarten in the areas of English/language arts and mathematics and includes three functional areas: physical, personal care and social-emotional skills. Data from *ISTAR-KR* assessments are used for state reporting for PK students receiving special education, and the assessment can be used for local purposes for grades PK through 1.

The *National Assessment of Educational Progress (NAEP)*, also known as "The Nation's Report Card," is used to demonstrate performance over time for a selected sample within Indiana. This assessment is administered annually to students in grades 4, 8, and 12 and can be used to compare student performance across the United States. During selected assessment cycles, *Trends in International Mathematics and Science Study (TIMSS)*, *Program for International Student Assessment (PISA)*, and *Progress in International Reading Study (PIRLS)* are administered in conjunction with the *NAEP* assessment.

The variety of assessment tools encompassed within Indiana's assessment system provide vertical articulation through a student's entire K-12 experience, enabling teachers, parents, schools, and school corporations to anticipate, determine, and address learning as it occurs. Indiana's assessment system drives and measures each student's annual academic progress and overall preparation for post-secondary success.

The first PARCC assessment results describing the college and career readiness of Indiana's high school will not be available until well after the end of the 2014-15 school year. To begin the evolution toward those more demanding assessments based on the CCSS, Indiana has entered into agreements with ACT and College Board to pilot the interim use of their assessment suites as measures of college and career readiness to provide transition to the CCSS expectations for Indiana high schools. Both of the terminal instruments (ACT and SAT) have existing (pre-CCSS) determinations of college readiness. The Indiana graduating class of 2011 had only thirty-one percent of students who **chose** to take the ACT meet the all four of ACT's college ready benchmarks. To prepare students, parents, schools, teachers and the community for the rigor of the anticipated PARCC performance standards, all of the IDOE's reporting will use the available "College Ready" benchmarks. The state's pilot includes an independent evaluation and a timeline for making a recommendation at the end of this school year on adopting stronger Indiana college and career readiness tools and indicators for school years 2012-13, 2013-14 and 2014-15.

Indiana has already begun work with content committees and the state's testing vendor on making changes to the 3-8 assessments within the current requirements of ESEA, current state contracts and available assessment dollars.

1. At each grade level and in both CCSS content areas, Indiana assessment and content specialists have begun the initial process of "double mapping" Indiana's test items to the CCSS. This winter and spring larger practitioner committees will meet to review and refine the mapping and alignment to CCSS and determine at which grade levels and content areas of the Common Core standards there are sufficient items to report CCSS data in addition to the regular Indiana standards results. These committees will prepare

recommendations for Indiana’s Expert Panel on the levels (student, classroom, and or school) which they believe this interim information will provide the most benefit. Indiana will rely on the Expert Panel for guidance on the most appropriate metric and methodology to use in reporting. The state will begin the dual reporting on the additional CCSS information in the spring of 2013.

2. The IDOE is working with the state’s test vendor on the remaining item development in the current contract to move (with the constraints of the current test blueprints) toward more “PARCC-like” items, selecting passages based on the proportion of reading types required by the CCSS and selecting those passages with a deliberate review of the range of text complexity.
3. Finally, Indiana has joined Achieve, Student Achievement Partners and other states in collaboratively investigating a more systematic and cost effective process to better aligning state tests during this transition period with the common core and with PARCC. A short chain of emails explaining these efforts is located at Attachment 12. The steps involved include the following:
 - Identify the biggest shifts in the CCSS – the standards that result in the most significant changes teachers are likely to experience with regard to expectations for student learning and for instructional practices
 - Help each state determine the priority standards it wishes to incorporate into revised assessments, either as substitutes for existing items or as additions to the existing items.
 - Provide specifications and/or models for items associated with the key standards, including item types, which states can provide to their test vendors. These specifications are already under development for the PARCC item development ITN; consequently the participating states would be asking their vendors to develop items using the same specifications that will guide the development of PARCC assessments. Multiple states can draw on the same specifications to modify their own tests.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
<input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.	<input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition,	<input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in

Kentucky

**Transition to College and Career Ready
Standards**

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process.</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) See Appendix, page 35.</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5) See Appendix, page 36.</p>
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1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Guidance Questions:

- ***Is the SEA's plan to transition to and implement college- and career-ready standards statewide in at least reading/language arts and mathematics no later than the 2013-2014***

school year realistic, of high quality, and likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards?

- *Does the SEA plan to evaluate its current assessments and increase the rigor of those assessments and their alignment with the State's college- and career-ready standards, in order to better prepare students and teachers for the new assessments through one or more of the listed strategies?*

Overview of Transition to College- and Career-Ready Standards

State legislation, known as Senate Bill 1 (2009), served as the catalyst for Kentucky's shift to college- and career-ready standards and assessments. In February 2010, Kentucky became the first state to adopt the Common Core Standards (CCS). The state's role in transitioning to the CCS has been pivotal to implementing a new reform agenda in the state. The systemic approach to transitioning and implementation began with a focus on building district/school capacity through a system of Leadership Networks. Standards alone cannot change instructional practices; therefore, in the past year, the Kentucky Department of Education (KDE) has focused on identifying strategies to ensure course and assessment alignment with the CCS. KDE's College and Career Readiness Delivery Plan provides an example of the state's efforts to scale acceleration strategies (e.g., Advanced Placement and Dual Credit options) and providing targeted interventions (e.g., Senior Year Transitional Courses and Early College designs) to ensure more students graduate college- and career-ready.

The video *All Eyes on Kentucky*, produced by the School Improvement Network, presents the case for why Kentucky is fully committed to transitioning to the Common Core Standards and can be accessed at <http://www.youtube.com/watch?v=VW0ZMamnQV4>.

Kentucky's new assessment system is based on a coherent, rigorous system of assessments aligned with college and career standards. The ***new assessment system, which will begin in the 2011-12 school year, uses the ACT as the capstone high school assessment to determine college and career readiness.*** The new testing system is linked from Grade 3 to Grade 12 and locked onto college readiness standards. Students taking the tests from Grade 3 to 12 will know if they are on the path toward college and career readiness as defined by all of the public universities in Kentucky.

Detailed Narrative on Transitioning to College- and Career-Ready Standards

As the first state to fully adopt the Common Core Standards (CCS) in English/language arts and mathematics, Kentucky took a significant step forward in solidifying a focus on ensuring all children are college- and career-ready and prepared for life. The attached resolution, "Resolution Supporting the Adoption and Integration of the Kentucky Core Academic Standards Across Kentucky's Education System By the Kentucky Board of Education, Council on Postsecondary Education and the Education Professional Standards Board Commonwealth of Kentucky" (Attachment 4 on page 35 of the Appendix), represents the culminating event and public commitment, on behalf of three state-level boards, to implement the CCS and shape the next generation of teaching and learning focused and aligned to the

national emphasis on ensuring more students graduate college- and career-ready. The state regulation that put the CCS into law, 704 KAR 3:303, Required core academic standards, was initially adopted by the Kentucky Board of Education in February 2010 and can be found at <http://www.lrc.ky.gov/kar/704/003/303.htm>. Incorporated by reference within the regulation are the actual CCS for English/language arts found at http://www.education.ky.gov/users/otl/POS/KentuckyCommonCore_ELA.pdf and the standards for mathematics found at http://www.education.ky.gov/users/otl/POS/KentuckyCommonCore_MATHEMATICS.pdf.

The implementation of the Common Core Standards presents an opportunity for Kentucky educators to prepare students with content that is more focused and coherent and demands a deeper level of learning. The greatest potential in transforming education in the Commonwealth is present in the CCS and has shifted teachers' expectations and instructional approaches to teaching and learning. These standards outline the specific expectations for P-12 but also bring about agreement with postsecondary, creating a seamless approach to learning P-20.

Kentucky's College and Career Readiness Delivery Plan (Attachment 17 on page 163 of the Appendix) was created in collaboration with higher education and specifies the strategies for increasing the number of students that are college- and career-ready. The Kentucky Department of Education and Council on Postsecondary Education (CPE) have articulated a strong emphasis on increasing the innovative pathways for students as options for acceleration and intervention supports. This also includes a focus on expanding Advanced Placement and dual credit opportunities with increased rigor and STEM (science, technology, engineering and mathematics) coursework aligned to college- and career-ready expectations.

Kentucky's approach to developing a comprehensive and unified plan for college and career readiness and the transition and implementation of the CCS was started by a challenge Commissioner of Education Terry Holliday made to each school district to sign a Commonwealth Commitment to reaching goals of more students graduating college- and career-ready, as explained on page 12 of this waiver request.

Putting this commitment into operation meant the Kentucky Department of Education would need to play a new and different role in providing support to district leadership teams. Kentucky's model is one that mirrored the process used by the Council of Chief State School Officers (CCSSO) and National Governors' Association (NGA). These organizations modeled a strategy that brought state leaders and key stakeholders together to own their roles and define their responsibilities in contributing to a new model for implementation of standards. Kentucky replicated this process through a partnership with higher education, businesses, parent and professional organizations, and the P-12 community. **The theory of action driving this model for implementation is based on the need to have highly effective teachers facilitating learning for every student in every classroom across the Commonwealth.** Deep learning, guiding the implementation of the new standards for Kentucky educators, is based on building capacity at the local level. Standards alone will not lead to college- and career-ready students, but the implementation of the standards and interactions among the student, teacher and content will lead to students being better prepared for the future.

Kentucky's three-year action plan for transition and implementation of the CCS, found as Attachment 18 on page 200 of the Appendix, began in August 2010. The capacity-building model has a regional focus and includes higher education faculty from the arts and sciences and colleges of education, district- and building-level leaders, and most importantly, teacher leaders. This systemic approach, through regional Leadership Networks, was designed to meet the needs of educators to ensure success in the implementation of CCS; in developing an understanding of assessment literacy set in the context of highly effective teaching and learning, and leadership. A month-by-month curriculum for the 2010-11 and 2011-12 school years for the Leadership Networks component may be found as Attachment 19 on page 201 of the Appendix. In Year 1 (2010-11 school year), this curriculum plan highlights the department's effort to assist educators in the alignment and expectations of the CCS by creating common understandings about the intended learning for the rigor found in the new standards. This critical piece in transition has enabled Kentucky educators to make the necessary shifts in practice in order to support all students in reaching college and career readiness expectations.

Within the first month of adoption, KDE staff provided a crosswalk to districts/schools in order to present the differences in Kentucky's former standards and the newly adopted Common Core Standards. Almost immediately following the release of the crosswalk, KDE leadership, content specialists and network facilitators led district/school and content teacher leaders through a gap analysis protocol. During the network meetings, several activities were implemented, but as a follow-up, KDE content specialists visited districts/schools to provide district leadership teams with the necessary supports to lead this process using the KDE protocol at the local level. The protocol and resources developed to support district/school teams through this process can be found at:

<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Instructional+Support+Network/Leadership+Networks+-+Deliverables.htm>.

Year 2 (2011-12 school year) has afforded teacher and building-level leaders with the opportunity to design congruent learning experiences for students. While teacher leaders focus on design, building and district leaders and principals are engaged in conversations about the "classroom look-fors" for effective implementation in the classroom contexts. Educators are committed to the development and sharing of high-quality instructional resources that present learning opportunities for students. Building-level principals are essential in this change process, and KDE has incorporated key facets of the teacher and leader effectiveness system into the Leadership Network curriculum. Year 2 is designed to integrate the components of the effectiveness system, effective strategies for implementing the standards and effective use of data (i.e., student growth data and working conditions data from the TELL Kentucky Survey that is given to all teachers and principals).

In order to meet the expectation of full implementation and assessment of the new standards, the state legislature has committed financial resources and the state has received foundation funding for the support and implementation of the standards. State and federal funding have been redirected for the transition and implementation of the standards in order to address the needs of all learners. Two examples below outline the state's comprehensive efforts in working with educators on behalf of English language learners and students with disabilities.

Kentucky has been engaged in an alignment process to analyze the linguistic demands of the CCS for English language learners (ELLs). In November 2010, the World-Class Instructional Design and Assessment (WIDA) provided member states the results of an alignment study that examined the relationship between the CCS and the Model Performance Indicators (MPIs) of the WIDA ELP standards. An analysis was presented in a published report, *Alignment Study between CCSS in English Language Arts and Mathematics and the WIDA ELP standards, 2007 edition*. As a member state since 2006, Kentucky has been involved in these conversations but also in a process to provide additional feedback on a standards amplification project to review and provide feedback on a draft version of the *English Language Development (ELD) Standards Document* (targeted publication -- 2012).

Involvement in this analysis process has allowed Kentucky to present the most up-to-date information and create a focused effort on providing professional development to all educators, but specifically to ELL educators. An online English Learner Academy (ELA) was implemented during the 2010-11 school year. This online, professional learning community engaged P-12 educators in learning experiences to advance their understanding and application of recommended instructional and assessment practices for ELLs. Various aspects of the curriculum addressed the following:

- effective ways to include English Language Development (ELD) and CCS in daily lesson planning and units of study
- best practice strategies for ELLs to implement in mainstream classes to support learning
- how ELLs can best be served within Kentucky's System for Interventions (KSI/RtI)
- how to incorporate the WIDA ELD standards, descriptors and ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) for test data in evaluating ELLs

Additionally, Title III program funding has included a professional development plan on implementation of the CCS while learning how to differentiate academic language during content instruction to enhance students' understanding and engagement. The following webinars have been scheduled throughout the 2011-12 school year to assist Kentucky teachers:

- Implementing the CCSS in Your School
- Using Data to Drive Instruction for ELLs
- Implementing Differentiated Instruction in Your School
- Program Services Plans for ELLs

Over the past two years, educators working with students with disabilities have been formally engaged throughout the state's transition and implementation process. Special educators have participated in the state's Leadership Networks. Each district was strongly encouraged to send at least one special education teacher to the Leadership Networks, and all district special education directors have been encouraged to participate in the district leaders' network. This model has encouraged district leadership teams to intentionally include special educators at the forefront of professional development planning for special educators in their districts. Additionally, the state's 11 regionally located special education cooperatives have received additional funding for the purpose of providing more intensive training on the CCS. Literacy and math specialists, who have special education expertise, have been hired through these

cooperatives to be the “boots on the ground” in classrooms to support teachers working with students with disabilities. These efforts are likely to lead to all students, including students with disabilities, gaining greater access to and opportunity to learn the content presented in the CCS.

The state has analyzed the learning and accommodation factors necessary to ensure students with disabilities are successful in a pursuit of college and career readiness. This focus has been a primary component of the federal Individuals with Disabilities Education Act (IDEA) and has been realized by bringing together cross-agency teams and stakeholder committees to discuss proposed revisions to the existing state regulation governing accommodations in statewide assessment and accountability (703 KAR 5:070). These revisions will present different opportunities within the classroom and testing environment so that students can demonstrate content mastery.

Dissemination of high-quality resources, in a predominately rural state, presents a challenge. Kentucky has implemented four broad-scale strategies for transition and dissemination of the CCS and college- and career-ready strategies. First, Kentucky’s *Model Curriculum Framework* (MCF) is designed to be a resource to facilitate curriculum development focused on the implementation of the CCS and new assessments at the local level. The framework may be found at the following link:

http://www.education.ky.gov/users/otl/KY_Model_Curriculum_Framework/Kentucky%20Model%20Curriculum%20Framework%202011%20revised%20July%202026.pdf.

Second, a multi-phased project is underway that will present an online technology platform. This system, known as Kentucky’s Continuous Instructional Improvement Technology System (CIITS), presents anytime, anywhere access to high-quality resources and professional development and serves as the model for dissemination of exemplar lessons, strategies and instructional materials. A focus on equity and access to these resources has been a focus for KDE. Kentucky educators’ access will include access to all standards, instructional resources aligned to the CCS, formative assessments and professional development. CIITS implementation began in August 2011, and the system will be fully populated by December 2012. An educator development suite will provide a customized experience for identifying professional development tied to student learning outcomes and will include just-in-time video podcasts of higher education faculty prepared to elaborate on strategies for teaching CCS content. This suite will also be tied to Kentucky’s professional growth and evaluation system once it is developed. Finally, the system will be connected to district and school planning in order to complete the cycle for continuous improvement.

Third, the inclusion and partnership of institutions of higher education represents another unique contribution Kentucky has made to the national conversations dedicated to a college- and career-ready agenda for all. The Council on Postsecondary Education (CPE), the governing body of the state’s institutions of higher education, has committed a significant amount of funding to the implementation of the CCS and college- and career-ready assessments. These state-level partnerships with higher education have served as a model for implementation.

In February 2012, Kentucky will host a national convening, on behalf of the State Higher Education Executive Officers (SHEEO), to share the collaborative efforts between the state agency and higher education to improve learning results for students P-20. During this workshop, participants will learn about the efforts to increase faculty involvement in university/district partnerships for implementing the CCS. Assessment centers, housed on the college and university campuses, have assisted P-12 in the development and alignment of assessments by helping educators in the design of formative assessment strategies ensuring that students meet agreed-upon college-ready benchmarks for placement.

Fourth, KDE coordinates messaging to key stakeholders such as community partners, business and community partners, and parents/guardians by working closely with Kentucky Educational Television (KET) and with advocacy groups. KET has developed online, self-paced learning modules for parents, teachers and other groups outlining the need and significance of the adoption of new standards. And, the Prichard Committee has the ReadyKY campaign (<http://www.prichardcommittee.org/readykentucky/>) designed to involve parents and community members and deepen their understanding of the implementation of the CCS and a new assessment and accountability model. ReadyKY has created a cadre of public advocates who are spokespersons in community contexts.

Additionally, understanding the impact the CCS have on education, the state has worked diligently to penetrate pre-service and in-service programs as well as certification. Kentucky's Education Professional Standards Board (EPSB), the agency responsible for teacher certification, also has been instrumental in the systemic transformation in education. Since 2005, the EPSB has collaborated with school districts and KDE staff and has approved Kentucky principal preparation programs to redesign principal preparation through state regulation 16 KAR 3:050. This redesign took into consideration support to programs through professional development efforts as part of the transition. Believing that the old programs were too ineffective to improve through programmatic adjustments, the EPSB took regulatory action, and all old principal preparation programs will sunset on December 31, 2011.

Similar work is underway for the redesign of the teacher preparation programs. The changes have required universities to develop clinical approaches for experienced educators offering the practical application of what is taught in classrooms. In December 2010, all existing master's degree programs were closed by EPSB, making room for approximately 12 Teacher Leader Master's programs. Additionally, the EPSB is developing a Program Quality Performance Rating as a continuous improvement mechanism for teacher and principal preparation programs. The goal is use of student performance data and outcomes from the state's teacher and principal effectiveness system as two measures within the Program Quality Performance Rating. This action taken by the EPSB ensures a commitment to systemic change to impact pre-and in-service programming.

Key Questions and Answers

1. Why transition to the Common Core Standards?

The Common Core Standards present a consistent, clear understanding of what students

should know and be able to do and represent the expectations of the necessary skills and knowledge to ensure students are college- and career-ready. In Kentucky, Senate Bill 1 (2009) required a revision to all content standards, and the state wanted to engage in this development work. The Common Core Standards initiative has allowed states to share expectations related to college and career readiness and getting all students to higher levels of proficiency.

Detailed Narrative on Increasing the Rigor of Assessments and Alignment to College- and Career-Ready Standards

At the same time that the work on the college and career standards was occurring, work on the assessment system began with the goal of increasing rigor and alignment to college and career standards. The changes in the assessment system began with the passage of Kentucky Senate Bill 1 in 2009. Senate Bill 1 was a sweeping, omnibus law that called for a new testing system in Kentucky aligned to new standards. The new state testing system is focused on measuring college and career readiness from Grade 3 to Grade 12 and uses the ACT test as the capstone assessment to determine college readiness. It is important to note that the Kentucky testing system is codified in state regulations and has been launched in the 2011-12 school year. Kentucky, starting this year, has a new college and career standards testing system.

The Council on Postsecondary Education (CPE) led the effort to define college readiness in Kentucky. In fact, the CPE revised state regulation 13 KAR 2:020, Guidelines for admission to the state-supported postsecondary education institutions in Kentucky, to define college readiness and set the benchmark for admitting students to credit-bearing courses without having to take remedial courses. Additionally, the presidents of all higher education public institutions in Kentucky signed a Memorandum of Understanding (MOU; agreement) to accept this same definition of college readiness. See Attachment 5 on page 36 of the Appendix for both the MOU and 13 KAR 2:020. The definition calls for a student to meet a CPE benchmark on the ACT test. By meeting the CPE benchmark, all public higher education institutions will admit that student to a credit-bearing course. In essence, Kentucky's higher education institutions set the definition and the benchmarks for college and career readiness. In turn, public P-12 schools have a clear definition to use as their guiding principle for instruction and curriculum. This remarkable, unprecedented agreement allows KDE to align the grades 3-12 testing system with a capstone college readiness definition driven by our partners in higher education.

The new testing system is linked from Grade 3 to Grade 12 and locked onto college readiness standards. Students taking the tests from Grade 3 to 12 will know if they are on the path toward college and career readiness. Kentucky's new testing system is explained in the narrative below.

High School Testing Model

ACT

The ACT is the capstone test in the new Kentucky system and is administered annually to Kentucky high school juniors in the spring. ACT is based on more than 50 years of research

and provides a measure that shows the probability of student success in the first year of college. ACT has clearly defined standards and benchmarks for the subjects of reading, English and mathematics. ACT was an important player in the development of the Common Core Standards, and the ACT standards and tests are highly aligned with the Common Core work. Students who make the benchmarks are deemed ready for college courses. Students who do not meet the college benchmarks receive intervention and assistance to increase their readiness levels. Students may either take the ACT again or participate in one of two supplemental tests: the ACT COMPASS or the Kentucky Online Testing Program (KYOTE). COMPASS is a computer-based adaptive test that provides a score linked to the ACT scale. KYOTE was developed by the University of Kentucky, Northern Kentucky University and Eastern Kentucky University as a secondary measure of college readiness. CPE also obtained universal agreement from all Kentucky public institutions of higher learning to allow the COMPASS or KYOTE to be used as a supplement to the ACT score. CPE set the benchmarks for these two tests. (See Attachment 5, page 5 of the Appendix, for the Commonwealth Commitment Resolution Supporting the Role of Postsecondary Education in Improving College and Career Readiness that was signed by Kentucky's college and university presidents and for state regulation 13:KAR 2:020, Guidelines for admission to the state-supported postsecondary education institutions in Kentucky, that was passed by the Council on Postsecondary Education in June 2011 setting the requirements for students to be admitted to Kentucky higher education institutions without having to take remedial courses.)

ACT, INC. PLAN

In addition to the ACT, all sophomores in Kentucky take the ACT, Inc. PLAN test. The PLAN test is statistically linked to the ACT and provides an early prediction of how well a student will perform on the ACT test, as well as providing objective strengths and weaknesses to a student. This early warning test can be used to locate students in the fall of the sophomore year who need additional interventions.

ACT, INC. QUALITY CORE END-OF-COURSE TESTS

Kentucky has embarked on an ambitious end-of-course testing program. The ACT Quality Core® tests in English II, Algebra II, Biology and U.S. History were administered in 2011-12 to all high school students completing these courses. In Kentucky, all students must have these courses on their transcripts in order to earn a diploma. The ACT Quality Core® testing program is a comprehensive curriculum-based test measuring standards with a high match to the Common Core Standards. The ACT test scores also can be used optionally as a part of the student's final grade, thus providing high motivation to do well in the course. But more importantly, the test scores are linked to predicting how a student will perform on the ACT or PLAN test. The predicted scores create highly rigorous, college-based expectations for high school teachers and students in Kentucky.

The Kentucky testing program at the high school level has an unbroken chain of links between the ACT capstone test and the ACT PLAN and ACT Quality Core® tests. The ACT PLAN predicts an ACT score; the ACT Quality Core® predicts an ACT score. These links between courses and tests provide Kentucky high schools, for the first time, with a common set of

definitions and standards for aligning instruction to a rigorous model of college readiness. And, for the first time, public higher education institutions have defined the standards required for their incoming students to be admitted to credit-bearing courses without having to take remedial coursework.

In addition to the Quality Core® tests, high schools students will take an end-of-year writing-on-demand test, developed by Kentucky's testing contractor.

The Middle School Testing Program

The middle school testing program has a link to the high school tests. Each test is explained in the next sections:

ACT, INC. EXPLORE

All Kentucky public school students in grade 8 take the ACT EXPLORE test annually in September. This test, based on a set of curriculum standards with high correlation to the Common Core Standards, provides a predicted score on the ACT PLAN test. The ACT EXPLORE measures achievement in reading, English, mathematics and science. Eighth-grade students are being held to the same rigorous definition of college and career benchmarks that will apply to them as high school students.

KENTUCKY PERFORMANCE RATING FOR EDUCATIONAL PROGRESS (K-PREP) TESTS

In addition, the newly developed Kentucky Performance Rating for Educational Excellence (K-PREP) tests will be administered to all 6th-8th graders. K-PREP tests cover the subjects of reading, mathematics, science, social studies and writing. The tests are based on the Common Core Standards in reading, mathematics and writing; in science and social studies, the test is based on the *Kentucky Core Content for Assessment*. As soon as the new Common Core science and social studies standards become available through national work, tests will be created to measure those standards.

The K-PREP tests are designed to have a norm-referenced (NRT) and a criterion-referenced (CRT) component and include multiple-choice and constructed-response questions. The NRT will provide an achievement score based on a national sample of students, while the CRT will provide more detailed information on how students perform on the Common Core Standards. Pearson Inc. is the vendor for the K-PREP tests, but WestEd, Inc. wrote the set of Common Core items for the first operational test.

Elementary School Testing Program

The elementary schools in Kentucky also will use the K-PREP test format mentioned above. Grades 3-5 will participate in the tests. Similar to the middle school tests, the subjects are reading, mathematics, science, social studies and writing, and the tests have the same NRT/CRT format. The tests will measure the Common Core Standards.

Other Subjects Tested

As mentioned above, Kentucky also will test science, social studies and writing. Science and social studies tests are being developed using *Kentucky's Core Content for Assessment* (2006), and writing tests are being developed using the Common Core Standards. The standards and items measuring the standards were approved under prior United States Department of Education peer review guidance. Kentucky is a lead state in the development of the next generation science standards and as soon as the new standards for science and social studies are produced by either national- or state-led efforts, Kentucky will adopt those standards and then develop tests to measure the new standards.

Career-Ready Definition

In addition to the college-ready definition applicable to all students mentioned in the sections above, Kentucky has designed a career-readiness definition for high school students. Kentucky recognizes that some students may follow a career readiness path that does not include college; however, Kentucky also recognizes that many jobs in the workforce call for strong technical and academic skills. The career-ready definition calls for a student to meet qualifications in the two areas of Academic Skills and Technical Skills. Academic skills are measured by meeting a benchmark on either the ACT WorkKeys test or the Armed Services Vocational Aptitude Battery (ASVAB) test. Cut scores have been set at a high standard that would indicate the student has a solid academic background. Technical skills are measured by passing a Kentucky Occupational Skills Standards Assessment (KOSSA) test or by obtaining an Industry Certificate. To demonstrate career readiness, a student must meet both the academic skills and the technical skills components.

Standard Setting and College and Career Rigor

In the college-readiness definition, standard-setting for the new K-PREP tests to determine the proficiency cut scores will be conducted in the summer and fall of 2012. Pearson will conduct the sessions with a traditional, industry-accepted model. In addition, it is the intent of KDE to link the K-PREP cut scores to the ACT EXPLORE profile, thus putting the K-PREP scores from grades 3-8 onto a scale that provides a prediction of how well a student would score on the ACT EXPLORE test. As mentioned above, the ACT EXPLORE predicts a college readiness score on the ACT PLAN that in turn predicts how well a student will perform on the ACT test.

Another piece of important impact data to be used during standard-setting is the National Assessment of Educational Progress (NAEP) profiles. The intent of the standard-setting is to provide Kentucky with a system of tests from Grade 3 to Grade 12 that are aligned with the rigorous definition set by the ACT college-readiness standards. The assessment system back-maps from the ACT college and career definitions to every test in the system. Students from grades 3 to 12 will know each year whether they are on track for college readiness.

In the career readiness definition, the standards were intentionally set at a high level to make sure students who choose this path are not receiving a less rigorous curriculum or preparation.

For the ACT WorkKeys, the Silver Level was chosen, which means the student scores high enough academically in reading and math to be ready for 75 percent of all jobs profiled in the system. The ASVAB cut score was developed along the same method. The ASVAB's Armed Forces Qualifying Test (AFQT) score of 55 indicates the student is ready for a very high percentage of high-tech jobs in the military. Industry Certificates are only used in the definition if the job earns a living wage for a family. The first simulation data runs for applying this model found that a very high number of students who met the career-ready definition also met the college-ready definition.

Key Questions and Answers

1. Will the new assessment system redefine proficiency in Kentucky?

Yes. By using the college and career standards inherent in the Common Core and the benchmarks determined by Kentucky's Council on Postsecondary Education (CPE), an expectation exists that the distribution of students scoring at the proficient and distinguished level will drop. Approximately 38 percent of the students in the 2011 graduating class were determined to be college- and career-ready using the new definitions. When the assessment system is aligned with the college- and career-ready scale, it is estimated that the number of proficient students at the elementary and middle schools will fall into the range of 30-40 percent proficient or higher compared to the current 70 percent proficiency in reading in the elementary level.

2. Will the career-readiness definition be revisited?

Yes. The Kentucky Board of Education will revisit the definition of career readiness. The board and the Kentucky Department of Education recognize that career-readiness definitions will evolve over the next few years, and we will need to be responsive to work in this area at the federal level and in other states.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
<input type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	<input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and	<input checked="" type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the

Massachusetts

Transition to College and Career Ready Standards

create the clear and coherent system of accountability necessary to aggressively address low performance, call out and remedy proficiency gaps, enable continuous improvement, and reward strong performance. The road forward is long but clear; the work will not be easy, but is critically important. The Commonwealth's students deserve nothing less.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A

- ☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)

Option B

- ☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Overview

Success in today's economy requires a higher level of education than ever before, leaving students who graduate from high school unprepared for the rigor of college or careers unable to compete with their peers. Massachusetts has long made college and career readiness a top priority, and since 2007 has recommended that all high schools require students to complete MassCore, a minimum program of academic studies, before graduation to ensure their preparedness.

The Massachusetts Board of Elementary and Secondary Education (BESE) enhanced this recommended course of studies in 2010 when they adopted the *Common Core State Standards in Mathematics* and the *Common Core State Standards in English Language Arts and Literacy*. These evidence-based, internationally benchmarked standards are aligned with college and work expectations and were designed to provide the knowledge and skills that students need to succeed in entry-level, credit-bearing academic college coursework and workforce training programs. Following the adoption of the standards the state added some unique Massachusetts standards and features, including pre-kindergarten standards. In December 2010 the BESE and Board of Early Education and Care adopted the new *Massachusetts Curriculum Framework for Mathematics* and the *Massachusetts Curriculum Framework for English Language Arts and Literacy*, both of which incorporate the Common Core state standards and create a new alignment between early education and the K–12 system.³

Massachusetts Department of Elementary and Secondary Education (ESE) staff played a lead role on the writing teams that developed the Common Core State Standards to ensure that the new standards would be as academically rigorous and challenging as our prior standards, and worthy of adoption in Massachusetts. Now that the decision to adopt has been made, the state has begun a multi-tiered effort to ensure that educators are fully prepared to bring the new standards to life in the classroom. Plans are underway to revise the state's other curriculum frameworks (science and technology/engineering, history/social science, arts, comprehensive health, foreign languages) to incorporate literacy and mathematics standards where appropriate, transition to an assessment system aligned with the new standards, conduct outreach and professional development, and work with the Massachusetts Departments of Higher Education and Early Education and Care to create a system-wide, P–20 focus on college and career readiness.

Alignment

Prior to adopting the Common Core State Standards, ESE conducted several analyses to measure the degree of alignment between the old and new standards. We found that in both mathematics and English language arts the standards were 90% aligned to our existing state

³ These documents are posted at www.doe.mass.edu/frameworks/current.html. Minutes of the Board meetings are at www.doe.mass.edu/boe/minutes/10/0721reg.doc and www.doe.mass.edu/boe/minutes/10/1221reg.doc

standards; the additional depth in some areas found in the Common Core State Standards accounted for most of the difference. Massachusetts added some standards to the Common Core in the process of adopting its final curriculum frameworks, most notably a set of pre-K standards in both mathematics and English language arts. Massachusetts' additions comprise 2.5% of the English language arts standards and less than 4% of the mathematics standards, well below the allowable 15 percent. Because of the state's deep involvement in the standards development process and the strong alignment between the old and new Massachusetts frameworks, the transition will not be as complex as in other states.

In December 2010, ESE Curriculum and Instruction staff published crosswalks to indicate similarities and differences among the old and new standards.⁴ Districts are able to use these crosswalks to inform the alignment of their curriculum and instruction. ESE Student Assessment staff and the state's assessment contractor used the crosswalks as the basis for analyzing the alignment of existing test items to the new standards.

Special Populations

The state's college and career readiness aspirations extend to all students, including those who are in need of additional support due to a disability or because English is not their first language. To that end the state has prioritized the alignment of its English language proficiency standards and standards for students with disabilities.

Massachusetts' English language proficiency (ELP) standards were last updated in 2006 and at that time were closely aligned to the state's 2001 English language arts curriculum framework. To realign the ELP standards with the state's new standards, ESE is currently finalizing a memorandum of understanding with the 27-state World-Class Instructional Design and Assessment (WIDA) consortium to use their English language development standards. The WIDA standards are aligned with the Common Core state standards, can be used by both English as a second language (ESL) and sheltered English immersion (SEI) content teachers, and address social and academic language development across the four language domains (reading, writing, listening, and speaking) in the major content disciplines. WIDA standards are assessed using the ACCESS (Assessing Comprehension and Communication to English State-to-State for English Language Learners) test, an assessment that measures student progress in acquiring the English language. The ACCESS assessment, an appropriate and strong replacement for the current Massachusetts English Proficiency Assessment, will be implemented in Massachusetts schools in the 2012–13 school year.⁵

We have also been working to analyze and implement the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to meet and exceed the college- and career-ready standards. In 2006, ESE published Guides to the

⁴ www.doe.mass.edu/candi/commoncore

⁵ Documentation on the state's decision to administer the ACCESS assessment: www.doe.mass.edu/boe/docs/0911/item4.html

Curriculum Frameworks in ELA, Mathematics, Science and Technology/Engineering, and History/Social Science for Students with Disabilities⁶. These will be updated in 2012 to align to the new Massachusetts Curriculum Frameworks for ELA/Literacy and Mathematics. This alignment project will be conducted with other states and university research centers through the alternate assessment consortium, the National Center State and Collaborative (NCSC), and will serve as a resource for other states throughout the country.⁷

Further, the content of our statewide teaching and learning system, described below, will be designed to promote tiered instructional strategies so that all students can access the content. The system itself will also allow educators to generate data from formative assessments so that they can monitor student learning more closely and identify problems early. As for accommodations, Massachusetts is leading the Partnership for the Assessment of Readiness for College and Career (PARCC) effort to develop a strategy for how students with disabilities will be accommodated in the assessment, using analysis of our existing accommodations to guide the work.

Outreach and Dissemination

ESE began dissemination of its new ELA/Literacy and Mathematics Curriculum Frameworks in January 2011 through conferences, professional development, and collaborative regional events held in the state colleges and universities and open to the P–20 education community. The highlights of this effort were regional sessions to introduce the new frameworks to teams of educators from early education, K–12 and higher education institutions. The transition to the new curriculum frameworks was also the featured theme of the state’s annual Curriculum and Instruction Summit, which was attended by more than 800 educators. At the request of the state’s superintendents, ESE also shipped more than 170,000 print copies of the new frameworks to districts so that individual teachers would have hard copies of the frameworks to use for their independent classroom alignment work.

Through its family literacy activities, ESE has begun to disseminate information using the Parents’ Guide materials developed on the Common Core standards for the National Parent Teacher Organization.⁸

In the future ESE’s annual Curriculum and Instruction Summits will continue to feature updated presentations on the new standards and assessments as well as new resources for college and career readiness. ESE is also partnering with the state Department of Early Education and Care to disseminate the standards to early childhood educators, with specific attention to family engagement strategies related to the frameworks.

⁶ Guides to the Curriculum Frameworks in ELA, Mathematics, Science and Technology/Engineering, and History/Social Science for Students with Disabilities: www.doe.mass.edu/mcas/alt/resources.html

⁷ Details of the alignment project being conducted the alternate assessment consortium, the National Center State and Collaborative (NCSC): www.cehd.umn.edu/nceo/projects/NCSC/NCSC.html

⁸ www.pta.org/ParentsGuide/

Supporting Massachusetts Educators

We recognize that the successful implementation of the state's new standards rests largely on the ability of educators to translate them into strong local curricula and instructional practices. To that end we have launched multiple ways of supporting Massachusetts' 80,000 educators as they get to know and understand the new standards and explore ways to teach to them effectively. Among these methods of support:

- In 2010–11 ESE developed instructional modules on key aspects of the new standards (e.g., math practices, algebra, writing, reading complex texts) and collaborated with professional development providers to align their coursework with the state's college- and career-readiness standards in ELA and mathematics. These courses are a key strategy of the state's Race to the Top initiative through 2014, and are open to all educators, including teachers of English language learners, low income students, and students with disabilities.
- In the spring of 2011, ESE launched a professional development initiative for approximately 300 educators on the design of model curriculum units and performance assessments based on the new standards. This project, which will continue through 2014, engages pre-k to 12 teachers in designing curriculum and assessment materials based on the new standards, the principles of Universal Design for Learning, and the structures of Understanding by Design. Participating teachers will begin pilot-testing these materials in classrooms in 2012, and the materials will eventually form a core component of the resources available in the Race to the Top-funded statewide teaching and learning system.
- Through the state's six regional District and School Assistance Centers (DSACs), ESE is offering targeted courses on aspects of the new standards and on using data to inform instructional decisions to districts with low-performing schools.⁹ The state has also prequalified a cadre of vendors to provide a series of eight course modules for districts on using data effectively to improve classroom instruction. Race to the Top is funding the development of additional modules as well as the creation of online versions of each course to increase educator access to this high quality professional development opportunity.
- In the spring of 2012, Massachusetts will begin newly designed professional development for teachers of English language learners on second language acquisition, the new curriculum frameworks, and the WIDA standards. Professional development on the Massachusetts Tiered System of Support¹⁰ will be designed to support teachers, including teachers of students with disabilities and English language learners, to reach all students using the new standards.

⁹ www.doe.mass.edu/sda/regional/courses

¹⁰ www.doe.mass.edu/sped/mtss.html

- Because Massachusetts is a governing state of the Partnership for the Assessment of Readiness for College and Career (PARCC) consortium, ESE staff members have been active in the development of the PARCC Content Frameworks, guides for designing ELA and math curricula based on the Common Core standards. Published as working drafts in November 2011, these frameworks will be reviewed and revised as necessary over the next year. The PARCC Content Frameworks will serve as the basis of regional professional development available to all Massachusetts districts in the 2011–12 school year and beyond. This professional development will be focused both on raising awareness and understanding of the frameworks and on developing curricula that are based on the frameworks.
- Massachusetts educators will also participate in the PARCC Educator Cadres meetings, a series of regional meetings designed to allow educators to test the instructional tools and participate in professional development opportunities focused on the alignment of district curricula to the college- and career-ready standards.
- For principals and other administrators, Massachusetts offers extended training by the National Institute for School Leadership (NISL) using Race to the Top funding. This training includes components focused on the new college- and career-ready standards.¹¹
- ESE also uses its annual Curriculum Summits and superintendent and principal networks as a key strategy for supporting school leaders in the transition to the new standards.

Preparing New Educators

In addition to preparing veteran educators, it is critically important that newly licensed teachers be prepared for the heightened expectations that the new standards contain. ESE's Office of Educator Policy, Preparation and Leadership is working closely with the state's educator preparation program sponsoring organizations and the state's institutions of higher education to develop new program approval regulations to ensure that all programs produce highly effective educators who have a deep understanding of the content contained in the state's new curriculum frameworks. These new regulations will be brought to the Board of Elementary and Secondary Education for discussion and vote in winter 2012.

Following the adoption of the new regulations, in fall 2012 ESE will review and align its professional standards for teacher licensure with the new standards and indicators for teacher evaluation, which are linked to the state's curriculum frameworks. Taken together, these two regulatory changes will ensure that incoming teachers and administrative leaders are prepared to implement the new college- and career-ready standards in classrooms.

Instructional Materials

¹¹ www.doe.mass.edu/edleadership/nisl/

Massachusetts' effort to develop model curriculum units and performance assessments, as described above, will continue through 2014 and will engage pre-K to grade 12 teachers. The model units will be explicitly designed to support teaching and learning for all students, including English language learners, students with disabilities, low achieving students and students achieving at advanced levels.

By 2014, a minimum of 100 units for pre-K to grade 12 in mathematics, ELA, history/social science, and science and technology/engineering will be made available through the state's teaching and learning system, an online resource being built as part of the state's Race to the Top strategy. Massachusetts is also collaborating with Rhode Island and New York to expand the pool of high quality curriculum and assessment materials by including products from all three states; this expanded collection will also include units related to the arts.

Accelerated Learning Opportunities

Massachusetts is developing several new pathways to expand access to college-level courses and their prerequisites.

- Through Race to the Top, we have established six STEM Early College High Schools, and several other districts are pursuing this strategy through their own funding. The STEM Early College High School program creates partnerships between middle/high schools and local colleges and universities so that students complete a sequence of STEM-focused courses leading to the acquisition of between 12 and 30 college credits before high school graduation. This program prioritizes access for low income and first generation college students.
- Race to the Top is also funding a professional development program to prepare vertical teams of teachers to teach rigorous courses in middle and early high school that will prepare students to take AP courses and other college-level coursework in their later high school years. The program offers training in English language arts, mathematics, and sciences. Currently nearly 500 teachers are participating, and our state goal is to expand the program to 1,000 teachers.
- Our Commonwealth Dual Enrollment Program, run by the Department of Higher Education, enrolled over 1,600 high school students in 2009–10 in courses at local public colleges and universities each year, at no cost to the student. All 28 of our public institutions of higher education enroll students in the program, and 56% of public school districts enrolled at least one student in the program in 2009–10.

Transition to Next Generation Assessments

Massachusetts is a governing state in the Partnership for the Assessment of Readiness for College and Careers (PARCC) consortium, and Commissioner Mitchell Chester is the chair of the consortium's Board. PARCC is in the process of developing a common assessment aligned to the Common Core State Standards which is scheduled to be completed and ready to

administer in the 2014–15 school year. Massachusetts has committed to transitioning to this new assessment so long as it is determined to be as challenging as the Massachusetts Comprehensive Assessment system (MCAS), which is widely seen as one of the most rigorous and reliable statewide assessment systems in the country.

In the meantime, ESE plans to continue to administer MCAS and gradually transition the content between 2011–12 and 2013–14 to reflect the new English language arts and mathematics college- and career-ready standards. In 2011–12, the test will include some items based on the new standards; in 2012–13 the majority of assessment items will reflect the new standards, and in 2013–14 the entire MCAS ELA and mathematics assessment will be based on the new standards. This approach was carefully designed to ensure that students and their teachers are not unfairly penalized as they adjust to the new standards.¹²

In addition to transitioning items within the existing assessment format, ESE is currently developing curriculum-embedded performance assessments in ELA, mathematics, science, and history/social science and will conduct large-scale pilots of these performance assessments between 2012–13 and 2014–15.

Once PARCC is completed and the performance data demonstrate that the assessments are at least as comprehensive and rigorous as MCAS, we will transition fully from MCAS to the PARCC assessments. With the transition, we will establish a new set of performance targets and annual measurable objectives for our schools and districts.

Increasing Rigor

Beyond adopting college- and career-ready standards and preparing for the transition to next-generation assessments based on those standards, Massachusetts has taken several steps in recent years to better ensure that all students are prepared for college and careers.

A significant first step in this direction was the Board of Elementary and Secondary Education's endorsement of MassCore in 2007. This recommended high school program of studies includes four years of English language arts, four years of mathematics, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program and five additional core courses such as business education, health, and/or technology. MassCore also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning. MassCore is not required, but districts are strongly urged to use the recommended coursework as a guide in setting their graduation requirements. In the 2010–11 school year approximately 72 percent of graduating seniors had completed the MassCore program of studies.

This recommended course of study was reinforced in spring 2011 when the state Board of Higher Education voted to require four years of high school mathematics for admission to its

¹² Details on the state's plan to transition its statewide assessment to reflect the new standards: www.doe.mass.edu/mcas/transition.

four-year colleges and universities. This requirement will impact students entering the state's higher education institutions beginning in fall 2016.

Beyond coursework, the state also established a graduation requirement to ensure that all students attained a minimum level of competency in English language arts, mathematics and science prior to receiving a high school diploma. From 2003 to 2008 all students were required to score a minimum of *Needs Improvement* on the grade 10 Massachusetts Comprehensive Assessment System (MCAS) English language arts and mathematics tests to earn the Competency Determination needed to receive a public high school diploma; the requirement was increased to *Proficient* in 2008. Students who score *Needs Improvement* are required to complete an Educational Proficiency Plan (EPP) in the specific subject area(s) in which they are not yet proficient in order to graduate. The EPP includes, for each subject (ELA, mathematics, science/technology/engineering) for which the student has not scored *Proficient* or higher on the high school MCAS:

- Documentation of the student's strengths and weaknesses based on MCAS and other assessment results, coursework, grades, and teacher input;
- Coursework the student will be required to take and successfully complete in grades 11 and 12 in the relevant content area(s); and
- Assessments the school will administer to the student annually to determine whether the student is making progress toward proficiency.

Coordination Across State Agencies

To be most effective, college and career readiness efforts need to start long before high school. Our state Executive Office of Education, established in 2008 to coordinate efforts across the three education agencies in Massachusetts, has made college and career readiness a priority. As a result, the Massachusetts Departments of Elementary and Secondary Education, Early Education and Care, and Higher Education are collaborating to make the transition to college- and career-readiness standards a birth-to-20 initiative for the Commonwealth.

Together, the three education agencies and the Executive Office are working on a range of efforts to create a seamless system of education that prepares even our youngest students for success after high school. These initiatives include:

- A streamlined P–20 data system that will allow educators to identify early the students who are off track and to track student progress throughout their educational careers;
- An online college planning tool¹³;

¹³ <http://www.yourplanforcollege.org/>

- An enhanced flow of data sent back to high schools about the college success of their graduates;
- The development of stronger preschool/K–12 alignment in curriculum, instruction and assessment;
- An online teaching and learning system that will provide access to high quality instructional and assessment materials and timely student data to all K–12 educators in public schools;
- Collaboration on birth to grade 3, parent education, and professional development initiatives; and,
- If funding for the Race to the Top Early Childhood grant is received, the development of kindergarten readiness assessments aligned to the new standards.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer</p>
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Minnesota

**Transition to College and Career Ready
Standards**

1.B Transition to College- and Career-Ready Standards

- 1. B Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled ESEA Flexibility Review Guidance, or to explain why one or more of those activities is not necessary to its plan.**

Minnesota law ([Minn. Stat. 120B.023, Subd.2](#)), establishes requirements for revising state academic standards in each subject to include an increased level of rigor that prepares students with the knowledge and skills needed for success in college and the skilled workplace.

This statute also sets forth a revision and implementation schedule. Minnesota’s current state academic standards in reading/language arts were aligned to college- and career-ready standards in 2010. Full LEA implementation for these standards is required by 2012-2013.

The University of Minnesota and the Minnesota State Colleges and Universities System have certified the mathematics academic standards declaring that students who meet these standards will not need remedial coursework at the post-secondary level (See [Attachment 5](#)). This reflects the involvement of Minnesota’s Institutes of Higher Education in the standard-development process

In addition to reading/language arts and mathematics Minnesota will have a required series of college- and career-readiness standards to be implemented in LEAs by 2013-2014 as evidenced by the statutorily defined revision timeline below.

Minnesota Academic Standards Revision Timeline (Minn. Stat. § 120B.023, Subd. 2)			
Subject Area	Revision Year	Implementation Year	Next Revision
Mathematics	2006-2007	2010-2011	2015-2016
Arts	2007-2008	2010-2011	2016-2017
Science	2008-2009	2011-2012	2017-2018
Reading/Language Arts	2009-2010	2012-2013	2018-2019
Physical Education	2009-2010	2012-2013	2018-2019
Social Studies	2010-2011	2013-2014	2019-2020

- *1.B.1 Does the SEA intend to analyze the extent of alignment between the State’s current content standards and the college-and career-ready standards to determine the similarities and differences between those two sets of standards? If so will the results be used to inform the transition to college- and career-ready standards?*

Minnesota has formally analyzed the alignment of the state academic standards to college- and career-ready standards through several initiatives. Our system of standards-based education has been influenced by Achieve, P-16 Education Partnership and Common Core State Standards. This work has informed the 2007 revision of the mathematics state standards leading to IHE certification and the 2010 revision of the reading/language state arts standards, which included Common Core State Standards among other state requirements. These initiatives are summarized below.

Achieve

In 2006, Minnesota joined the American Diploma Project (ADP) sponsored by Achieve. A chief goal was to ensure college- and career-readiness for all students through a system of standards and assessments aligned with the knowledge and skills required for success after high school. To this end, the state sent a team of K-12 educators, postsecondary educators, curriculum directors, MDE standards and assessment staff, and business representatives to a series of three ADP Alignment Institutes. Minnesota participants learned to design a process resulting in the development of rigorous K-12 standards in reading/language arts and mathematics that garners the trust of educators and the public. They researched the knowledge and skills needed for success in college and careers, and developed a plan for revising the state’s 2003 reading/language arts and mathematics standards.

P-16 Education Partnership

Following the involvement in the ADP Alignment Institutes, the Minnesota P-16 Education Partnership convened the College and Work Readiness Working Group to craft college- and work-readiness standards in reading/language arts and math. The group was comprised of K-12 and postsecondary instructors in each discipline and included members of the state's ADP team. The college- and career-ready standards for reading/language arts and mathematics, known formally as the *Minnesota College and Work Readiness Expectations*, were endorsed by Achieve and were included in the reading/language arts mathematics standards revisions in 2007 and 2010, respectively.

Minnesota's emphasis on creating and requiring standards that prepare all students to be college- and career-ready is evidenced by [Minn. Stat. 120B.023, subd. 1\(a\)](#). This statute sets forth a mandate that all students satisfactorily complete College- and Career-Ready (CCR) academic standards.

Common Core State Standards

Minnesota's scheduled revision of the reading/language arts standards coincided with the Common Core State Standards Initiative. Led by the National Governors Association and the Council of Chief State School Officers, the Common Core initiative promised to create K-12 standards that were:

- Research and evidence based
- Aligned with college and work expectations
- Rigorous
- Internationally benchmarked

Minnesota actively participated in the development of the Common Core State Standards for English Language Arts and Mathematics. Beginning with the draft College and Career Readiness (CCR) Standards in the summer of 2009, the Minnesota Department of Education convened a series of educator focus groups. The groups provided detailed feedback on the CCR standards and each successive draft of the grade specific K-12 Standards until they were completed in June 2010. Many of the suggestions provided by Minnesota educators were incorporated into the Common Core State Standards. There is a close alignment between the Common Core State Standards and the *Minnesota College and Work Readiness*

Expectations.

- *1. B.2 Does the SEA intend to analyze the linguistic demands of the State’s college- and career-ready standards to inform the development of ELP standards corresponding to the college- and career-ready standards and to ensure that English Learners will have the opportunity to achieve the college- and career-ready standards? If so, will the results be used to inform revision of the ELP standards and support English Learners in accessing the college- and career-ready standards on the same schedule as all students?*

To ensure high quality support for English Learners and their teachers, Minnesota has joined the World-Class Instructional Design and Assessment (WIDA) consortium. Our participation in WIDA was codified legislatively during the 2011 legislative session ([Minn. Laws SS 2011, Art. 1, Sec. 46](#)). MDE conducted an alignment study between the WIDA English language proficiency standards and the Minnesota content standards in math and science in November 2011 in order to gather information about the extent to which Minnesota’s English language proficiency standards prepare English Learners to access content knowledge with minimal language support. MDE plans to use the results of the study to support English Learners in accessing the college- and career-ready standards on the same schedule as all students. Information from this alignment study will inform the next revision cycle of mathematics academic standards scheduled for 2015-2016.

There have been two alignment studies done for WIDA implementation in Minnesota. One between [WIDA and Common Core standards](#) and the other between [WIDA Standards and the ACCESS for English Learners](#).

The WIDA English language development standards are aligned with the national TESOL standards and address specific language development in core content areas. These are aligned to common core standards. Our 2011 reading/language arts standards are aligned to the common core standards. These common core, aligned, reading/language arts standards, in conjunction with the preK-12 WIDA ELD standards, provide a framework for teachers to scaffold instruction for English learners.

As a member of WIDA, Minnesota districts have access to the WIDA-ACCESS

Placement Test (W-APT™), which may also be used as a screener for identification purposes. Additionally, ACCESS for ELLs® will be administered annually, replacing Minnesota developed English Learners assessments. These tools will provide better measures for assessing how well English Learners are learning content needed to fully access the Minnesota academic standards, which are aligned to college- and career-ready standards.

- *1.B.3 Does the SEA intend to analyze the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve to the college- and career-readiness standards? If so, will the results be used to support students with disabilities in accessing college- and career-ready standards on the same schedule as all students?*

A review of standards with a lens of access for students with disabilities is important to clarify the essence of each standard and to be explicit about where there is flexibility in instruction and assessment and where there is not. In past iterations of Minnesota academic content standards, there have been areas of mismatch between implied flexibility in instruction and the limitations felt by item writers and developers of statewide assessments based on a literal interpretation of the standards as written.

Universal Design for Learning (UDL) principles and frameworks have been used to guide the development of both the 2007 mathematics state standards and the 2010 reading/language arts state standards.

UDL principles provide for:

- Multiple and flexible methods of presentation to give students with diverse learning styles various ways of acquiring information and knowledge;
- Multiple and flexible means of expression and representation provide diverse students with alternatives for demonstrating what they have learned;
- Multiple and flexible means of engagement to tap into diverse learners'

interests, challenge them appropriately, and motivate them to learn.

Addressing UDL principles in the development of standards creates more consistent access in instruction and assessment for students with disabilities and increases their opportunities to demonstrate what they know. Current versions of Minnesota academic standards were written to reduce barriers for special needs students in representation, expression and engagement. Acceptable demonstration of standards mastery is compatible with a variety of learning styles and modes of receptive and expressive communication. The following examples illustrate UDL principles applied to the 2010 reading/language arts standards.

- Demonstrate understanding of text using vocabulary...
- Produce and expand complete sentences in response to questions and prompts.
- Sort words into categories (e.g., colors, clothing).

Some traditional standard language needed adjustments to apply UDL principles. The following are examples from reading/language arts:

Original: Explain how the author of the text uses to structure information...

Alternate: Demonstrate an understanding...

Original: Speak audibly and clearly.

Alternate: Communicate clearly...

Examples of Math Standards:

Original: Use facts about angles to write and solve simple equations...

Alternate: Use facts about angles to develop and solve...

Original: Say the number word sequence to 100.

Alternate: Demonstrate understanding of...

Minnesota has data on the use of specific accommodations on statewide assessments and will continue to review and analyze this information annually. Assessment data is entered and recorded as a part of each student testing record.

This data can be pulled to review statewide usage trend data.

Minnesota's Accommodations Committee meets annually to address new accommodations requests that are not covered in assessment procedures manuals. The committee reviews and updates policies on accommodations annually as technology continues to develop and improve.

A comprehensive list of accommodations and codes for reporting their use is included annually in Chapter 5 of the Procedures Manual for Minnesota Assessments.

- *1. B.4 Does the SEA intend to conduct outreach and dissemination of the college- and career-ready standards? If so, does the SEA's plan reach the appropriate stakeholders including educators, administrators, families and IHE's? Is it likely that the plan will result in all stakeholders increasing their awareness of the state's college- and career-ready standards?*

The Minnesota Department of Education content specialists work with many of our state professional and research organizations to provide a wide variety of outreach and professional development opportunities related to dissemination of the Minnesota K-12 Academic Standards, including the standards associated with college- and career-readiness.

Stakeholders

Dissemination of the standards is provided through a variety of organizations including:

- Education Minnesota (Minnesota's teachers' union).
- Minnesota Academy of Reading
- Minnesota Administrators of Special Education
- Minnesota Assessment Group
- Minnesota Association of Administrators of State and Federal Education Programs
- Minnesota Association of Alternative Programs
- Minnesota Association of Colleges of Teacher Education
- Minnesota Association of Curriculum and Staff Development

- Minnesota Association of School Administrators
- Minnesota Association of School Boards
- Minnesota Association of Secondary School Principals
- Minnesota Center for Reading Research
- Minnesota Council of Teachers of English
- Minnesota Council of Teachers of Mathematics
- Minnesota Curriculum Leaders, the Metro Area Curriculum Leaders
- Minnesota Elementary School Principal Association
- Minnesota Mathematical Association of Two Year Colleges
- Minnesota PTA/PTO
- Minnesota Reading Association
- Minnesota Rural Education Association
- Minnesota School Boards Association
- Minnesota System of Colleges and Universities
- Minnesota Writing Project
- State-Approved Alternative Programs

MDE also partners with the Target Corporation, United Way, and the McKnight Foundation as part of the *Blueprint for Literacy* implementation plan to reach a wider range of stakeholders and to coordinate efforts between institutes of higher education, our state agency, local school districts, and philanthropic organizations to share information on college- and career-ready standards and rigorous academic expectations for all students with the goal of closing the achievement gap.

The *Electronic Library for Minnesota* offers resources to help educators and the general public understand the Academic Standards.

The *Minnesota Parents Know* website offers families with children of all ages resources and information about the standards and academic success that will lead to college- and career-ready skills and knowledge.

MDE content specialists also work with our regional Education Service Cooperative Units (ECSUs) to provide a State-wide System of Support in a train

the trainer format. They provide professional development and technical assistance to ECSUs. These organizations then provide professional development and technical assistance aimed at assisting schools and districts in making Adequate Yearly Progress. These centers are located in Minnesota. The ECSUs host sessions provided by MDE and also provide follow-up training and support to districts in their service areas.

Increasing Awareness of College- and Career -Ready Standards

Trainings provided by MDE staff range from sessions on the overview of the standards, to deep discussions and development of tools such as curriculum maps, gap analyses, and planning aids for reviewing instructional materials. These trainings allow the MDE content specialists to learn along with schools and districts as they strive to interpret and communicate the Academic Standards, particularly the more rigorous standards associated with college- and career-readiness. Often, this information is useful to other LEAs and becomes a valued resource created by peers for peers.

- *1. B.5 Does the SEA intend to provide professional development and other supports to prepare teachers to teach all students including English Language Learners, students with disabilities and low-achieving students to the new standards? If so, will the planned professional development and supports prepare teachers to teach to the new standards, use instructional materials aligned with those standards, and use data on multiple measures of student performance (e.g. data from formative, benchmark and summative assessments) to inform instruction.*

MDE regularly provides professional development for teachers to understand and implement standards enabling them to teach all students and to assess student learning related to the academic standards.

Implementation

The theory of action driving professional development in Minnesota from the state level is to operationalize systemic change from within and intentionally connect the science of implementation to our standards work. This enables us build the capacity of districts, schools and early learning providers to meet the needs of all learners.

Implementation is synonymous with coordinated change at the system,

organization, program and practice levels. This is done by examining and understanding educational practices (the “what”) and developing the capacity (the “how”) to support those practices system-wide (Fixsen, Blase, Horner & Sugai, 2009). The implementation plan for supporting teachers with standards-based instructional practices is highlighted below:

Minnesota’s Plan for Supporting Implementation of Academic Standards		
Year 1	Stage 1	<ul style="list-style-type: none"> • Schedule regional information sessions to disseminate information on the standards and considerations for implementation • Provide web-based information sessions to disseminate information on the standards with viewing guides • Host face-to-face and virtual conversations with district leaders on considerations for implementation • Post a Frequently Asked Questions document • Compose the Statement of Needs and Reasonableness for the Rulemaking Process • Partner with professional organizations to provide information on standards and resources applicable to the content areas related to the standards • Work cross-agency to communicate information on standards and align common initiatives related to standards-based instruction • Determine resources and other tools needed for schools and districts to fully implement standards • Provide targeted professional development as needed
	Stage 2	<ul style="list-style-type: none"> • Schedule regional information sessions to support implementation of the standards • Provide web-based information sessions on standards implementation with viewing guides • Create resources on technical aspects of the standards to support schools and districts with implementation • Partner with professional organizations to provide

Year 3-4-5		<p>content specific information on standards implementation and alignment to best practices</p> <ul style="list-style-type: none"> • Work cross-agency to align common initiatives related to standards-based instruction and deliver consistent message to stakeholders • Determine resources and other tools needed for schools and districts to fully implement standards • Provide targeted professional development as needed
	Stage 3	<ul style="list-style-type: none"> • Provide on-going information as needed for full implementation of standards regionally and virtually • Continue to provide resources on technical aspects of the standards to support schools and districts with on-going implementation considerations • Partner with professional organizations to provide content specific information on standards implementation and alignment to best practices • Work cross-agency to align common initiatives related to standards-based instruction and deliver consistent message to stakeholders • Determine resources and other tools needed for schools and districts to fully implement standards

Private Support for Professional Development

MDE is currently in discussions with local public television (PBS) networks and Clear Channel Communications concerning a proposal to provide virtual professional development, free of charge, to all teachers in Minnesota. Teacher Domain, available through PBS, is aligned to the Common Core Standards and provides on-demand training modules that support teachers in developing instructional materials to meet the needs of all learners.

State Program Support for Professional Development

Trainings by the MDE content specialists on academic standards are also provided through the Minnesota Association of Alternative Programs, State-Approved Alternative Programs, Minnesota Association of Administrators of State and Federal Education Programs, the Superintendent's Conference, and MDE's Assessment Conference.

Training opportunities on the standards that are supported by other agency initiatives include coordinated efforts with our Q Comp teacher development/teacher compensation program, AYP support, Turnaround Schools, Alternative Programs, Alternative Delivery Systems Of Instructional Support, Service Learning, Research and Assessment, Special Education Policy, No Child Left Behind, Online Learning, and Charter Schools and Non-public schools programs.

Differentiated Support for All Students

MDE offers on-going training specifically to support and prepare teachers to teach all students, including English Learners (ELs), students with disabilities, and low-achieving students to prepare teachers for full implementation of reading/language arts standards no later than the 2013-14 school year.

Professional Development for Teachers of English Learners

As the Secretary noted on in a speech on November 3, 2011 “The future of the country rests on these students (ELs) doing really well”. ELs are the fastest growing population in MN. Meeting their learning needs is critical to meeting college- and career-readiness goals in the state.

As a member of the WIDA consortium, Minnesota has access to high quality professional development supports for teachers of ELs. In the spring of 2007, EL Program Directors from districts with 500 or more ELs met to discuss the status of Minnesota's ELD standards. A subcommittee analyzed three sets of ELD standards and recommended the 2006 TESOL/WIDA standards for adoption in Minnesota. Additionally, more than 1,000 principals, teachers, and teacher trainers were surveyed and approximately 40 participated in focus groups regarding ELD standards and standards implementation.

Data from survey responses revealed strong support for working with ELD standards to bring more specificity, clarity and applicability to standards implementation models so that educators can be more successful in working with ELs.

The Minnesota Department of Education English Learner Education Specialists work with many of our state professional and research organizations to provide a wide variety of outreach and professional development opportunities related to

dissemination of the preK-12 WIDA English Language Development Standards.

Trainings provided by MDE staff range from sessions on the overview of the standards, to deep discussions and development of tools such as transformations of model performance indicators, and planning tools for reviewing instructional materials. These trainings allow the MDE English Learner Education Specialists to learn along with schools and districts as they strive to interpret and communicate the WIDA English Language Development Standards. Often times this information is useful to other LEAs and becomes a valued resource created by peers for peers.

Trainings by the MDE English Learner Education Specialists are provided on academic standards through the Minnesota Association of Administrators of State and Federal Education Programs, the Superintendent’s Conference, and MDE’s Assessment Conference, and ESL, Bilingual and Migrant Education Conference.

Other training opportunities connected to the standards and supported within other agency initiatives include coordinated efforts within MDE’s AYP support, Turnaround Schools, Alternative Programs, Alternative Delivery Systems of Instructional Support, Service Learning, Research and Assessment, Special Education Policy, Consolidated Federal Programs, Charter Schools and Non-public schools.

Minnesota’s Plan for Supporting Implementation of WIDA ELD Standards

Year 1
2011-12
Stage 1

- Schedule regional information sessions to disseminate information on the standards and considerations for implementation
- Provide monthly webinars to disseminate information on the standards with viewing guides
- Host face-to-face and virtual conversations with district leaders on considerations for implementation
- Form an English Learner Stakeholder Input Group to formulate an implementation framework
- Compose the Rulemaking Process
- Partner with professional organizations to provide information on standards and resources applicable to the content areas

Year 2
2012-13
Stage 2

- related to the standards
- Work cross-agency to communicate information on standards and align common initiatives related to standards-based instruction
- Determine resources and other tools needed for schools and districts to fully implement standards
- Provide targeted professional development as needed

- Schedule regional information sessions to support implementation of the standards
- Provide monthly webinars to disseminate information on the standards with viewing guides
- Create resources on technical aspects of the standards to support schools and districts with implementation
- Partner with professional organizations to provide content specific information and alignment to best practices
- Work cross-agency to align common initiatives related to standards-based instruction and deliver consistent messages to stakeholders
- Determine resources and other tools needed for schools and districts to fully implement standards
- Provide targeted professional development as needed

Years
3-4-5
Stage 3

- Provide on-going information as needed for full implementation of standards regionally and virtually
- Continue to provide resources on technical aspects of the standards to support schools and districts with on-going implementation considerations
- Partner with professional organizations to provide content specific information on standards implementation and alignment to best practices
- Work cross-agency to align common initiatives related to standards-based instruction and deliver consistent message to stakeholders
- Determine resources and other tools needed for schools and districts to fully implement standards

Professional Development for Teachers of Students with Disabilities

MDE is also working with Dr. Margaret Heritage to provide guidance and support to special educators on creating more effective reading standards-based IEPs. Through information and training provided by content specialists and special education policy staff, special educators will better understand grade level academic standards and how to scaffold learning opportunities so that all students have access to appropriate outcomes.

Additionally, the Minnesota *Blueprint for Literacy* provides a model plan for schools and districts to consult as they design a comprehensive literacy education system focused on academic success for all learners. The *Blueprint* links the Early Childhood Indicators of Success (for ages 3-5) to the Minnesota K-12 Academic Standards in reading, mathematics, and science. The purpose of this linkage is to highlight the importance of providing quality instruction throughout a child's academic experiences so that we can close achievement gaps and ensure that all students are ready for college and careers.

Standards Revision Lens for Students with Disabilities

MDE has developed a review process for standards revisions in which the Special Education Policy Division coordinates a review of the drafts to improve the accessibility of the standards for students with disabilities. This process was done for the 2007 Mathematics standards and the 2010 Common Core English Language Arts standards. Common themes across domain areas and previous revisions have helped improve the extent to which principles of Universal Design are incorporated into the standards. Comments from the last review process are included in [Attachment 12](#).

Teacher Licensure Standards in Special Education

The Board of Teaching is in the final stages of public rulemaking to revise and update the required knowledge and skill competencies for special education teachers. These standards are the basis for Institutions of Higher Education to design their teacher preparation programs and to receive program approval. A public hearing was held in September and the final decision regarding the need and reasonableness of the proposed rules is due from the Administrative Law Judge by the end of November, 2011.

One significant area of revision in the proposed rules relates to knowledge and

skills that special education teachers are expected to know regarding state academic content standards, particularly as they relate to instruction and a source of data to inform student progress. Examples of the proposed standards include:

- All special education teachers must be able to demonstrate knowledge of the relationship of special education to other components of the education system, including access to grade-level content standards, prevention efforts and early intervening services, Title 1, bilingual education, the education of English language learners, Section 504 accommodations, and gifted education ([Minn. Rule 8710.5000, Subp. 2, A, \(2\)](#));
- All special education teachers must be able to integrate multiple sources of student data relative to progress toward grade-level content standards from prior prevention and alternate instruction efforts into the referral process ([Minn. Rule 8710.5000, Subp. 2, B \(4\)](#));
- All special education teachers must be able to
 - adapt and modify curriculum and deliver evidence-based instruction, including scientific research-based interventions when available, aligned with state and local grade-level content standards to meet individual learner needs;
 - lead individual education plan teams through statewide assessment options and make appropriate decisions for a learner's participation within the statewide assessment system; and
 - apply evidence-based methods, strategies, universal design for learning, and accommodations including assistive technologies to meet individual student needs and provide access to grade-level content standards ([Minn. Rule 8710.5000, Subp. 2, C \(1-3\)](#));

Professional Development for Teachers of Low Achieving Students

Teachers seeking to improve the achievement of struggling students have at least two important kinds of support: 1) the *Minnesota RtI Community of Practice*, and 2) Minnesota's *Model Plan for Adolescent Reading Intervention and Development*.

The *Minnesota RtI Community of Practice* is an active community of RtI implementers and stakeholders who collaborate to build effective and sustained implementation of the RtI (Response to Intervention) framework at the local, district, regional, and state level. The Community focuses its attention on the complexities and challenges of implementing and sustaining RtI over time. The

functions of the Community are to:

- Develop a shared repertoire of resources, experiences, stories, tools, and ways of addressing implementation challenges.
- Apply collective knowledge to improve practice, inform policy decisions, and develop technical guidance that community members can use, scale-up and integrate with other evidence-based practices and systems of support.
- Provide positive examples at earlier stages of implementation for districts to observe.

RtI Community members come together as learners to share insight from lessons learned as well as solve burning issues of the day. The broader community of practice is made up of smaller work groups focused on resolving specific problems and implementation challenges. As the facilitator of the Minnesota RtI Community of Practice, MDE is often called upon to help bridge gaps in expertise by linking participants with specialists in particular fields. For example, in collaboration with the North Central Comprehensive Center (NCCC), MDE convened experts to help the community address critical issues surrounding struggling learners, many of which relate to classroom instructional practices.

A second kind of support that is especially helpful to educators with struggling students is the *Model Plan for Adolescent Reading Intervention and Development*. The plan is designed to meet the cognitive needs of adolescent students whose reading performance ranges from those significantly below expectations through those reading at or above grade level so that they can independently and proficiently read complex and rigorous texts in every content area.

In this model, core instruction is considered to be the standards-based instruction and curriculum all students receive in general education, academic classroom settings. All students participate in core instruction, whereas interventions are in addition to, and aligned with, this basic component of a comprehensive instructional framework.

Even though core instruction is designed to provide all students with rigorous and relevant curriculum, it may not sufficiently meet the needs of every learner. Some students will require intervention, additional support and instruction.

A systematic framework, such as this Model Plan, outlines how data can be used to determine those students who need additional support. Intervention then is based on the screening, diagnostic, formative, and summative data collected on students at risk, and instruction is provided with evidence- and research-based practices that are specific to the needs of an adolescent, struggling reader.

Professional Development Targeted to Implementation of Mathematics Standards

Following the 2007 revision of the state mathematics standards, a task force was formed to provide recommendations for structures to provide state-wide professional development for implementation of the new rigorous standards. Funds were appropriated and the *Minnesota Mathematics and Science Teacher Academy* was formed. The Academy consists of nine regional teacher centers located throughout the state. The teacher centers are not necessarily physical locations but rather partnerships between education organizations and higher education institutions to provide year-long professional development for teachers in mathematics and science.

The professional development is focused on content knowledge and pedagogy, including a job-embedded emphasis, particularly for professional learning communities. The goal of the program is to improve academic achievement of elementary and secondary students in mathematics and science by increasing instructional quality. Though each center began with an emphasis on algebra in grades 6-8 as this was the highest need with the new standards, currently each center provides an emphasis that is specific to the needs of that region.

Teacher Evaluation

Starting with a pilot during the 2013-14 school year, all Minnesota schools will implement teacher evaluation systems. These systems are intended to provide information about the quality of instruction in schools not only to local educational authorities but to the local community as well. The system is also intended to provide information for teachers regarding their performance. A portion of teacher evaluations must be based on assessment results, which are aligned to Minnesota's academic standards. Therefore, the teacher evaluation system will be another tool for improving teacher performance in teaching Minnesota's academic standards. Further information on Minnesota's teacher evaluation system can be found in Principle 3 of the ESEA Flexibility request.

- *1. B.6 Does the SEA intend to provide professional development and supports to prepare principals to provide strong, supportive instructional leadership based on the new standards? If so, will this plan prepare principals to do so?*

The Minnesota Department of Education offers professional development to prepare principals to provide strong supportive leadership based on the new standards through the National Institute for School Leadership (NISL) training. This training is also supported through several statewide professional organizations including:

- Minnesota Elementary School Principal Association
- Minnesota Association of Secondary School Principals
- Minnesota Curriculum Leaders
- Metro Area Curriculum Leaders
- Minnesota Association of Administrators of State and Federal Education Programs
- Minnesota Administrators of Special Education
- Minnesota Association of School Boards
- Minnesota Association of School Administrators,

Instructional Leadership Support

Minnesota law ([Minn. Stat. 120B.12](#)) requires all Minnesota districts to write local literacy plans to ensure all students are reading well by third grade. MDE offers a series of trainings and materials for principals, superintendents, and other instructional leaders aligned to the reading/language arts academic standards through in-person, virtual, and regional means.

MDE also partners with the Minnesota Association of School Administrators to provide training and information on a regular basis to support strong instructional leadership. Training supports include analysis tools to evaluate current alignment of curriculum, instruction, and assessment, the Minnesota Blueprint for Literacy, and on-site technical assistance for principals to better identify quality instructional practices aligned to academic standards, and aligning intervention programs to core instruction for students not at grade level.

In addition, Minnesota Law ([Minn. Stat. 122A.60](#)) defines Minnesota’s Staff Development Program and district expectations for aligning staff development outcomes, plans and activities with education outcomes determined by the local school board. The legislation emphasizes establishing best practices such as professional learning communities, coaching and mentoring and using data for instructional decisions to improve teaching practice over time. Districts and schools are required to annually report their staff development goals, activities and results. Analysis of these reports demonstrates a growing trend in districts’ use of job-embedded professional development activities with the adoption of professional learning communities, peer coaching and mentoring and ongoing use of student data to inform instruction.

Principal Evaluation

Starting with a pilot during the 2013-14 school year, all Minnesota schools will implement principal evaluation systems. These systems are intended to provide information to local educational authorities and local community about the quality of instructional leadership in schools. The system is also intended to provide information for principals regarding their performance. A portion of principal evaluations must be based on assessment results, which are aligned to Minnesota’s academic standards. Therefore, the principal evaluation system will be another tool for improving principal performance in providing leadership in teaching Minnesota’s academic standards. Further information on Minnesota’s principal evaluation system can be found in Principle 3 of the ESEA Flexibility request.

- *1. B.7 Does the SEA propose to develop and disseminate high-quality instructional materials aligned to with the new standards? If so, are the instructional materials designed (or will they be designed) to support the teaching and learning of all students, including English learners, students with disabilities, and low achieving students.*

MDE works in collaboration with Minnesota content-specific organizations such as the Minnesota Reading Association, the Minnesota Council of Teachers of English, the Minnesota Council of Teachers of Mathematics, the Minnesota Center for Reading Research, the Minnesota Writing Project, the Minnesota Humanities Commission, the Minnesota History Center, and classroom teachers

to design and share lessons that align with college- and career-ready standards, making those materials available to schools and teachers throughout the state. Many of the professional organizations listed above post examples of instructional materials on their websites, share materials at conferences that are designed to support teaching and learning of all students, and give information on how to meet the needs of all learners in their newsletters and publications.

Minnesota LEAs have the authority to determine which instructional materials best meet the needs of their students. The role of MDE is to provide guidance on current best practices and pedagogy and alignment of instructional materials rather than restrict instructional material selection. MDE's efforts focus on the systematic approach to implementation and alignment of standards so that programs and practices are available to meet the needs of all learners, at every level in every content area. Some examples of what we offer in terms of support and guidance include:

Reading/English Language Arts Standards Instructional Materials Dissemination

MDE provides a number of instructional support materials specific to the Minnesota Reading/English Language Arts Academic Standards.

- A Model Plan for Adolescent Reading Intervention based on the principles of Response to Intervention (RtI) that provides guidance to districts and schools as they develop or revise reading intervention for students in grades 4-12 aligned to the 2010 Reading/English Academic Language Arts Standards.
- Balanced Literacy Instruction Examples offered on the MDE webpage illustrate the reading components of balanced literacy and the research that supports this framework for reading instruction, assessment and intervention.
- Resources consistent with [Minn. Stat. 122A.06](#) identifying scientifically-based reading instruction (SBRI) is offered on the MDE reading webpage and training is planned for Winter 2012 on connecting SBRI to the Reading/English Language Arts Academic Standards

The Minnesota Comprehensive Birth through Grade12 Literacy Plan

Implementation Guide is a comprehensive tool for schools and early learning providers that outlines the five essential elements of creating and maintaining a developmentally appropriate framework for all learners to reach their fullest potential. These elements are complemented by four foundational principles synonymous with coordinated change at the systems, organizational, programmatic and practice levels. This is done by examining and understanding educational practices and developing the capacity to support those practices system wide. The model provides a structure for schools to use to align curriculum, instruction, and assessments from the MN Indicators of Progress for Infants and Toddlers to the 2010 Minnesota K-12 Reading/English Language Arts Academic Standards and WIDA standards in order to prepare all students for the rigorous coursework. It also includes multi-tiered systems of support for students in tiered instruction from early learning through high school to support all learners in rigorous and relevant learning environments. The plan explains how partnering with families, communities and faith-based organizations can provide literacy opportunities for parents of youth during the school day and beyond to extend learning and create a culture of literacy. An emphasis on leadership and professional development at all levels creates and maintains an environment that supports powerful learning and high expectations for all learners. Data Driven Decision Making, Culturally- Relevant Pedagogy, Technology and Innovation, and Evidence-based Literacy Practices are the guiding principles for all programmatic choices based in this plan. These principles are imperative for creating a comprehensive literacy plan to meet the needs of all learners from birth to grade 12 and beyond.

Math and Science Standards Instructional Materials Dissemination

MDE provides a number of instructional support materials specific to the state's math and science standards. A recently launched initiative is an innovative online resource called the [*Minnesota Mathematics and Science Frameworks*](#). This website is designed to support professional development, curriculum planning and instruction for the revised standards. It provides supporting materials for both the mathematics and science standards, including an overview of each standard, student misconceptions, and vignette of classroom instruction with linked resources, sample assessment items and support for differentiation. The Frameworks are easily accessed in a searchable, web-based format that will continue to evolve as feedback is provided, materials are added, and connections are made to new resources.

English Language Development Instructional Materials Dissemination

MDE provides a number of instructional support materials specific to the preK-12 WIDA English Language Development Standards. The MinneTESOL organization provided multiple training opportunities for 135 educators to transform model performance indicators of the WIDA standards and align them to materials used at school and district levels. The training focused on scaffolding rigorous content instruction across five levels of language proficiency and keeping cognitive engagement high regardless of levels of language proficiency in all four domains of language development. The teachers also learned how to design instructional frameworks to teach academic language and linguistic discourse for math, science, social studies, and language arts.

Special Education Instructional Materials Dissemination

Historically, special education teachers have had limited and inconsistent access to roll-out activities when new academic standards are put into place. To improve outcomes for all students, including those with disabilities, we need to approach roll-out training and professional development in standards with the focus on all teachers who share responsibility for core instruction and targeted interventions in academic content areas. Without this focus, professional development and service delivery to students with disabilities will continue to be inconsistent and fragmented.

There are a number of current, cross-agency partnerships underway that will help improve the support for teaching and learning of students with disabilities, including:

- *Standards-Based IEPs*

MDE has developed a number of web-based professional development modules to support the implementation of standards-based IEPs, including promoting understanding of the grade-level content standards. MDE is currently field testing these materials and supplementing them with field-generated case studies. In addition, this content is being integrated into other special education professional development initiatives. Discussions are currently underway on how this process and these materials would be adapted to benefit teachers of

students with the most significant cognitive disabilities.

- *Learning Progressions*

MDE has been working with a number of field practitioners, representatives from across MDE Divisions and Dr. Heritage from UCLA to articulate the essential understandings necessary to achieve proficiency in grade level standards. The outcome is that all teachers of students with disabilities will be able to map an instructional pathway, using learning progressions, from a student's present levels of performance to the enrolled grade level standard. This content, once pilot tested, will be embedded within the standards-based IEP training. In addition to this, plans are underway to develop training materials on formative assessment of the learning progressions.

- *Mitigating the Effects of the Disability on Achieving Grade-Level Standards*

Technical assistance is provided to special education teachers on how to use multiple sources of data to define the gap between a student's current performance level and grade level content standards. This content is foundational to training that is being provided on psychological processes that impact attainment of grade level standards. Following training, teachers will use this knowledge to target accommodations, modifications, and research-based strategies to mitigate the effects of the disability and allow student to make progress in the general curriculum.

- *Universal Design for Learning (UDL)*

District teams have been trained to support local implementation of UDL principles in instruction across environments and student groups to further make grade level content standards accessible to all students, including students with disabilities.

- *Revision of Special Education Teacher Licenses*

These efforts have strengthened the knowledge and skill competencies of special education teachers relative to instruction and coordinating intervention with grade level content. These new competencies will improved pre-service teaching coursework and provide a more consistent language for instructional collaboration between general educators and special educators.

- *1. B.8 Does the SEA plan to expand access to college-level courses or their prerequisites, dual enrollment courses, or accelerated learning opportunities? If so, will this plan lead to more students having access to courses that prepare them for college and a career?*

Minnesota high school students have broad and varied access to college-level courses through a variety of low- or no-cost options through local, state, and national programs. These programs provide an opportunity for high school students to be better prepared for college and to earn college credit and/or advanced standing, thus saving students and their parents' time and money during postsecondary education.

Dual Credit Options

Minnesota supports dual credit options in partnership with postsecondary institutions through the Postsecondary Enrollment Options (PSEO) programs both on high school and college campuses. PSEO which served over 25,000 students in 2008. Career and technical education programs also offer dual credit opportunities for students throughout the state. Minnesota also supports STEM opportunities, and online course offerings are embedded in all of our dual credit opportunities.

Over the next five years, we will develop a comprehensive data system for all dual credit programs. This system will identify gaps and areas of need, creating better access for students of color and low-income students as well as increasing student success in these programs. As part of the commitment to preparing all Minnesota students to be ready for postsecondary training and education, the development of a shared data system between K-12 and postsecondary institutions across the state will create a more seamless transition for students and encourage more

rigorous and relevant educational opportunities at both the K-12 and higher education level.

Advanced Placement and International Baccalaureate

We have high participation and success levels in Advanced Placement (AP) and International Baccalaureate (IB) programs. Support is provided to school districts for teacher training and exam cost subsidies. State statute supports training to develop instructor competence in using AP and IB research-based strategies to reach all students.

AP exams are open to all students, not just those who have taken an AP course, and most, if not all of the cost of these exams, as well as those taken through and IB, are covered through the legislative appropriation ([Minn. Stat. 120B.13](#)). The AP Course Credit Manual, available online, offer students and parents lists of AP courses accepted for college credit at in-state colleges and universities.

- In 2010, 256 public schools in Minnesota offered AP courses
- In May, 2011, 31,484 students took 50,605 exams with 64% earning a score of 3 or above on a scale of 1-5. (The US average is 56%)
- The five-year increase in the number of students earning a score of 3 or above:
 - White 41%
 - Black 49%
 - Hispanic 69%
 - Asian 57%

Students who score a 3 or higher on AP exams typically experience greater academic success in college and have higher graduation rates than comparable non-AP students.

The Advanced Placement Incentive Program (APIP) grant, a collaborative effort partnering MDE with Minneapolis and St. Paul Public Schools, aims to increase the number of underrepresented and low-income students enrolling, testing, and scoring at proficient levels on Advanced Placement (AP) and International

Baccalaureate (IB) exams. The *Ready/Set/Go* Access and Equity website currently under development through an Advanced Placement Incentive Program (APIP) federal grant is designed to provide information and support for students, parents and teachers to increase enrollment and proficiency in rigorous coursework. The site will be field tested by Minnesota students this winter and is scheduled to launch in June 2012.

International Baccalaureate numbers also reflect an increase of total students in the Diploma Program from 1,220 in 2004 to 2,196 in 2009. The total exams increased from 2,734 in 2004, then to 4,970 in 2010 and to 5,414 in 2011. The number of students of color participating increased from 273 in 2005 to 668 in 2009. Low-income student exam numbers increased from 243 to 498 in the same time period. In 2010 IB programs were in place in fifty schools, delivering the rigorous and challenging International Baccalaureate curriculum. Participants included nineteen high schools at the Diploma Program (DP) level, sixteen schools (both middle and high schools), and fifteen primary schools (PYP) at the elementary level. The high schools offering the Diploma Program enrolled 2,330 students.

Most of Minnesota's public and private colleges and universities have credit awarding policies for AP and IB course credits for exams taken by students.

Teacher training is a critical component to student success in AP and IB programs. MDE has worked closely with Augsburg College and Carleton College Summer Programs as well as the College Board to facilitate in-depth training for AP teachers. MDE has also worked with IB International to support training for IB teachers. Scholarships are available for public and nonpublic teacher training to initiate or improve AP and/or IB courses. In 2010 over 733 AP teachers attended in-depth training while 1,018 IB teachers participated in state-supported professional development.

Postsecondary Enrollment Options

Minnesota's the Postsecondary Enrollment Options Act ([Minn. Stat. 124D.09](#)) allows high school students to enroll in college courses on a high school or college campus to earn credit for high school and college simultaneously. Each college and/or university that offers PSEO sets its own requirements for enrollment into the program. Students may take PSEO courses on a full- or part-time basis. Full-

time PSEO students who begin in their junior year may graduate from high school with enough college credits for an Associate's Degree. Minnesota was the first state, beginning in 1985, to offer this postsecondary opportunity to high school students. Enrollment in PSEO on the college campus has risen from 6,086 in 2005, to over 7,500 students across the state in 2009.

Concurrent Enrollment courses are taught during the regular school day and are offered through a partnership between a high school and a college or university. Qualified high school instructors or college faculty teach the courses. The same assessment methods and content are used as the equivalent sections taught on the college campus. Students can earn high school and college credit upon successful completion of the course or courses. In 2009, 17,581 concurrent enrollment students took 42,120 college level courses on their high school campuses.

These programs provide students with a greater variety of class offerings and the opportunity to pursue more challenging coursework than may be available at the high school. The tuition, fees and required textbooks are at no cost to students to increase access and equity.

The Minnesota Concurrent Enrollment Partnership (MNCEP) is working with MDE and the Minnesota State College and University System to plan a statewide professional development training plan for high school teachers and college faculty to increase student access.

On Ramp Models

Statewide, on-ramp models, such as Advancement Via Individual Determination (AVID) and Admission Possible, provide students with the opportunity to develop college-readiness skills and knowledge. AVID is a college-readiness program targeting under-represented students. It is designed to prepare them to succeed in rigorous high school courses and enroll in four-year colleges. It provides a comprehensive approach that can be adapted for students in grades 8-12, integrating school-centered and student-centered strategies. The key component is an elective AVID class in which students focus on specific strategies and behaviors leading toward academic success.

The AVID model is grounded in the belief that all students can achieve in rigorous

classes if they are given social and academic supports. As of September 2009, approximately 35 schools from 11 districts were implementing AVID. MDE is collaborating with the East Metro Integration District and AVID to provide enhanced training opportunities for current AVID sites as well as support and planning opportunities for potential new sites.

Early Graduation Scholarship

During the 2010-2011 legislative sessions, Minnesota passed the Early Graduation Scholarship Initiative. These are financial awards provided by the state to eligible students. Students who graduate early during the 2011-2012 school year are eligible to apply. Students who graduate one semester (two quarters) or two trimesters early are eligible for \$2,500, students who graduate two semesters (four quarters) or three trimesters early are eligible for \$5,000, and students who graduate three or more semesters (at least six quarters) or five or more trimesters early are eligible for \$7,500. The Achievement Scholarship must be used for postsecondary instruction.

EXPLORE and PLAN College Readiness Assessments

The Educational Planning and Assessment System (EPAS), one of the components of the state *Get Ready, Get Credit* program, guides Minnesota students toward postsecondary success. School districts and charter schools voluntarily participate in the EPAS program funded by the state. EPAS provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support and evaluation. It is an achievement assessment that includes components in language arts, reading, mathematics, science, and on course- and career-planning.

These assessments are linked to the ACT assessment used for college admission and allow students, teachers, schools, and parents to determine college readiness earlier than the junior or senior year in high school. Funding provided through a federal College Access Challenge Grant supports training provided by the Center for Postsecondary Success for middle and high school counselors and teams to analyze data from EPAS assessments. A grant extension will allow for enhanced technical assistance in 2011-2012.

- 90,522 Minnesota students participated in these assessments in 2010, an increase from approximately 85,000 in 2008
- Counselors from over 200 Minnesota districts have participated in

training

- 70% of Minnesota graduates took the ACT in 2010
- Minnesota’s ACT average composite score of 22.9 increased by 0.2 in 2010. The national average composite score is 21.0
- Since the state began supporting EXPLORE and PLAN testing in 2005, the average composite ACT score has moved from 22.3 to 22.9
- In 2010, 346 more underrepresented students took the ACT than in 2009

Middle School Supports

The *Your Choice, Your Future* campaign for eighth graders, initiated during 2010-2011, involved 58 middle schools around the state in an effort to address the opportunity gap by making students aware of the benefits of taking more rigorous courses in high school. The campaign targets students in middle school, especially students of underrepresented groups, encouraging them to take a rigorous, “college-prep” curriculum in high school. MDE hosted several college- and career-readiness forums for eighth grade students, provided workshops and distributed materials.

Minnesota P-20 Education Partnership Task Force

Minnesota’s P-20 Education Partnership has charged a task force to develop a statewide plan by December 2011 to ensure that all middle school and high school students take rigorous courses that prepare them for college and careers. The plan must:

- Analyze the number, type and quality of courses that secondary students currently take and how this relates to achievement patterns of student subgroups and students overall.
- Suggest strategies for ensuring that the following occur :
 - Educators, policy makers, business leaders and families understand the role of high expectations and support the achievement of all students;
 - All students are enrolled in and successfully complete rigorous courses;

- Minority students and those from low-income families have access to a rigorous college-prep curriculum, including but not limited to content typically taught in Algebra II;
- All students have opportunities to build the skills necessary for success in rigorous coursework throughout their K-12 experience (e.g. Springboard, AVID, etc.); and
- The content suggested by course titles is sufficiently challenging and not watered-down (e.g., the content in Algebra II is not advanced arithmetic).

Minnesota Common Course Catalogue

The Minnesota Common Course Catalogue (MCCC) currently lists classifications for all the courses that could be offered in high schools across Minnesota. MDE is implementing the MCCC in response to federal and state legislation, including:

- Federal [HR 2272 America COMPETES Act of 2007 SEC. 6401](#). Required Elements of a Statewide Longitudinal Data System
- [Minn. Statute 120B.35](#) Student Academic Achievement Growth,
- [Minnesota Sessions Law 2009, Chapter 96, Article 2, Section 60](#)– Implementing Rigorous Coursework Measures Related to Student Performance.

The MCCC is also an essential component in updating and modernizing MDE's data collection systems. The MCCC data collections will track rigorous and dual credit courses students complete.

- *1.B.9 Does the SEA intend to work with the State's IHEs and other teacher and principal preparation programs to better prepare: Incoming teachers to teach all students, including English language learners, students with disabilities, and low-achieving students to the new college- and career-ready standards; and Incoming principals to provide strong, supportive instructional*

leadership; on teaching the new standards? If so, will the implementation of the plan likely improve the preparation of incoming teachers and principals?

Incoming Teachers

The Board of Teaching's pedagogical standards are required for all teacher candidates as part of their initial preparation. Current standards are based on the 1992 INTASC standards.

We will revise standards to align with the new INTASC standards which are "a set of model core teaching standards outlining what teachers should know and be able to do to help all students reach the goal of being college- and career-ready in today's world." The new INTASC standards also strongly and directly address the needs of English learners and students with disabilities.

Additionally, the Board of Teaching adopted new literacy standards for Elementary and Early Childhood Education teacher candidates as well as teacher candidates in 16 content-specific fields. These literacy standards also address the needs of all students and will strengthen the preparation of teachers to serve all students.

Incoming principals

The Minnesota Board of School Administrators initiated a study to review the licensing standards for principals. The study began in November 2010 and is funded by the Saint Paul Foundation and the Minnesota Community Foundation. It includes the following:

- Recruitment of Potential School Leadership.
 - Review and advise on targeted recruitment of leadership.
 - Design or identify models for leadership recruitment.
 - Design or identify "aptitude" and "attitude" pre-assessment tools to be used in part as an administrative license program screening devise.
- Pre-service Preparation Programs.

- Design or identify pre-administrative training internship or practicum experience to assist identifying promising principal program candidates.
 - Review existing policies and procedures related to licensure training programs.
 - Recommend alteration and streamlining of administrative competencies.
 - Design or identify specific principal competencies that will equip principals to lead instruction and create a school environment that will close the race and economic achievement gap for pre-kindergarten through grade 12 students.
 - Advise the Minnesota Board of School Administrators on use of the National Board Principal Certification as an alternative to Minnesota Licensing for those who meet that standard.
 - Research and determine the feasibility of a principal-internship or residency program with a focus on the “real life” principal experience.
 - Design or identify a pilot, mandatory Performance Assessment for Initial Licensure for all School Principals.
 - Advise the Minnesota Board of School Administrators on possible modifications in the approval, regulation and oversight of higher education administrative licensure training programs.
- Licensing and Certification
 - Design or identify model policy language for Tiered Administrative Licensure
 - Design or identify model policy language for Alternative Principal Licensure. Authority exists under Minnesota Statute 122A.27.
- Continuing Professional Development
 - Design or identify model policy language for ongoing professional development linked with proposed Tiered Administrative Licensure

- Design or identify model for “state of the art” professional development with a focus on closing the academic achievement gap.

Teacher Preparation

Revised literacy standards and subsequent preparation will directly and significantly impact teacher preparation in Minnesota. A revision of our broad pedagogical standards to align with the new INTASC standards will also strengthen our preparation system. We do not yet have target dates for initiating and completing this work, but will soon be engaging in preliminary discussions to establish potential timelines and work plans.

Principal Preparation

The results of the Minnesota Board of School Administrators study will be presented no later than May 2012. The Board will then determine which of the studies’ recommendations will become recommendations for Minnesota Administrative Rule, the governing standard for training Minnesota Principals. The Minnesota Administrative Rule changes are to be in effect no later than July 1, 2013. The thirteen Minnesota Higher Education Institutions currently licensing new principals will be required to modify their curricular offerings based on the changes in the Minnesota Administrative Rule, thus improving the preparation of Minnesota principals.

- *1.B.10 Does the SEA plan to evaluate its current assessments and increase the rigor of those assessments and the alignment to the State’s college- and career-readiness standards, in order to better prepare students and teachers for the new assessments through one or more of the following strategies:*
- *Raising the State’s academic achievement standards on its current assessments to ensure that they reflect a level of post-secondary readiness, or are being increased over time to that level of rigor? (E.g., the SEA might compare current achievement standards to a measure of post-secondary readiness by back-mapping from college entrance requirements or remediation rates, analyzing the relationship between proficient score on*

the State assessments and the ACT or SAT scores accepted by most of the state's 4 year public IHE;s or conducting NAEP mapping studies.)

- Augmenting or revising current State assessments by adding questions, removing questions or varying formats in order to better align with the state's college- and career-ready standards?*
- Implementing another strategy to increase the rigor of current assessments, such as using the "advanced" performance level on state assessments instead of "proficient" performance level as the goal for individual student performance or using college-preparatory assessments or other advanced tests on which IHE's grant course credits to entering college students to determine whether their students are prepared for post-secondary success?*

If so, is this activity likely to result in an increase in the State's current assessments and their alignment with college- and career-ready standards?

Minnesota revises and updates its assessment program on a cycle that follows the standards revision timeline set forth in section 1.B.1 of this section. The new MCA III assessments are aligned to college- and career-ready standards as certified by a letter from the University of Minnesota and the Minnesota State Colleges.

Minnesota chose to raise the level of its achievement standards through the standard-setting process. The Achievement Level Descriptors (ALDs) as described on page 8 of Attachment 13 reflect the efforts of Minnesota to increase rigor of the assessment and the alignment with college-and career-ready standards. This same ALD process will be used for all MCA III series assessments.

Mathematics

Grades three through eight MCA III mathematics assessments are aligned to the 2007 academic standards. These standards are certified as meeting college- and career-readiness requirements by Minnesota IHEs ([Attachment 5](#)).

The standard setting activity for these assessments was conducted in June 2011. The Mathematics MCA-III, MCA-Modified, and MTAS in grades 3-8 have been peer reviewed.

Reading/Language Arts

Minnesota's recently revised 2010 academic standards in reading/language arts are aligned to the common core state standards. These assessments will be operational for spring 2013 administration. From 2013 and beyond these assessments will be aligned to college- and career-readiness standards.

The Scope of Work for the 2011-12 assessment contract with AIR found in section 2 of [Attachment 14](#) provides further evidence for Minnesota's commitment to implement assessments aligned to college- and career-ready standards.

To facilitate an operational assessment in Reading MCA-III, Minnesota is conducting an online field test administration in February 2012. This field test includes item development consistent with the 2010 Minnesota Academic Standards in Language Arts, specifically increased Lexile readability, text sets, and technology-enhanced items to assess more cognitively complex concepts.

- *1. B.11 Does the SEA propose other activities in its transition plan? If so, is it likely that these activities will support the transition to and implementation of the State's college- and career-ready standards?*

MDE is developing several initiatives and tools that will support the implementation of college- and career-ready standards. First we are developing an implementation plan for aligning and fully implementing the *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards*, the *Minnesota Academic Standards* as well as the *World-Class Instructional Design and Assessment (WIDA)* standards.

We are also using the innovative *Stages of Standards-Based Education* alignment tool. This rubric defines the stages of implementation for a system of standards-based education. It is based on the science of implementation and will guide the agency and school districts in the planning and implementation of systemic, standards-based education. Some of the areas addressed by the *Stages of Standards-Based Education* alignment tool are the following:

- Leadership
 - Decision makers / Who

- Vision
 - School culture
- Policies/ Structures
 - Common focus/Structure
 - Beliefs about time and resources
 - Evaluation (program)
 - Grading (student)
 - Teacher support and evaluation
- Professional development
 - Purpose
 - Characteristics of delivery
 - Evidence of effectiveness
- Curriculum, Instruction and Assessment
 - Curriculum development/mapping
 - Instruction
 - Assessment (formative, summative, diagnostic, other data as evidence of student learning)

MDE will also continue to support districts in the implementation of the *Blueprint for Literacy* Plan that builds upon the college- and career-ready literacy expectations for 21st century learners and is designed to ensure a seamless delivery system for B-12 literacy instruction. This state literacy plan addresses the value of clear academic standards that ensure equity of opportunity and academic achievement for all learners, guidance and support on evidenced-based literacy instruction, and an expectation that schools and districts use multiple data points to assess whether learners have achieved the knowledge and skills necessary to be successful readers and writers. In addition through its network of *Math and Science Teacher Centers*, the newly launched *Minnesota Math and Science Frameworks*, and extensive menu of other supports, Minnesota will continue to build district capacity in mathematics and science.

Minnesota has a long history of adopting, implementing, and supporting college- and career-ready standards. The purpose of Minnesota's system of standards-based education is to equip all students with the knowledge and skills for success in postsecondary education as well as advanced work and civic participation.

Minnesota law requires that the standards identify the K-12 educational expectations for the achievement of all students across the state, including college- and career- readiness skills. While academic standards are determined at the state level, local school districts have flexibility to determine the curriculum, instructional methods, assessment tools and learning environments that will best help their students achieve the standards. MDE will continue to plan and implement systems of professional development and supports to ensure each school's success with its students.

New Jersey

**Transition to College and Career Ready
Standards**

**PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS
FOR ALL STUDENTS**

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A

- ☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)

Option B

- ☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards Statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Introduction

By adopting the CCSS, the NJSBOE took a crucial step toward the ambitious goal of preparing all students for college and career regardless of their life circumstances. The transition to full implementation of the standards across districts and schools, allowing all New Jersey students full access to CCSS-aligned learning content, requires the NJDOE to take a stronger leadership role in helping districts and schools understand the instructional changes necessary to implement these more rigorous standards. To that end, the NJDOE is prepared to engage state and national experts in the development or adoption of a model curriculum that all New Jersey districts can use to guide their implementation of the standards in order to prepare all students for college and career.

The NJDOE's new RACs will play a major role in virtually all aspects of CCSS implementation. These field-based offices will be staffed with experts in instruction, data use, school leadership, assessment development, and much more. These teams will work regularly and closely with schools and districts, particularly underperforming schools and districts and those with large achievement gaps. Though the NJDOE's Chief Academic Officer will be the Department's executive in charge of CCSS implementation, the RAC staff will be the hands-on leaders ensuring that, on a daily basis, schools are teaching to these new, more challenging standards; that instruction is sufficiently rigorous; and that educators have access to aligned curriculum, instructional supports and the professional development they need.

State Standards vs. CCSS

An initial analysis of the alignment between the state's current content standards and the CCSS revealed that all content areas and grade levels require revision. In order for districts and schools to begin to understand the major shifts in teaching and learning required to fully implement the CCSS, the NJDOE held information sessions with over 300 groups including teachers, administrators, superintendents, parents and board members. Feedback from these sessions revealed broad support for the NJDOE taking a leadership role in engaging both state and national experts to develop and/or adopt a "model" CCSS-aligned curriculum, assessment, and intervention system that would be made available to all districts as they transition to implementing CCSS.

Model Curriculum

The NJDOE will seek out national experts and possible partnerships across states to assist in the adoption or development of a model curriculum while forming a state-wide coalition of curriculum experts, including members of the state's institutions of higher education, to guide and inform the work. The NJDOE intends to develop or adopt a comprehensive model curriculum that includes defined student learning objectives divided into units of study, quality end-of-unit assessments, model lessons, formative assessments, a bank of CCSS-aligned assessment items, and a list of quality instructional resources.

Model lessons will be continually added to the curriculum system through a quality review process allowing teachers throughout the state to submit videos for review. Videos judged to be of high quality through the review process will be posted within the appropriate unit, and the teacher, school and district names will be included in order to recognize their contribution to the state model curriculum.

The NJDOE expects to publish model reading/language arts K-12 and mathematics K-12 curriculum for implementation in schools and districts in the Fall of 2012. This curriculum system will form a quality foundation for achievement, including the effective differentiation of learning through the use of model and teacher-developed formative assessments and thereby meet the needs of all students including students with disabilities and English Language Learners (ELLs).

In addition to the development of a quality foundational curriculum, the development/adoption process will include a thorough review of unit-based learning objectives and assessments by experts in the field of special education to determine the appropriate accommodations necessary to scaffold learning goals allowing students with disabilities to access CCSS on the same schedule as other students. The accommodations will be published within each unit allowing general and special education teachers to view the same document while planning to fully support students with disabilities. English Language Learners will be supported through the adoption of WIDA (Work-Class Instructional Design and Assessment) ELP (English Language Programs) standards, which will be aligned to CCSS for ELA and Math in 2012. This alignment will ensure the connections between content and language standards fully support ELLs in accessing the CCSS on the same schedule as all students.

Professional Development

The development of model curriculum, assessments, and interventions cannot drive the instructional changes necessary to improve student achievement without quality on-going professional development. Therefore, the NJDOE, working with national- and state-level experts, will provide professional development sessions designed to prepare and continually support teachers and principals in fully implementing the CCSS.

In order to best meet teacher needs, the sessions will be delivered on a variety of platforms including on-line and in large and small groups. Sessions will focus on five key areas:

- 1) The specific grade level and content area student learning requirements;
- 2) The level of rigor required to effectively assess CCSS student learning requirements;
- 3) Effective lesson design and instructional strategies for scaffolding learning, particularly for struggling students (e.g. ELLs and special education) as they progress towards the mastery of CCSS;
- 4) The design and use of effective formative assessments, in order to prepare and empower teachers to use data to better meet the individual needs of the students in their classroom; and,
- 5) Finally, in order to support teacher collaboration for implementing the CCSS and continuously improving instruction through the sharing of best practices, professional development on effective protocols for analyzing and using multiple data sources will be offered to teacher teams.

In order for these professional development sessions to be as meaningful as possible, sessions will be focused on the grade level and content areas the teachers in the session currently teach. The instructional materials used will also be aligned to the grade level and content area of the teachers in

each session, allowing teachers to leave sessions ready and energized to immediately implement the strategies presented during sessions.

In addition, all sessions will include significant follow-up using both small groups and web-based instruments in order to effectively address the questions and challenges teachers will have as they work to implement these new standards and strategies in their classrooms. The success of these sessions will be measured by on-going teacher surveys and state summative assessments.

Instructional Leadership

Principals must receive quality professional development on the implementation of the CCSS if they are to truly lead the continuous improvement of teaching and learning in their schools. In order to effectively support principals in developing the necessary instructional leadership skills, the NJDOE will work with national- and state-level experts to develop principal-focused professional development.

The professional development sessions, including follow-up sessions will be presented in a variety of formats to meet the needs of principals throughout the state. Sessions will focus on three key areas:

- 1) Collecting classroom data to verify that educators are teaching the CCSS at the appropriate level of rigor and using strategies that meet the needs of all students;
- 2) Collecting and analyzing assessment data to drive the work of teacher teams and individual teachers in using data to improve and differentiate instruction; and
- 3) Forming teacher teams that become responsible for the continuous improvement of instruction and student achievement through the effective use of classroom observation and assessment data.

The NJDOE will make these sessions as productive as possible by offering sessions to groups of principals who supervise similar grade levels; the instructional materials and videos used will also be relevant to those grade levels. All sessions will include follow-up activities using both small groups and web-based tools in order to effectively address the questions and challenges principals have as they work to monitor and improve the implementation of the CCSS in their schools. The success of these sessions will be measured by on-going principal surveys and student achievement on state summative assessments.

Instructional Supports

The NJDOE will develop a data collection and reporting system for schools and districts to list and rate the resources they are using. The aim of doing so is to fully support districts and schools in the process of selecting the highest quality instructional resources, materials, programs and technology-based supports designed by external vendors to meet the needs of all students, including, ELLs, students with disabilities, and low-achieving students. Ratings will be driven by a quality rating system designed by the NJDOE with input from state experts. This information will be disseminated throughout the state in order to inform all districts as they decide which instructional materials or programs best meet the needs of their students.

High School

The ultimate goal of the CCSS is that all students, regardless of birth circumstances, will graduate college- and career-ready. To that end, the NJDOE is taking a number of actions to better connect secondary and post-secondary institutions and measure whether K-12 students are on track to graduate from high school prepared to do college-level work.

First, all high school core content area courses will include well defined CCSS-aligned model curriculum (including formative and end-of-course assessments), developed in collaboration with state institutions of higher education in order to ensure course designs meet the rigorous expectations of college. Second, high school course and assessment rigor will be evaluated through an NJDOE data system that connects student grades in high school courses and assessments to AP scores, grades in dual enrollment courses, SAT and ACT scores, achievement on college entrance assessments, as well as acceptance into post-secondary institutions, and remedial courses.

This data will be used to continually inform improvements in high school course design and assessment rigor. The development of more rigorous high school courses not only prepares students for post-secondary experiences without remediation but also allows more students greater access to accelerated learning opportunities including AP and dual-enrollment courses. The NJDOE will create a system for tracking the opportunities available for students to take AP, dual enrollment or other career-oriented courses in each school and district. This data will be used to ensure there is an equitable distribution of these opportunities in each district and school.

Transition of State Summative Assessments

The alignment of the current state assessments to CCSS is a strong motivator for teachers and principals to fully implement the CCSS; at the same time teachers and principals need to know that this is a transition process rather than an abrupt change. As a first step in this transition the NJDOE has reviewed all current state assessment items to determine the alignment of each item to New Jersey State Standards and CCSS. This information will be used to increase the number of items aligned to both sets of standards while decreasing items aligned to only New Jersey standards.

In addition, as a governing state in PARCC, the NJDOE will be working with other states and Achieve to inform this transition process between now and 2014-2015 when it is expected that PARCC assessments will be completed and ready for full implementation. The NJDOE will continue working with national-, district- and school-level experts to evaluate and improve the rigor of the state developed model curriculum assessments. The Department believes these model unit assessments, available for district- and school-level review and use, as well as a bank of CCSS aligned assessment items, will help teachers, principals, parents and students better understand and meet the more rigorous expectations of the CCSS.

The final part of the transition process is a full NJDOE review of the state's current high school assessment regime. Data suggests the state's existing comprehensive exit exam lacks sufficient rigor and may need to be replaced. Too many high school graduates who pass the test require remediation when they enter college. Moreover, the NJDOE is considering adopting a slate of challenging end-of-

course and end-of-year exams in advance of 2014. Both these strategies will help prepare the state in the near term for the transition to PARCC's more rigorous assessments in the years to come.

Connections with Higher Education

The NJDOE will fully engage institutions of higher education (IHEs) in the process of CCSS implementation to not only improve the rigor of high school courses and assessments, ensuring that our students are college- and career-ready, but also to impact the quality of teacher and principal preparation programs. The NJDOE will seek to develop partnerships with IHEs in the design and implementation of professional development to support current teachers and principals in fully implementing the CCSS, including strategies designed to meet the needs of student with disabilities, ELLs and low-performing students, while also informing the improvement of teacher and principal preparation programs.

In addition, the NJDOE will provide the state's IHEs with data linking the graduates of their teacher and principal preparation programs to student achievement data from the classrooms and schools in which their graduates work. This data system linking student performance and class rosters will be completed and available to all schools in the Fall of 2012. This data will drive the dialogue necessary between IHEs and the NJDOE regarding both current expectations for entry into teacher and principal preparation programs as well as the skills and knowledge students need to be fully prepared for college and career.

This will be a joint project between the NJDOE's Division of Academics and Division of Talent. The former will lead the state's CCSS and assessment work, while the latter has an office dedicated solely to improving educator preparation programs. This cross-functional collaboration will be a key factor in the long-term success of CCSS implementation and our larger efforts to greatly expand college- and career-readiness.

For a complete implementation plan for NJDOE's transition to the CCSS, see Appendix 3.

New Mexico

**Transition to College and Career Ready
Standards**

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A

- ☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)

Option B

- ☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Adoption of College and Career Ready Standards

Since 1999, New Mexico has had content standards in place. PEDs Assessment and

Accountability Bureau (A&A) coordinates the development and implementation of New Mexico's statewide assessment program, which is designed to measure student attainment of New Mexico's Core Curriculum Content Standards. The A&A works collaboratively with school districts, charter schools, Bureau of Indian Education, and State-educational institutions to collect and report information about student assessments in order to inform instruction, increase student learning, and help parents and the public assess the effectiveness of their schools.

The mission of the Assessment and Accountability Bureau is to develop valid and reliable assessment instruments, to administer these assessments under standardized and secure conditions, and to score and report the results of these assessments accurately, efficiently, and effectively given the constraints of available resources. The work of A&A satisfies both New Mexico and Federal regulations, including the requirements of New Mexico's school assessment and accountability laws and the requirements of the Federal No Child Left Behind/Elementary and Secondary Education Act (NCLB/ESEA). See Attachment X for additional details.

A&A administers the following assessments:

- Standards Based Assessment (SBA): The SBA test approximately 165,000 students in reading, writing, and mathematics (grades 3 – 8 and 11), science (grades 4, 7, and 11) and in reading, writing, mathematics, science, and social studies (grade 11).
- New Mexico Alternate Performance Assessment (NMAPA): The NMAPA is the alternate to the SBA. Students in grade-bands 3 – 4, 5 – 6, 7 – 8, and 11 – 12, may that the NMAPA, though not all are required to. The NMAPA is only for students with documented significant cognitive disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community).
- Assessing Comprehension and Communication on English State-to-State for English Language Learners (ACCESS for ELLs): ACCESS for ELLs is a secure large-scale English language proficiency assessment given to Kindergarten – 12th graders who have been identified as ELLs. It is given annually to monitor

students' progress in acquiring English.

Building on this foundation, New Mexico adopted the Common Core State Standards (CCSS) in October 2010. The CCSS were adopted in order to increase the rigor of New Mexico standards and better prepare New Mexico students for college and careers after high school. PED is currently developing an implementation plan for transitioning the state to the CCSS, due to be completed by January 31, 2012. Beginning during spring 2012, PED will use conferences, a Common Core website, and other communication tools to increase awareness on the transition to the CCSS. Professional development on the CCSS for Math and English Language Arts (ELA) teachers for grades K-3 will begin during the summer of 2012, and grades K-3 will teach to the CCSS beginning in fall 2012. Math and ELA teachers in grades 4-8 will receive professional development on the CCSS during summer 2013, and begin teaching to the CCSS in fall 2013. During summer 2013, grades 9-12 will receive professional development on the CCSS, and begin teaching to the CCSS during fall 2013. The CCSS will be fully implemented and assessed in all grades through assessments provided by the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium during the 2014-2015 school year.

Transition of the Common Core State Standards in New Mexico

After adopting the Common Core State Standards (CCSS) in 2010, PED received a CCSS Planning Grant from the W.K. Kellogg Foundation in order to create an implementation plan for transitioning to the CCSS. The implementation plan, due for completion in January 2011, will encompass a detailed timeline and budget for the transition, as well plans for communication, professional development, curriculum and instruction, and a plan to evaluate the success of implementation.

PED has made substantial progress in developing our transition plan to the CCSS. We have established a Planning Committee composed of educators, administrators, parents, and members of the business community from around the state. This committee has met four times, and has received input from districts on curriculum mapping, professional development, and communication plans in order to create a set of recommendations for the implementation plan.

We have also established a smaller Framework Development Team in order to help draft

the implementation plan framework and ultimately the implementation plan. This team is composed of Planning Committee members and local and national experts on implementing the CCSS, including West Ed. and the Advanced Programs Initiative in New Mexico. Additionally, the Framework Development Team includes educators with experience in bilingual education and Indian education, in order to ensure that our implementation plan is relevant and appropriate for all New Mexican students. This team will be meeting frequently during November 2011 and January 2012 in order to complete the implementation plan.

This work will be informed by an alignment study between the CCSS and the current New Mexico standards that West Ed. has performed for NMPED. This study was completed in October and will be used to determine how we proceed with curriculum mapping and determining what professional development and technical support is required for educators to teach the new CCSS.

In addition to this work, we have developed and administrated a Transition to Common Core State Standards Planning Survey to all our districts and state administrated charter schools. The results from this survey will provide critical information on the needs of districts in order to prepare their teachers for the transition, and their technical needs in order to administer new, computer-based assessments provided by PARCC (Partnership for Assessment of Readiness for College and Careers). This information will contribute to the relevancy and accuracy of the professional development, assessment, and communications sections of our implementation plan. Lastly, we have established a CCSS webpage, and begun work developing pertinent resources and updates on the transition to be made available for stakeholders.

Upon the completion of our transition plan in January 2012, PED will use the plan to solicit funding from multiple sources to support our implementation process. Implementation will begin in spring and summer 2012 with increased communication on the transition and professional development on the CCSS for grades K-3. Grades K-3 will begin teaching to the CCSS in fall 2012, followed by grades 4-8 in fall 2013. Grades 9-12 will begin teaching to the CCSS in fall 2013, and grades 3-11 will be fully assessed on the CCSS during spring 2015.

Oklahoma

**Transition to College and Career Ready
Standards**

1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Since 1991, Oklahoma has had a fully-defined set of standards, the *Priority Academic Student Skills (PASS)*, for grades one through twelve in the core content areas of English language arts (ELA), mathematics, science, social studies, the arts, and world languages. Standards for pre-kindergarten and kindergarten in all content areas except world languages were added in 2002. Local curricula must meet the broad array of ambitious goals set forth in the Oklahoma Administrative Code:

The curriculum translates the school's statement of philosophy (and/or mission) and goals into learning objectives and activities. The core curriculum shall be designed to teach competencies for which students shall be tested. The curriculum shall be designed to prepare all students for employment and/or post secondary education. The school shall use varied measures to determine the extent to which individual students are achieving the goals and levels of competencies. The instructional program is designed to impart the knowledge and skills essential to function successfully in a democratic society. (210:35-3-61, effective 5-17-91)

As this passage makes clear, Oklahoma had made the commitment of setting college-, career-, and citizen-ready standards for our students 20 years prior to the adoption of the CCSS. By law, the SEA must review and revise the *PASS* standards at a minimum of every six years, which perfectly situated Oklahoma to be ready for adoption of the CCSS in mathematics and English language arts in June 2010. Upon release of the CCSS, the State Board of Education initiated the process for formal adoption of the standards (see Attachments 4A: State Board of Education Minutes – June 2010 and March 2011, 4B: Oklahoma Administrative Code – 210:35-3-61, 4C: Letter of Approval from former Governor Henry). The adoption process included a timeline of implementation for all CCSS content standards to be taught in each LEA not later than the 2013-2014 school year with assessments of the standards to follow in the 2014-2015 school year (see Attachment 4D: Implementation Timeline).

As a further result of the State’s six-year standards review cycle, 2011 revisions to *PASS* 6-12 Science Standards incorporated concepts and expectations from the CCSS ELA and Literacy in History/Social Studies, Science, and Technical Subjects. The 2012 *PASS* Social Studies Standards revision, now in progress, will result in the addition of an entirely new competency strand for literacy, PK-12. Thus, Oklahoma’s science and social studies standards already will be aligned intentionally with CCSS in ELA and mathematics when the CCSS are codified. While science and social studies assessments will not be a part of the Partnership for Assessment for Readiness in College and Careers (PARCC) suite of assessments, the anticipation of high levels of informational literacy and problem-solving demanded by PARCC tests has deeply informed the revisions to *PASS*.

Oklahoma educational leadership has joined the forward progress of common state standards in science and social studies, as well. The State Board of Education approved the SEA’s participation as a monitoring state in the development of the Next Generation Science Standards. The SEA continues its membership in the Social Studies Assessment, Curriculum, and Instruction collaborative, which is

organized by the Council of Chief State School Officers (CCSSO) and is currently at work on creating guidelines to develop state standards for social studies in partnership with the National Council for Social Studies and 14 other content organizations. As host of the 2010 International Creativity Forum, the State understands that the promotion of multiple modes of thinking not only supports artistry, but develops problem-solving skills, engaged citizens, and entrepreneurship. The arts are a vital part of Oklahoma's core curriculum. The SEA has sent a representative to participate in discussions of the State Education Agency Directors of Arts Education and the National Coalition for Core Arts Standards as the collaborative begins exploration of a multi-state fine arts framework.

As our State transitions to the CCSS, our generational commitment to the 1991 Administrative Code can serve as a legacy to remind us that college-, career-, and citizen-ready learning standards have long been at the core of what Oklahomans expect for their children.

Raising the Rigor of *PASS* through the American Diploma Project and the Achieving Classroom Excellence Act of 2005 (as amended)

Within the last ten years, Oklahoma's standards reform efforts have intensified. In order to better understand why Oklahoma adopted the Common Core State Standards, as well as to appreciate the State's commitment to the full implementation of college- and career-ready expectations for all students, a brief background of the State's most recent actions is helpful.

In 2002, the State's education leaders – including the Oklahoma Business and Education Coalition (OBEC), the Oklahoma State Regents for Higher Education (Regents), the SEA, and the governor – invited Achieve, Inc. to review the *PASS* standards and assessments in ELA and mathematics, for the purpose of comparing them against the best standards from states across the United States and from other nations, as well as the ACT. As a result of the review, Achieve recommended that Oklahoma raise the rigor of its standards and assessments, and in response, Oklahoma moved to strengthen the *PASS* standards and the state assessments (<http://www.achieve.org/node/276>).

Two years later, Achieve released the American Diploma Project (ADP) College- and Career-Ready (CCR) Benchmarks and policy recommendations designed to ensure that all students acquire the knowledge and skills necessary to be prepared for success after high school.

In June 2005, the Oklahoma legislature adopted sweeping reforms through the Achieving Classroom Excellence Act (ACE) that reflected the college- and career-readiness goals of the ADP agenda. This landmark legislation established a common core of courses as the default curriculum for high school graduation. The curriculum was designed to prepare all students for success in work and postsecondary education, beginning with students who entered ninth grade in 2006-2007 (anticipated graduating class of 2010). Four credits of English, three credits of mathematics, three credits of science with a laboratory component, three credits of social studies, two credits of a foreign language or computer science, and two credits of fine arts are included in the CCR curriculum. The mathematics requirements were designed so that students complete courses through at least the level of Algebra II.

During the same time period, Oklahoma's education leaders joined Achieve's American Diploma Project (ADP) network to collaborate with other states also working to implement the ADP college- and career-readiness agenda. Leaders across the country embraced the rigor of the "specific content and skills that graduates must have mastered by the time they leave high school if they expect to succeed in postsecondary education or in high-growth jobs" (<http://www.achieve.org/node/604>).

In February 2006, an Oklahoma team participated in the ADP Alignment Institute for English Language Arts (ELA) and Mathematics Benchmarks to build on the State's earlier alignment work with Achieve and to provide a foundation of rigorous content for the new courses and assessments required under ACE.

With minor adjustment to its ELA standards, Oklahoma received an Affirmation of Alignment of the ADP Benchmarks and Oklahoma's standards from Achieve. An action plan for implementing the benchmarks was approved by the Oklahoma State Board of Education in March 2006. Additional changes were made to the mathematics standards in 2007 to better reflect CCR expectations. The subsequent ADP Quality Final Review found both Oklahoma's ELA and Mathematics standards to be well aligned to the ADP College and Career Readiness benchmarks.

In a 2008 report, "Out of Many, One; Toward Rigorous Common Core Standards From the Ground Up," Achieve suggested that college- and career-ready standards in a significant number of states had converged to the point that common state standards were possible (<http://www.achieve.org/commoncore>). Within a year, 48 states and the District of Columbia agreed to work together to develop common college- and career-ready standards. Oklahoma served as a state reviewer of drafts of the new standards and adopted the final Common Core State Standards in June 2010.

For more than eight years, Oklahoma has remained fully committed to raising the bar for all students to the college- and career-readiness level in ELA and mathematics. In addition, Oklahoma has collaborated with other states to establish college and career readiness as the norm through the ADP Network and the CCSS Initiative.

CCSS Implementation

Implementing the Common Core State Standards will be a multi-year, multi-phased process. Oklahoma has looked to the Achieve Common Core Implementation Workbook to inform the development of its own four-year implementation plan. Immediately upon adoption of the CCSS, the State's four-year implementation plan was launched. In Oklahoma, "full implementation" is intended to include administration of assessments based on CCSS in the 2014-2015 school year. Full implementation of curriculum and instruction aligned to the CCSS will be completed by June 2014 (see Attachment 4D: Implementation Timeline).

The success of the CCSS in Oklahoma depends on the effectiveness of this plan in bringing the following new expectations to the classroom level and in supporting all students as they prepare to graduate from high school college, career, and citizen ready:

- The initial efforts focus on getting the word out – communicating with key stakeholders and educating educators about what the CCSS are and how they build upon and raise the expectations established in *PASS*.
- The second phase of implementation focuses on aligning instructional materials and providing technical assistance/professional development to teachers so that they will be able to teach the new CCSS to their students. Integrated into phase two is the transition to the new PARCC assessments that will measure student mastery of the CCSS starting in 2014-15.
- The third phase will involve aligning the State's student information system and accountability system with the expectations contained in the CCSS and measured by PARCC.
- The fourth phase will focus on strengthening relationships across education sectors to ensure that the full education system in Oklahoma is well aligned with CCSS expectations embedded throughout. In addition, reinforcing implementation with technical assistance from each education sector will allow Oklahoma to accomplish more than if CCSS implementation were the sole responsibility of the SEA.

- The fifth phase will be to measure and evaluate the State’s progress in delivering a rigorous and well-rounded education to all students. Students will enter kindergarten ready to learn, making progress and staying on track until they graduate college, career, and citizen ready.

Phase One

The first goal for the initial year of adoption (2010-2011) focused on educating key stakeholders, including PK-12 educators, Career and Technical educators, Higher Education faculty, and SEA leadership and staff about the CCSS and how they differ from *PASS*.

Following is a list of representative professional development efforts designed to create awareness and build consensus through presentations, meetings, videoconferences, and regional conferences:

- July 2010 State Superintendent’s Leadership Conference presentations: Two sessions at a conference of 1,500 attendees provided an overview of the CCSS and the implementation timeline. Audience: PK-12 superintendents, assistant superintendents, curriculum directors, federal programs directors, teacher leaders.
- July 2010 State Superintendent’s Mathematics Academy *Working on Common Ground*: Keynote presentations at two academies highlighted the shifts in mathematics instruction imminent with adoption of CCSS. Audience: 600 PK-12 mathematics educators.
- Fall 2010 Common Core State Standards videoconferences: Overviews and frequently asked questions. Audience: PK-12 educators at ten regional videoconference centers.
- December 2010 and August 2011 First-Year Superintendents training: CCSS overview sessions. Audience: 100 first-year superintendents.
- Winter 2010 Oklahoma Regents for Higher Education Committee on Instruction presentation: Overview and discussion with Deans of Arts and Sciences for Oklahoma comprehensive and regional two- and four-year colleges. Audience: 45 deans and assistant deans.
- April 2011 Oklahoma State Department of Education all-employee training: overview and frequently asked questions. Audience: 250 agency employees.
- June 2011 Oklahoma *PASS*ages Regional Curriculum Conferences keynotes and CCSS strand: Keynote addresses and dedicated CCSS classroom strategies breakout strand at each of six regional conferences. Audience: 1,000 PK-12 educators.
- July 2011 State Superintendent’s Alternative Education Summer Institute: Two-day summer institute for educators of low-achieving and at-risk students. Content-specific and integrated classroom strategies for CCSS implementation. Audience: 400 educators.
- August 2011 State Superintendent’s Master Teachers Project Summer Institute: Three-day summer institute for Title II commended program to build teacher leadership. Keynote and content-specific training for CCSS implementation; members return to districts to conduct study groups throughout school year. Audience: 120 Master Teacher members.
- October 2011 Oklahoma CareerTech presentation: Overview and frequently asked questions. Audience: 50 Career Technology Center superintendents, assistant superintendents, and professional development directors.
- Ongoing from September 2010 CCSS Regular Agenda Updates Mathematics State Consortium and Language Arts State Consortium: Monthly meetings for math and ELA district leaders provide more current information on CCSS and allow for advisory input. Audience: 25 PK-12 curriculum specialists and directors.

Phase Two

The second goal for the initial year of adoption (2010-2011) focused on providing technical assistance to districts as they moved toward full implementation. Two important CCSS technical assistance initiatives were launched in fall 2010 to support the work of CCSS. (1) Both educator-led and independently-conducted alignment studies were directed by the SEA in order to assist LEAs in understanding the similarities and differences in the *Priority Academic Student Skills (PASS)* ELA and Mathematics standards and the CCSS. (2) A CCSS webpage was developed to house CCSS information and resources.

- October 2010 PASS/CCSS Alignment Institute: 200 mathematics and English language arts K-12 educators, as well as representatives from business, higher education, and the community met for two days to align the Oklahoma state *PASS* standards with the CCSS, using the alignment tool and protocol developed by Achieve. Results are posted on the SEA's CCSS webpage and educators were notified through the SEA's various listserves.
- Surveys of Enacted Curriculum (SEC): The SEA contracted with the Wisconsin Center for Education Research to conduct an alignment study of *PASS* with CCSS using the SEC model. The study gives LEAs information regarding the relative emphasis within each set of standards of particular concepts and skills, as well as the depth to which these concepts should be taught. The study results are linked to the SEA's CCSS webpage (<http://www.seconline.org>).
- Common Core Webpage: A page on the SEA's website has been established to provide educators and other stakeholders with important information and technical assistance for implementing the CCSS. The page includes:
 - The English Language Arts and Mathematics Standards and Appendices;
 - Oklahoma adoption rules and implementation timeline information;
 - Presentations and videos on CCSS for public use;
 - Multiple links to teacher, administrator, and parent resources for assistance in developing curriculum, improving classroom practice, and helping students at home; and
 - Templates and guiding questions for District 3-year Transition Plans, required for every Oklahoma district to develop and submit to local board of education.<http://sde.state.ok.us/Curriculum/CommonCore/default.html>

In addition, Oklahoma is a member of the PARCC governing board and will begin piloting PARCC-like items within the state assessment system in 2011-2012, with continued refinement as additional information becomes available through PARCC. Beyond integrating pilot PARCC items into existing state assessments, the SEA will make these pilot items and others developed to illustrate the level and complexity of PARCC items aligned with the CCSS to teachers, along with guidance on integrating these items into classroom-level formative assessments and lesson plans. The SEA's plans for providing the professional development required for such efforts to be successful are described in *Phase Three*.

Phase Three

This request outlines Oklahoma's approach to accountability in support of the CCSS and college, career, and citizen readiness for all students, but it is worth stressing that work is underway to enhance the SEA's student information system. With a stronger data system linked with other education agencies, Oklahoma will be able to produce a complete picture of a student's progress from Pre-K through high school graduation and into college, training programs, and the workforce as the State implements the CCSS and transitions to the PARCC assessments in 2014-2015.

REAC³H Network: To further reinforce the SEA's relationship with the LEAs, Oklahoma launched the REAC³H Network in August 2011, comprised of 70 volunteer districts throughout Oklahoma who have agreed to serve as coordinating agents for professional development, capacity-building efforts, and feedback from parents and local community members. The REAC³H Network is designed to advance the transition to college- and career-ready standards on multiple fronts throughout the 2011-2014 timeframe to full implementation of the CCSS. To provide additional support to lead districts, the SEA is integrating

existing partnerships with the state system of Higher Education and the Career and Technical Education system into the REAC³H Network.

Each REAC³H lead district serves by doing the following:

- Develops a detailed regional plan for implementing CCSS with assigned districts;
- Identifies a training timeline and delivery methods;
- Develops partnerships to coordinate a training network;
- Enlists local higher education institutions and CareerTech to support REAC³H activities;
- Describes how capacity-building would look in area served;
- Hosts regular meetings based on SEA guidelines;
- Provides SEA-developed training on CCSS and other related topics;
- Disseminates professional development (tools, resources, model curricula, etc.) to area districts;
- Collects data on implementation effectiveness;
- Submits annual report on REAC³H activities, participation, and implementation; and
- Defines other appropriate responsibilities.

The SEA is responsible for “leading the leaders.” Defined roles of SEA include the following:

- Organizing and hosting three network summits per year through 2013-14;
- Developing and delivering “train-the-trainers” CCSS professional development, via videoconferences and webinars;
- Developing and distributing professional toolkits for trainer and district use. Each toolkit to include suggested agenda, PowerPoint presentation, follow-up activities, and resources.
 - Toolkit #1 Making the Case for the Common Core – an Overview
 - Toolkit #2 Aligning School Curriculum to the Common Core
 - Toolkit #3 Changing Instruction for the Common Core
 - Toolkit #4 Developing Effective Teachers and Leaders for the Common Core
 - Toolkit #5 Assessing Student Performance for the Common Core
 - Toolkit #6 Using Data to Implement the Common Core
 - Toolkit #7 Integrating the Common Core across the Curriculum
 - Toolkit #8 Collaborating about the Common Core
 - Toolkits #9-12: Focus determined through district input
- Providing technical support;
- Seeking incentives for REAC³H Network districts, including grant opportunities and pilot programs; and
- Other services to be determined.

The REAC³H Network’s greatest asset is the synergy created through local ownership of professional development and instructional practice. Early feedback indicates that LEAs are designing systems of support for transitioning to CCSS based on local needs.

Phase Four

To build on the success of the REAC³H Network, the SEA plans to partner with our state Career and Technical Education system and the state system of Higher Education to house REAC³H Coaches in each region of the State. The SEA intends to hire 60 REAC³H Coaches as part of the statewide professional development plan outlined below to assist with implementation of CCSS at the district, building, and classroom level. Coaches will provide assistance on instructional strategies for teachers as well as instructional leadership for principals and district leaders. This assistance will include specific training on instructional strategies designed for effectiveness in teaching ELLs and students with disabilities. Taking a multi-perspective approach and learning across the State will enable the SEA to provide more robust and more permanent support to districts through the implementation process and beyond.

Phase Five

The SEA has committed to the goal of graduating each student from an Oklahoma high school college, career, and citizen ready by 2020. To reach this goal, the SEA itself must think anew about how it operates and provides supports to the LEAs and classroom teachers. To help develop a new approach that supports the C³ goal, the SEA has contracted with the U.S. Education Delivery Institute to help the department transform from being a compliance organization into a service organization, capable of providing the level and type of timely assistance schools need to teach its students at the level of the CCSS and as measured by PARCC. The SEA is building a Delivery Unit to ensure that the department successfully makes this transition and provides the supports required for CCSS implementation as reflected in improved outcomes for students – including ultimately graduating college, career, and citizen ready.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Resources (e.g., staff time, additional funding)	Significant Obstacles
Hire REAC ³ H Coaches to Provide Professional Development for CCSS Implementation across the State	Meet with REAC ³ H Lead Districts to determine needs and job descriptions by January 2012 Identify Coaches by March 2012 Conduct ongoing professional development beginning May 2012	Deputy Superintendent REAC ³ H Lead Districts	Funding for coaches salaries for three years	If full funding of all 60 coaches is not available, the number of coaches may be limited.
Provide Curriculum Mapping Software	Available to LEAs for use by June 2012	Assistant State Superintendent, Office of Instruction	Staff Time Professional Development Funds	Funding
Facilitate Collaboration Between Higher Education Faculty and PK-12 Educators around College Readiness Expectations	Beginning May 2012	Assistant State Superintendent, Office of Instruction Assistant State Superintendent, Office of Student Support	Staff Time Travel, Substitute, and Stipend Costs	Funding
Facilitate Collaboration Between Career and Technical Educators, Business Representatives, and PK-12 Educators around Career Readiness Expectations	Beginning May 2012	Assistant State Superintendent, Office of Instruction Assistant State Superintendent, Office of Student Support	Staff Time Travel, Substitute, and Stipend Costs	Funding

Increasing Access to College and Career Preparatory Courses

In 2005, Oklahoma has funded up to six credit hours per semester of dual or concurrent enrollment for high school seniors who meet academic requirements. In 2009, the Oklahoma state legislature mandated that LEAs award either academic or elective high school credit, as appropriate, for concurrent courses in order to meet graduation requirements.

Oklahoma schools offer Advanced Placement (AP) and International Baccalaureate (IB) programs. Schools have annually increased AP participation and scores of 3, 4, and 5 for all students and for traditionally underserved subgroups of students. In order to improve the chances of success in AP, IB, and advanced coursework for traditionally underserved subgroups of students, the SEA's Office of Instruction promotes the growth of Advancement Via Individual Determination (AVID) programs by building awareness, arranging training, and supporting an AVID page on the SEA website.

In order to expand opportunities for students to take advanced courses in small and rural schools, the Oklahoma legislature mandated that LEAs offer supplemental online courses for students beginning in the 2011-2012 school year. Additionally, Oklahoma plans to become a leader in digital learning opportunities for students at all grade levels, including virtual school for PK-12, by fully embracing the 72-point "Roadmap for Reform" developed by the Digital Learning Council.

For decades, Oklahoma has been known as a leader in Career and Technical Education (CTE). The State's CTE system (CareerTech) offers career-training programs as well as academies designed to prepare students for high-level college programs focused in Science, Technology, Engineering, and Mathematics (STEM) careers. These academies include Biomedical, Aerospace, Pre-Engineering, and Biotechnology. Many of the academies and course programs offered through the CTE system allow students to earn high school and college credit while obtaining a career certification.

Addressing the Success of English Language Learners, Students with Disabilities, and Low-Achieving Students

Oklahoma requires that all students are provided an education that will enable them to be college, career, and citizen ready upon graduation from high school. Oklahoma currently assists English Language Learners (ELLs), student with disabilities, and low-achieving students by offering research-based remedial or developmental programs, implemented by a highly qualified teacher. Additionally, a counselor is available in all schools to help with motivation, social skills, study skills, goal setting, and any mental health issues that might arise. Programs are designed to connect curriculum, instruction, and assessments that are parallel to the academic goals for all students. Multiple professional development opportunities are provided to assist with training of administrators, teachers, and counselors.

English Language Learners: Oklahoma's goal is to ensure that limited English proficient students and immigrant children and youth meet the same challenging state academic content and student academic achievement standards as all other children. Oklahoma will continue to use the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards, which have been aligned to the CCSS, to define appropriate learning standards for ELP. Oklahoma will vigorously promote goal setting using WIDA Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELLs scores and CAN DO descriptors, which provide information to educators, parents, and students regarding students' strengths, skills, and necessary next steps for continuous growth.

Programs of promise which Oklahoma intends to create, continue, or expand for ELLs include ELL-specific data retreats/school data teams; literacy and language-specific technology to monitor progress of students toward proficiency-based goals; tiered intervention; literacy services/programs for parents of ELLs; and professional development to increase competence in scaffolding of instruction for ELLs.

Students with Disabilities: Students with disabilities are expected to be taught in the least restrictive environment and to have access to the same curriculum as students without disabilities. The SEA monitors implementation of the federal requirements included in the Individuals with Disabilities Education Act (IDEA). Supports, personnel, accommodations, and modifications are used in general and special education classes, along with differentiated instruction, to provide access to the curriculum for all students. The SEA provides resources, training, and professional development from national experts to ensure educators have the tools needed to assist with this population. The SEA partners with outside agencies to support access to the curriculum even for students with the most significant cognitive disabilities. Oklahoma has implemented an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities as well as a modified assessment based on modified achievement standards for students who require modifications to the general assessment. Educators are also provided a criteria checklist for the identification of the appropriate assessment and an accommodation manual developed for Oklahoma to assist with appropriate instruction and statewide testing accommodations. This manual will be updated to align with the CCSS and PARCC assessments.

Low Achieving Students: Oklahoma is supporting districts with a Response to Intervention model (RtI). Oklahoma has recently received a State Personnel Development Grant (SPDG) that will provide resources and instruction on Positive Behavior Interventions and Supports (PBIS) and RtI as a blended model. The grant will provide educators with tools to assist students who need interventions for academics and/or behaviors in accessing the curriculum. The grant will also assist in implementing statewide initiatives for early literacy and implementation of CCSS.

Oklahoma was a pioneer in the creation of a statewide system to serve low-achieving students through the creation of its Statewide Alternative Education Academy System. Currently, Oklahoma invests more than \$14.8 million annually to support 240 Alternative Education Academies serving approximately 10,000 students in Grades 6-12. In partnership with the University of Oklahoma, the SEA has implemented the K20alt project to deliver high-quality professional development through the design of model lessons, as well as teacher coaching, and an online professional learning community. Activities are specifically focused on areas of weakness for low-achieving students, as well instructional strategies aligned with the CCSS.

The SEA's Parent and Community Engagement team oversees implementation of 21st Century Community Learning Centers Grants and Learn and Serve America Grants. Both programs are designed to support children in reaching high levels of curriculum expectations through well-rounded approaches to education, including community service, arts in education, enrichment, and content connections to real world experiences. Both grant programs are supporting implementation of CCSS in local schools.

All LEAs are currently required to set aside a minimum of 1 percent, up to a maximum of 5 percent, of their Title I, Part A funds in order to specifically serve students who are identified as homeless. To help support the academic needs of homeless students, schools can provide additional tutoring and supplemental educational materials as well as pay for class and testing fees. Tutoring supports will assist homeless students in accessing and achieving the CCSS.

In light of the CCSS and the future of computer-based General Educational Development (GED) testing, the SEA's Adult Education Team has begun work on the alignment of adult education standards to the CCSS, the integration of more technology-based curriculum, and professional development opportunities focused on teacher effectiveness.

Third Grade Reading: Oklahoma has screened all kindergarten, first, second, and third grade students for indicators of being at risk of reading below grade level since 1998. Funding appropriated for interventions and remediation of identified first through third grade students has been set at up to \$180 per pupil for programs during the school year and up to \$400 per pupil for third grade summer reading academies. Students unable to read at third grade level after summer academy remediation could be recommended for retention.

In 2011, new legislation passed requiring that Oklahoma students entering first grade in school year 2011-2012 be retained if they are reading below grade level on the state reading assessment by the end of their third grade year. All K-3 students identified as being at risk of reading below grade level, as determined by initial screening, diagnostic, and progress monitoring assessments, will be placed on a plan of reading improvement. Students will receive individualized remediation and accelerated interventions designed to help them achieve reading proficiency as described in the CCSS. All districts will provide identified students with READ initiative interventions, including, but not limited to, in-school and after-school differentiated instruction, Saturday school, and summer school. Students who are identified for retention in the 2013-2014 school year will be provided an accelerated reading program intended to remediate the student during an altered instructional day. The law provides for “good cause” promotions in certain instances, but the intention of the legislation and the SEA’s subsequent guidance is to end social promotion for students who are not achieving at acceptable levels in reading, as described in the CCSS. Professional development in the use of scientifically based reading research (SBRR) strategies is now an allowable expenditure of Reading Sufficiency funds, and funding for kindergarten interventions will be proposed in the 2012 legislative session.

Teacher and Principal Preparation Programs

The Oklahoma State Regents for Higher Education (Regents) has partnered with the SEA to implement Common Core systems across the State. This partnership focuses on expectations for students entering college as well as for graduates from colleges of education.

The Oklahoma Commission for Teacher Preparation (OCTP) oversees colleges of education and teacher and leader certification examinations. The Commission is working diligently with all colleges of education to understand and implement reforms necessary to align with CCSS.

The SEA representative to the Oklahoma Association of Colleges of Teacher Education provides regular information to the Association members and receives feedback from the members regarding implementation strategies.

The SEA provides leadership and guidance to support teachers- and principals-in-training as well as in their entry years. The SEA conducts principal academies for new principals as well as principals in School Improvement Schools, conducts first-year superintendent training, and provides leadership coaches to principals in struggling schools. Through the State Superintendent’s Master Teachers Project, the SEA develops teacher leaders in all six regions of the State.

The SEA is currently partnering with OCTP and the Regents to develop standards, curriculum, and a certification test for Elementary Math Specialists that will target implementation of the CCSS in elementary schools.

Transition of State Assessments to Align with College- and Career-Ready Expectations

The SEA’s Office of Accountability and Assessments, under the direction of the State Board of Education and the State’s ACE legislation, has addressed raising the rigor of our assessments. For grades 3-8 Math and Reading, the performance standards (or cut scores) were reviewed and the rigor increased in June of 2009. Comparisons were made between the proficient cut scores on the National Assessment of Educational

Progress (NAEP) and the State's previous cut score, so that committees of teachers could begin closing the gap between what had been expected of students previously and how students scored on the sampling of the NAEP test. These standards settings resulted in significantly raising the rigor of the tests, which caused a drop in the level of student proficiency by as much as 15%-29% on each assessment.

In accordance with the State's ACE legislation, our seven end-of-instruction tests (EOIs) were reviewed, realigned, and recalibrated with a three-year phase-in of rigorous cut scores. Algebra I was the first to begin this process in 2007; followed by English III, Algebra II, and Geometry in 2008; and finally, English II, Biology I, and U.S. History in 2010. The rigor of the EOIs was addressed through item development, and the cut scores were set with rigorous expectations during performance standard setting. CCR standards were addressed during these performance standards setting sessions, and a study was conducted to compare our students' scores on these tests and on the ACT. The Algebra II EOI, which is the math EOI that is most closely linked with college readiness, had a proficiency rate of 54% in its first year; after 3 years, the proficiency rate has increased to 66%, indicating that students are now mastering higher-level mathematics in alignment with state Algebra II content standards and assessments.

In 2011-2012, the State will begin transitioning our Oklahoma Core Curriculum Tests (OCCT) to bridge to the PARCC assessments. Grades 3-8 mathematics and reading assessments will include five field test items per subject aligned to the CCSS, which will include one constructed response item on each reading form. The State also plans to move Grade 7 mathematics and reading tests online in spring 2012 and then add Grade 6 mathematics and reading online in spring 2013. These four tests will be added to an already successful online delivery of Oklahoma's seven End-of-Instruction tests, Grade 7 geography, and Grade 8 mathematics and reading. These computer-delivered tests present tremendous opportunities to develop innovative assessment items that allow students to demonstrate their abilities more fully. These items enable students to show how they arrived at an answer, and the items allow scoring with a range of possible point values, rather than simply scoring answers as only right or wrong. In spring 2012, Grades 5 and 8 will participate in a field test writing prompt linked to a passage and aligned to the writing standards of the CCSS. The State plans to give districts feedback on how well their students are responding to CCSS item types.

In spring 2012, Oklahoma will offer educator item writing workshops facilitated by our current testing vendor. This two-day workshop will help administrators, curriculum directors, and other instructional leaders explore the implications the CCSS have on English language arts and mathematics content and curriculum as well as classroom instruction and assessment. Participants will be led through item writing exercises linked to the CCSS. The State also plans to develop an accessible, academically-sound educator item bank to support instruction and development of CCSS skills. The bank will provide opportunities for students to practice and engage in CCSS-aligned Grades 3-8 English language arts and mathematics performance tasks. Teachers will have the opportunity to learn how to score and provide feedback according to the new standards.

Likewise, the State has plans to implement the same field testing of CCSS-aligned items with our online End-of-Instruction tests in Algebra I, Algebra II, Geometry, English II, and English III beginning in 2012-2013. These current plans will continue during the 2013-2014 school year in anticipation of PARCC assessments in the 2014-2015 school year.

Further, Oklahoma is a participant in the WIDA Enhanced Assessment Grant. Over the next four years, this grant will build a comprehensive and balanced technology-based assessment system for ELLs. The assessment system will be anchored in WIDA's ELP Standards that are aligned with the CCSS, informed by rigorous, ongoing research, and supported by comprehensive professional development and outreach. WIDA will maintain its consortium approach to decision-making about the design and direction of the project and will involve the expertise of partners such as the Center for Applied Linguistics, UCLA, WestEd, Data Recognition Corporation, and MetriTech, Inc. The system will include a summative test, an on-demand diagnostic (screener) test, classroom benchmark assessments, and formative assessment resources.



Key Take Away for Section 1.B: Oklahoma knows that college-, career-, and citizen-ready (C³) expectations must be set for all students; that all students must be given access and supports in order to achieve C³ expectations; and that high-quality assessments must measure each student's progress toward meeting C³ expectations. Oklahoma is committed to full implementation of the CCSS and other college and career ready standards, PARCC and other college and career ready assessments, and an array of student supports, especially for those students who traditionally are underserved in advanced courses and college and career preparatory programs.

Tennessee

**Transition to College and Career Ready
Standards**

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
<input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	<input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its

plan.

Introduction

Tennessee has demonstrated the political will and capacity to significantly change state-level standards through our work over the last two years. Furthermore, we previously committed to implement the Common Core Standards in our Race to the Top application, passed the necessary rules, and have begun implementation. Our work raising standards is emblematic of the need for regulatory relief. By doing the hard work of raising our state standards and proficiency levels, we made it harder for schools to achieve AYP. We did the right thing for kids, but are now impeded in our efforts to improve instruction and increase student achievement by the outdated rules and standards of No Child Left Behind.

While the following section details our implementation plan and provides ample documentation demonstrating our commitment, we can answer the underlying question about Tennessee's commitment to higher standards in one word: Yes. Yes, we believe in and are implementing higher standards. Yes, we think it will make a difference in the lives of all children. And yes, we believe that eliminating implausible federal goals and layers of federal compliance paperwork will better equip us to manage our state system against tougher standards.

In 2010, the state of Tennessee committed to raise standards and expectations for all students by adopting the Common Core State Standards (CCSS), which were approved by the State Board of Education (SBE) in July of that year. The purpose is clear: in Tennessee's Race to the Top (RTTT) application, we explained that adopting new standards with correspondingly aligned assessments and training would improve student achievement. In addition, we pledged to transform public education for *every* student, regardless of location or demographic. Tennessee's CCSS implementation plan intends to do just that: reach every student, from K-12, regardless of race, ethnicity, socioeconomic status, disability status, or English language proficiency. Adopting the CCSS will also lead to improved instruction and teacher quality; ultimately, the increased emphasis on rigorous content and critical thinking in the classroom will inspire more of the most talented and ambitious college students to choose a career in teaching.

Our plan draws in teachers, principals, LEA-level administrators, the Tennessee Department of Education (TDOE), higher education, families, communities, stakeholder organizations, and others—all of whom play an important role in reaching our goal of having every student graduate from high school at a college- and career-ready (CCR) level.

The college- and career- ready focus must permeate every academic area. We reject the false choice between college- and career-readiness, as if one can only emphasize one to the detriment of the other. Career and Technical Education (CTE) and Advanced Placement (AP) classes should operate under the same principle (and thus both play crucial roles in the CCR agenda): providing students the skills to succeed at the postsecondary level.

The following CCSS implementation plan operates according to several core philosophies that will inform our work at every stage of this process over the next several years:

- **Inclusiveness:** As the CCSS standards for English Language Arts (ELA) make clear, “all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.” Tennessee's plan has the

same high expectations for *all* students, while recognizing the need for support and accommodations for students with disabilities and English Learners (ELs) to be able to achieve at such a rigorous level. We explain in further detail below how we will support struggling student populations in reaching these ambitious but achievable CCR goals.

- **Targeting the areas of greatest need:** There is one general subgroup for which we intend this plan to have the greatest impact: low-achieving students. Closing gaps is an overarching state goal expressed in each waiver principle, and the CCSS plays a prominent role in raising expectations and achievement for underperforming students. Within this targeted area, math will be a particular focus: math tends to be the greatest weakness for our students, and math instruction the greatest weakness for our teachers. Because of this, the implementation timeline provided in Appendix 2, which explains how we will introduce the CCSS statewide and applies to all students and teachers, moves most aggressively on math standards.
- **Partnership:** The section below on stakeholder engagements emphasizes the crucial role of communication and partnership with all stakeholder groups. We also rely heavily on outside expertise: throughout the process, TDOE has collaborated extensively with Achieve, Partnership for the Assessment of Readiness for College and Careers (PARCC), and Council of Chief State School Officers (CCSSO). Our Commissioner sits on PARCC’s governing board, and TDOE has been heavily involved in the CCSS project from the beginning. We will continue to draw from the expertise and technical support of these partner organizations.
- **Driving with data:** Only by collecting, reviewing, and analyzing actionable data will we know the success of implementation; only by acting on that data will our implementation efforts succeed. Several sections below explain the key role that data, especially educator feedback loops, plays in this plan.
- **Lead with strength; support with generosity:** CCSS implementation is too big an endeavor to leave up to chance. TDOE must set a strong CCR vision and devise a careful, thorough plan. But we also recognize that there are areas of implementation that TDOE cannot fully control: each LEA, school, administrator, teacher, student, and external stakeholder exerts his or her own level of independence and influence on the process. There are certain non-negotiable elements: most of these are the key implementation events in Appendix 2’s timeline. But TDOE’s plan also leaves considerable room for LEAs (and, by extension, schools, principals, and teachers) to exercise their expertise in deciding the best way to accomplish goals, with TDOE providing support and guidance.
- **Ensuring progress:** TDOE recognizes the incredible difficulty of this work. Simply stating our intentions and providing the proper information and training ensures nothing. It is at the very end of the implementation chain—in the classroom — where our success will be determined. Involving every classroom, teacher, and student throughout the state in not just understanding but leading this transition is a colossal undertaking. Thus, to drive our goals and to ensure the successful implementation of the following plan, under its forthcoming realignment, TDOE will establish a new office to oversee the implementation of CCSS and PARCC assessments over the next several years. This office will also be responsible for monitoring effectiveness at each stage of implementation. For more details, please see the final section on monitoring/sustaining progress.
- **Flexibility:** In requesting ESEA flexibility, we intend to be flexible ourselves. No plan, however detailed, can anticipate every single challenge or unexpected snags and development. TDOE is open to a process of constant improvement and will continue to tweak the plan as needed.

Foundation for CCSS Implementation

Tennessee has already laid the foundation for the work of implementing college- and career-ready standards and aligning high quality assessments through our work as part of Achieve’s American Diploma Project (ADP) network. Our version, known as the Tennessee Diploma Project (TDP), raised the bar for all students in the state by revising standards in RLA, math, and science, and setting new graduation requirements to ensure more students graduate at a CCR level through a true collaboration consisting of K-12, higher education, the business and philanthropic community, Governor’s Office staff, and Achieve.

The State Board of Education (SBE) adopted the new standards and graduation requirements in January 2008, setting out an ambitious goal: “All students will have access to a rigorous curriculum that includes challenging subject matter, emphasizes depth rather than breadth of coverage, emphasizes critical thinking and problem solving, and promotes responsible citizenship and lifelong learning.” This current school year’s junior class will be the first students to be held to the new graduation requirements. In order to graduate, students now must take Algebra II as well as a math course in all four years of high school, take a third year of lab science, and complete 22 credits instead of the previous minimum of 20. To give meaning and credibility to the new, more rigorous TDP standards, Tennessee also revamped its TCAP assessment system to provide a more accurate indicator of student performance. The state moved to a four-level proficiency model, adding the below basic category to basic, proficient, and advanced, and reset the cut scores associated with the top two levels to more closely align with national standards for NAEP and the ACT.

Student achievement scores predictably plummeted after the above changes were implemented for the spring 2010 TCAP exams. Instead of ignoring the results or backing down, the state engaged in a public awareness campaign called “Expect More, Achieve More” (<http://www.expectmoretn.org/>), with media events held around the state to educate the public and prepare parents and students for the shock of low scores. In acknowledging that the state had been using inflated scores for years, the state was able to tout its new standards and more demanding graduation requirements as the path forward towards a more honest, robust conversation about raising expectations for all students. By way of example, the percentage of students scoring proficient or advanced on the 7th grade math TCAP dropped from 90.3 percent in 2009 to 28.5 percent in 2010, the first year of data after the standards were raised. While full implementation of CCSS may cause an additional shift in results, Tennessee’s state proficiency levels now mirror proficiency on NAEP at 4th and 8th grades, and ACT at the high school level. They are, in a word, realistic.

Since the process began over four years ago, Governor Haslam and Commissioner Huffman have joined as strong supporters of the TDP and are working to continue to drive higher expectations for all students. Thanks to the work the state engaged in for the TDP, the CCSS are closely aligned with existing state standards, and because of the process of engaging stakeholders and achieving such widespread collaboration across political divides, the public has a clear understanding of the need to make such difficult but necessary decisions in order to achieve ambitious improvements for our students. The state is now well prepared for the final stage in its transition to a complete, CCR-aligned education system based on the CCSS, and to drive that transition with a strong support plan for implementation.

Tennessee has planned a phased implementation over the next three years, briefly outlined in table A below:

Table A: Timeline for CCSS implementation

	2011-12	2012-13	2013-14
Grades K-2	Math and ELA		
Grades 3-8		Math (partial)	Math (full) and ELA
Grades 9-12			Math and ELA

We began this year with K-2 to help lay foundational work for the coming years. Additionally, for this year's kindergartners, the 3rd grade PARCC assessment in 2014-15 will be their first standardized test, so it makes sense to begin their education with CCSS. We will then follow with partial implementation of 3-8 math standards in 2012-13, and full implementation of the remaining 3-8 math standards, 9-12 math standards, and 3-12 ELA standards in 2013-14. This staggered approach will allow us to field test assessment changes and fully train teachers on expected assessment changes and instructional best practices to support student achievement. We will then be fully prepared in 2014-15 for transition to PARCC assessments.

Analyzing standards alignment for CCSS implementation

To analyze the extent of alignment between the state's current content standards and the CCSS, TDOE has collaborated with Achieve to develop a "Crosswalk" process. The Crosswalks were conducted by teams of Tennessee teachers working closely with Dr. Marie O'Hara from Achieve, who made point-by-point comparisons between the CCSS and the existing Tennessee curriculum standards using Achieve's Crosswalk tool. The resulting Crosswalk documents identify matches between individual Common Core standards and the Tennessee curriculum standards. For example, 97 percent of the CCSS ELA standards have a match in Tennessee's ELA standards, with 90 percent being rated as an excellent or good match. The math standards are more closely aligned in the early grades, with no grade-level difference in Kindergarten and only a 1 percent difference in 1st grade; however, 59 percent of 8th grade CCSS math standards are taught earlier in Tennessee standards.

To complete the Crosswalk process, TDOE will partner with Achieve to create a Crosswalk for high school math and return to the Crosswalk for K-8 math once more to ensure its rigor and accuracy, and then seek validation from external experts. TDOE will convene a committee of LEA content experts and math specialists/coaches to complete this work, and this team will also help develop the content of math professional development (PD) and the second round of K-2 summer training.

We are committed to thoroughly training all educators on the adjustments they can expect in standards and assessments prior to the roll-out of changes. We will use findings from the Crosswalk, especially points of departure from Tennessee standards, to ensure that grade-level PD is rigorous and targets the biggest discrepancies. The state will also use Depth of Knowledge and the Revised Bloom's Taxonomy to revisit the Crosswalk and highlight areas where CCSS requires a higher order of thinking. TDOE will determine the handful of "biggest shifts" in math and ELA: 3-6 specific, concrete, and far-reaching changes in both the standards and corresponding classroom instruction that will have the greatest power to drive student achievement *immediately*, even in the early years of implementation before fully-aligned assessments.

The Crosswalk is available for teachers and administrators to cross-reference their grade level curricula, instructional materials, and activities to the CCSS. A version pared down to essential

features is publicly available at http://www.tncurriculumcenter.org/common_core.

However, we also realize the fundamental differences between CCSS and previous state standards: with a renewed emphasis on close, critical reading of nonfiction and informational texts in ELA and the intricately spiraled standards in math; a focus on deep, intensive engagement with fewer standards as opposed to superficial coverage of many; and the need for teachers to master their content areas in order to teach such higher order concepts, the CCSS represents a radical shift in classroom instruction. The Crosswalk process runs the risk of masking these crucial differences: Common Core standards with words and language familiar from state standards do not necessarily reflect similar cognitive demands. In order to help educators teach the standards with fidelity, TDOE is creating a multi-year, multi-stage PD plan which is outlined in Appendix 2 and explained in further detail in the PD section below.

The training has already begun for K-2 teachers, who are the first cohort to transition to CCSS through the staged process. Though implementation was voluntary, all but four LEAs agreed to begin fully teaching the CCSS in K-2 classrooms this year, and the rest will follow next year. During summer 2011, TDOE conducted six CCSS awareness training sessions across the state for over 4,000 supervisors and principals. Partnering with Achieve, we communicated the reasons behind adopting CCSS, explained the basic structure of the standards, and explained the essential differences between CCSS and traditional math and ELA instruction. In addition, we provided training on using the online TNCurriculumCenter, and a trainer from Battelle for Kids presented on Formative Instructional Practices.

The state then held eight sessions on classroom implementation for 1,800 K-2 educators. Teams of six teachers from each LEA, or multiple teams from one LEA, met in groups to unpack each of the standards, identify learning targets, translate the standards into student friendly language, identify the difficulty level of each standard, and create a rubric on required learning to ensure foundational knowledge, mastery, and knowledge going beyond mastery. K-2 teachers were also introduced to the Crosswalks so that they can use them to analyze similarities and differences between state standards and the CCSS and aid their classroom transitions. The teams were then charged with returning to their LEA to share these tools with other educators through in-school trainings. Six experts on early childhood have been assigned to state regions as consultants to provide on-site technical assistance and additional training throughout the CCSS transition period.

Expanding access to college-level and dual enrollment courses

The state also understands that to prepare each student at a CCR level, we cannot rely solely on improved standards. We also need to ensure more students have access to college-level coursework in high school to prepare them for the rigorous demands of postsecondary learning. To that end, one of Tennessee's five RTTT goals is higher rates of college enrollment and success. In order to drive this goal, we will track an indicator of the number of students enrolling in advanced, college credit-

bearing coursework. The state has already seen the expansion of AP and IB programs in recent years,² and TDOE is also conducting a deep diagnostic review of AP and International Baccalaureate (IB) course offerings in each LEA to identify potential needs.

TDOE intends to incentivize LEAs to work with their local Institutions of Higher Education (IHEs) to expand postsecondary credit offerings and is working to expand dual enrollment and dual credit. There is already some exciting work occurring in this area in CTE. LEAs are actively pursuing CTE articulation of credit, dual enrollment, and/or dual credit opportunities between secondary and postsecondary institutions, using career clusters to identify programs of study.³ Secondary and postsecondary institutions have also received grants at the local level in varying amounts to implement workable articulation, dual credit, and dual enrollment opportunities. In addition, LEAs are using Perkins funding to implement innovative programs such as career academies, “Fast Track”, Virtual Enterprise, Project Lead the Way, and Integrated Systems Technology. To track all this, many LEAs are actively using CTE performance data results to plan CTE programs.

Our goal of expanding access to advanced courses will be greatly aided by The Northeast Tennessee College and Career Ready Consortium (NETCO), comprised of 15 mostly rural LEAs and led by the Niswonger Foundation, which was awarded an Investing in Innovation grant. The foundation plans to make over 45,000 new “seats” available to students in AP, dual enrollment, distance learning, and online learning courses, and to ensure that over 30 percent of students in the region graduate from high school with at least half a year of college credit (for more information, see <http://www.niswongerlearningcenter.org/course/view.php?id=12>).

Stakeholder engagement

As we continue to move forward with CCSS implementation, the state will craft a comprehensive stakeholder engagement plan which will include a committee of representatives from key groups. The purpose of this plan will be to ensure constant and consistent communication about CCSS in order to garner public support and combat negative misperceptions. The plan will be modeled after the prominent and successful “Expect More, Achieve More” awareness campaign that the state used after the Tennessee Diploma Project raised standards and expectations and led to a predicted drop in test scores. CCSS poses a similar opportunity when families and other stakeholders need to be aware why it is necessary to raise standards again, and how these new standards may reveal deficiencies in

² The state has already seen the number of students taking AP tests rise from 13,155 in 2006-07 to 17,907 in 2010-11. The state is also committed to expanding access to low-income students: for the current 2011-12 school year, 3,943 applications have already been approved for fee reimbursements for AP exams using federal grant money, up from 442 in 2006. IB programs are expanding rapidly as well. Since the first Tennessee IB Programme (DP) school in 2000, the number of DP schools has grown to 12. The total number of IB schools—including 8 Middle Years Programme schools and 3 Primary Years Programme schools—has tripled since 2007 alone. IB Diploma candidate numbers show dramatic growth, and the trend is expected to continue. Feasibility studies will be conducted at schools where stakeholders indicate interest in determining whether the programme(s) fit their student learning needs. TDOE holds open houses, parent information sessions, and discussion round tables to answer questions about IB and spread the word.

³ In the 2009-10 school year, 2,231 students took CTE dual enrollment courses—a 56.8 percent increase over the previous year. By earning postsecondary credits in high school, these students saved an estimated total of \$1,146,450 in tuition. 14.9 percent of the 2009-10 graduating seniors attempted a dual enrollment course at some point in their high school careers and enrolled in a Tennessee public institution of higher learning (excluding Tennessee Technical Colleges).

student preparedness but will ultimately lead to more students being prepared for college and career.

The engagement plan will include summer training on CCSS for external stakeholders, who include families, communities, the SBE, local boards of education, politicians, community-based and civil rights organizations, and advocacy groups like SCORE. The CCSS engagement plan will target differentiated strategies for each key group of stakeholders; for instance, while educators need the more detailed, technical information provided in professional development (PD) and discussed throughout this plan, parents and the general public need a broader message about the link between CCSS and the CCR agenda and how students benefit from the change. The purpose of the engagement plan will be to ensure that all stakeholders are aware of the necessity to adopt CCSS, the essential ways in which CCSS will change and improve classroom instruction, and the alignment between CCSS and our goals of helping more students graduate high school prepared to enroll in and graduate from postsecondary education, and successfully enter the workforce.

The state has already developed several tools that will ensure the public is not only aware of the new standards and their importance but even participates in their implementation. For instance, in collaboration with the office of First Lady Crissy Haslam, TDOE recently launched a free, publicly available early grades reading toolkit at <http://www.readtennessee.org/>. The website has entire sections devoted to families and communities, with interactive tools to help parents read to their young children and thus harness the power of families to improve students' academic skills. TDOE has partnered with Achieve, whose experts will vet the site to ensure it is aligned with CCSS. A similar math toolkit is now under construction in collaboration with authors of the math CCSS at Arizona State University. We will also continue to deploy resources such as the national PTA's CCSS guide for parents in order to reach more families.

For our crucial engagement with higher education, please see the "Expanding access to college-level and dual enrollment courses" section above and the "Student transition to higher education section" below.

Serving the needs of all students

As previously emphasized, we intend to hold all students to the same high expectations for achieving the standards and learning targets; our plan also allows for appropriate supports and accommodations for English learner (EL) students and students with disabilities (SWD).

Tennessee's current English Language Proficiency (ELP) standards are aligned to the English Language Development Assessment (ELDA), a test which is administered to all ELs annually. However, it is not clear to what extent the ELDA corresponds with state standards in the content areas. In order to better align ELP instruction and assessments with the CCSS, and in order to ensure that ELs are capable of mastering the CCSS, Tennessee is committed to adopting new ELP standards and considering a new ELP assessment. As a member of the Common English Language Acquisition Standards (CELAS) state consortium, Tennessee is collaborating with 16 other states and CCSSO to develop the new set of standards aligned with the CCSS. The consortium's work also includes convening experts to analyze the "gaps" in language proficiency ELs might experience in confronting the linguistic complexity of the CCSS, and developing new assessments aligned to the new standards. The new standards developed by CELAS will thus be able to address the needs of ELs by requiring teachers to provide direct support when it comes to accessing the CCSS. After the completion of this work by summer 2012, the state's ESL task force—a committee of stakeholders from across the state,

including teachers, administrators, and superintendents—will decide whether to adopt the new standards. Tennessee is also a member of the Worldwide International Design Assessment (WIDA) consortium, which is designing its own new assessments. With the help of the ESL task force, Tennessee will either adopt assessments from the CELAS or WIDA consortiums or design its own ELP assessment for the 2014-15 school year depending on which option is most closely aligned with the intent of the new ELP standards and with the content of the CCSS. Finally, TDOE's recent decision to extend accommodations to English Learners for up to two years after exiting the English as a Second Language (ESL) program will help those who have achieved proficiency but still occasionally struggle with the demands of mastering a new language to continue to learn the linguistically demanding content of the CCSS standards. TDOE will continue to engage closely and communicate with families of ELs and advocacy groups on these developments.

Students with disabilities fall into two assessment categories: the 2 percent of all students who are unable to take the Tennessee Comprehensive Assessment Program (TCAP) standardized test because of disability take a modified test called the MAAS (Modified Academic Achievement Standards); the 1 percent of the student population classified as having significant cognitive disabilities submit an IEP portfolio. We recognize the need to help these students achieve at a CCR level and improve the rigor of these assessments. To that end, Tennessee has joined, along with 18 other states, the National Center and State Collaborative (NCSC; see <http://www.cehd.umn.edu/nceo/projects/NCSC/NCSC.html>), a consortium which intends to develop a new system of supports—including assessment, curriculum, instruction, and PD to help them graduate high school ready for postsecondary options. NCSC will create a framework aligned with CCSS that uses scaffolded learning progressions to bring these students towards an understanding of the core CCSS concepts. The bases of these scaffolded learning progressions, known as Common Core Connectors will be made available to states for the 2012-13 school year, and will be followed by lesson plans on key CCSS concepts. As a partner state, Tennessee has convened a 30-member community of practitioners—including LEA special education supervisors, special education teachers, TDOE staff, and other stakeholders (e.g. advocacy groups)—which participates in the NCSC work group focusing on PD; however, the state will have access to the work done by other states in assessment, curriculum, and instruction. After NCSC completes its work by the 2014-15 school year, the community of practitioners will advise TDOE on whether to adopt the new assessment system and related materials.

Students who do not fall into the 1 percent with significant cognitive disabilities will be required to take regular PARCC assessments in 2014-15. Because PARCC tests will be administered online, SWD populations will be able to take advantage of the principles of universal design, as accommodations, such as large text and read-aloud, can be built into the test items themselves. In order to help these students with the rigor of CCSS, we will convene a special committee of TDOE staff and external organizations and stakeholders to create a comprehensive student support plan, which explicitly enumerates the accommodations offered to support the needs of SWD students with the new standards to be fully implemented by the 2013-14 school year. The committee will begin by reviewing the CCSS from the perspective of students with a wide range of learning disabilities, and will make a recommendation to the state in time for the 2012-13 school year on whether to continue administering the MAAS through 2013-14 or adopt a transitional assessment to gradually bring the 2 percent of MAAS-tested students toward a PARCC-like model. The committee will then conduct a review of current research and compile a kit of best practices for teachers to use for teaching the CCSS to SWD. The set of strategies will be incorporated into PD for all teachers, not only those

teaching in EL or special education classrooms. The state will also provide PD for special education teachers on writing standards-based IEPs correlated to CCSS.

Due to the rigorous nature of the standards, it is inevitable that some students, including those without learning disabilities or language deficiencies, will still struggle with new, higher expectations. The state will thus convene a committee to devise an intervention and support plan which will focus on providing remedial and “bridge” coursework in twelfth grade for students who are not on track to graduate at the CCR level. The committee will also study the correlation between CCR and certain early signs (like attendance and course completion) to determine the “flags” that indicate when a student is unlikely to meet the CCR goal. We will then be able to use our robust data systems to provide student-level information to teachers, counselors, and administrators, who can provide early interventions. Training in this kind of intervention will be a crucial part of the summer PD sessions outlined in Appendix 2.

Aligning curriculum/instructional materials

The state plays an important role in driving the implementation of CCSS across its 136 LEAs; however, it is not the state’s intention to dictate specific curricular or instructional decisions. TDOE sees its role as one of assistance, guidance, and targeted support when necessary. To that end, we have developed the following resources:

- A website (www.tncurriculumcenter.org) to host materials, including alignment tools and pacing guides to assist educators in the transition from current state standards to the CCSS.
- Professional Learning Communities (PLCs): each LEA has selected a representative who will be directing implementation efforts for that LEA. These implementation directors are the first step in organizing PLCs at the LEA and school level specifically focused on the implementation of the CCSS. The PLCs will drive the most important changes at the classroom level by convening teams of educators teaching common courses to discuss best practices for teaching the new standards and share new material.
- TDOE will disseminate all instructional materials made available from PARCC, such as the Model Content Frameworks, model instructional units, item and task prototypes, online PD modules, and K-2 formative tools.
- TDOE will develop a team of educators and other in-state experts to review textbooks and other curricular and instructional materials offered by vendors and, working in conjunction with Achieve and using publishing criteria from PARCC and CCSSO, will report on the degree of alignment. TDOE will then provide guidelines to LEAs on purchasing products from vendors to ensure these products are legitimately aligned with the CCSS.
- Battelle for Kids has already provided TVAAS (value-added) training for teachers and will continue to provide resources for the CCSS.
- Teacher committees, under the direction of TDOE, will create and provide materials aligned with the CCSS.
- The Read Tennessee website has extensive CCSS content, including a rich array of sample teaching strategies, activities, and resources for each K-3 CCSS ELA standard.
- The Tennessee Electronic Center (www.tnelc.org) will provide a variety of vetted podcasts of Tennessee teachers teaching lessons aligned to CCSS as well as explanatory PowerPoint presentations.

In order to manage the magnitude of the task, TDOE will rely on the nine Field Service Centers (FSCs) spread throughout the state to provide ongoing support on a much more intimate level. TDOE will

also look into creating a comprehensive website to gather all of the above materials in one, easy portal.

One curricular decision that PARCC leaves up to states is whether to transition to an integrated Math I-IV progression in high school. Currently, Tennessee does not plan to make changes to its “traditional” math course pathways (with discrete courses in Algebra and Geometry, etc). As we receive more information from PARCC on the structure and content of its high school math assessments, we will consider ways to ensure that math curricula are closely aligned to the CCSS in each high school course.

Professional development: training educators on new standards and assessments

Appendix 2 outlines the sequence of professional development (PD), which will be phased over the next three years in multiple stages in order to serve specific educator needs and specific clienteles. The state fully recognizes that, in the past, PD in Tennessee, whether offered by the state, LEAs, or outside organizations, has often been of poor quality. Running PD the same old way will not result in achieving our CCSS implementation goals. Therefore, all PD related to CCSS implementation will be designed to focus on educator engagement with rigorous content, meaning that attendees will be directly involved in their own learning and deep critical thinking (e.g., by delving into the content standards, creating deliverable products to take back to their schools and share with others, or judging materials provided by vendors and making recommendations for LEA adoption using PARCC resources). We will also focus PD on the areas that will lead to the greatest shifts in instruction, particularly the 3-6 “biggest shifts” identified through the Crosswalk process. We will make use of multiple methods to suit educator needs, including summer institutes (similar to those held in previous summers on the Tennessee Diploma Project); regional trainings at field service centers; annual trainings for new administrators, teachers, and school counselors; additional training through the Electronic Learning Center; and further training for high priority schools and LEAs. The state will also explore options for providing PD through webinars or online courses in order to enable more educators to participate and receive enhanced training beyond the main summer sessions. In addition, time-bound PD sessions must be followed up with opportunities for teachers to continue and reinforce their learning. This can be accomplished through networking and sharing of practice through email lists, blogs, and wikis; follow-up or refresher trainings at a smaller and more local scale; and opportunities for teachers to enhance their learning through coursework or attending and presenting at professional conferences. Finally, each PD session must not only give attendees a chance to provide feedback via immediate surveys and other methods, but it must also be followed up by longer-term monitoring of the trainings’ effects in the classroom through data and analysis. For more information, see the final section on “Monitoring and sustaining progress.”

In terms of specific topics, professional development will be particularly targeted towards math as a content area, given the current state of achievement, somewhat less overlap in the alignment of current standards and CCSS in that area, and the depth and rigor of the CCSS for math. Also, as Appendix 2 indicates, PD for the CCSS literacy standards in history, social studies, science, and technical subjects for grades 6-12 will also be provided. We believe that literacy training for all content areas will greatly enhance not only student literacy skills (particularly given the CCSS emphasis on informational text), but also content learning. In addition, as noted above, a special committee of TDOE staff and external organizations and stakeholders convened to support the transition of students with disabilities to CCSS will also be reviewing current research and compiling a kit of best practices for teachers to use for teaching the CCSS to SWD, to be incorporated into PD for

all teachers. Finally, the ESL task force will help locate and/or develop resources, particularly for those schools and LEAs with significant populations of ELs.

While the above description of professional development applies in general to teachers and principals, additional smaller shifts in focus will be made for principals in particular. The Tennessee Instructional Leadership Standards (TILS—described further under Principle 3) require principals to be knowledgeable instructional leaders who can support high expectations for all students. TDOE will therefore be providing additional PD to principals to ensure they are intimately familiar with the CCSS and able to assess the fidelity of teachers' implementation in the classrooms. We will be providing PD for all elementary and middle school principals next summer on the 3-8 math standards, in preparation for their partial implementation next school year, to ensure they understand the training their teachers will be receiving, as well as the kinds of instructional shifts they should be seeing in classrooms as a result.

To support teachers and principals beyond in-person PD, TDOE officials trained in the CCSS will be available to answer questions by phone and email so that teachers can receive immediate and knowledgeable feedback from experts. A list of these experts will be made available on the websites mentioned above.

Transition to new assessment/accountability systems

Tennessee began the process of raising the rigor of its assessments by resetting the cut scores on its End of Course (EOC exams) and TCAP achievement exams for math, reading and language Arts (RLA), and science for grades 3-8 for assessment results from 2009-10 and all forthcoming school years. While the old proficient cut was closely matched to correspond to a GPA of D-, the new cut was matched to a B. The new cuts were based on Achievement Level Descriptors closely matched to those used by NAEP. The changes resulted in a sizable difference in the number of students scoring at a proficient or advanced level, with an expected drop.

PARCC assessments represent the next and final step in truly aligning our assessments with CCR standards. To prepare both students and teachers for PARCC assessments in 2014-15, TDOE will develop a comprehensive assessment plan to drive a gradual transition of its current state assessments toward a more rigorous, CCSS-aligned format. The assessment plan will take into consideration feedback from educators and assessment experts in determining how changes to assessments will correspond to student achievement scores and TVAAS data. In short, while Tennessee transitions to the CCSS, we will ensure that assessment appropriately captures what Tennessee teachers are delivering in their classrooms with predictability and transparency.

The assessment alignment process has already begun, with TDOE holding discussions with Pearson and its subsidiary, ETS. ETS, using an assessment crosswalk, is identifying "gap items" between the CCSS and Tennessee state standards, and using these findings to develop new CCSS-aligned items for the transition to PARCC. TDOE will also collaborate with Achieve, which has begun identifying the most important changes in CCSS and will provide guidance to vendors on developing new test items, in deciding which standards these new items will refer to, especially in math. When possible, the new items will be aligned with the standards to which the 3-6 "biggest shifts" pertain. They will also allow state tests to shift emphasis from low-level multiple choice questions to constructed response items requiring higher order thinking skills. The TCAP RLA exams will feature more informational text passages while maintaining the same length and structure. In cases where there is a misalignment in

grade level between the old and the new standards, TCAP achievement tests will be modified to reflect the learning expected by the CCSS.

Over the next two years, the state will add to its TCAP exams these new CCSS-aligned items as field test items, which are randomly assigned to students, and which will grow in number as we approach 2014-15. While field test items do not count toward a student's test score, they can be evaluated so that the state can monitor student performance. The state plans to begin field testing items this spring for 3-8 math and in the 2012-13 school for the remaining grades and subjects, including CCSS prompts on the TCAP writing test, with the goal of having these new items analyzed and vetted for use as operational items administered to all students in the 2013-14 school year.

Overall, students and teachers will become familiar with the more rigorous, performance-based items that will appear in PARCC assessments and the presence of these new items will correspond with CCSS instruction. In all cases, teachers will be fully trained on all new standards before they will be assessed in classroom evaluations or their students will be assessed with summative exams. Finally, teachers, administrators, and supervisors have already received periodic updates on the development of the PARCC assessment model, and these updates will continue.

Transitioning technology to support new assessment/accountability systems

Administering online PARCC assessments to all students within three years represents an enormous challenge for LEAs. TDOE must take the lead in spreading awareness of the technological demands of PARCC and engaging stakeholders with information, support, and a sense of urgency. In cooperation with PARCC, TDOE will distribute purchasing guidelines with minimum technological specifications to LEAs to enable them to ramp up their technological capacity in preparation for administering computer-based PARCC assessments in 2014-15. TDOE will work with LEAs to conduct an in-depth study of capacity, with particular focus on broadband access and number of computer terminals, in order to determine which LEAs will need assistance in meeting these guidelines. Our Chief Information Officers (CIOs) will then craft a plan summarizing LEA capacity and including annual metrics to measure the scaling-up efforts, which TDOE can then use to monitor the pace of transition. In those cases where lack of funding is an issue, we will assist LEAs in creating partnerships with local businesses and non-profits to improve their technological capacity.

As part of its RTTT program, the state is currently developing robust data systems which will allow teachers, schools, LEAs, and the state to track and learn from student progress and other indicators at each level. Overall, TDOE is focusing on a P-12 system - including the EWDS, teacher evaluation, a more robust student information system, and an expanded TVAAS data reporting system - and a P-20 statewide longitudinal data system. The data systems will allow the state to monitor the ways in which CCSS instruction drives student progress, learn from the CCSS-aligned field test items how well students are achieving the standards, and study the extent to which teachers are delivering CCSS-quality instruction (from teacher evaluation data). We will use this data in a timely and purposeful manner to modify our implementation plan when necessary (for more detail, see the final section on monitoring and sustaining progress).

Teacher preparation, licensing, and evaluation

Another essential component of the transition to CCSS and common assessments relates to training of new teachers and principals before entering the classroom. It is imperative that pre-service teachers and principals are provided with the necessary tools to enter a school on day one ready to

implement the CCSS and assess student progress in meeting those standards. To this end, the State has launched two projects for teacher and principal training programs: (1) Integrating Common Core into Pre-Service Training, and (2) Integrating TVAAS into Pre-Service Training. TDOE, in collaboration with the Tennessee Higher Education Commission (THEC), has undertaken a number of key activities to ensure a solid foundation for these projects:

- A small team of Deans of Colleges of Education in public and private universities has been assembled to develop the plan for CCSS integration.
- Research has been gathered from institutions with success in standards integration into pre-service curriculum as well as national organizations focused on implementation.
- Interviews have been conducted with several institutions regarding current practice on standards integration.
- After sending out an RFP (Request for Proposals), the state will choose a vendor and convene a committee to work with the vendor to develop a statewide curriculum for integrating CCSS into pre-service training. The curriculum will provide a common tool for all programs to use, but will allow for enough flexibility so that it can meet the specific needs of individual programs and LEAs.

Additionally, THEC is in negotiations with the SAS Institute to develop modules, curriculum, and assessments for TVAAS data training in pre-service curricula. Once the negotiations are complete and the contract is approved, the modules and associated curriculum will be ready for implementation in fall 2012 with faculty training in summer 2012. THEC and SAS Institute have already held six training sessions state-wide to develop higher education faculty member's understanding of TVAAS.

By the 2014-15 school year, all new public school teachers and principals who received training at Tennessee institutions of higher education will be prepared to teach the CCSS. The state will also revise its licensure requirements by:

- Requiring new teacher and principal candidates to demonstrate mastery of CCSS content through a skills assessment or portfolio project.
- Updating reciprocity procedures to ensure that out-of-state teachers wishing to gain Tennessee licensure have received appropriate training in CCSS content or, alternatively, pledge to attend PD or take the relevant coursework.
- Requiring teachers entering the school system through alternative certification pathways to be trained in CCSS content.

Student transition to higher education

TDOE is working closely with IHEs and IHE oversight, including THEC, the University of Tennessee (UT) system, and the Tennessee Board of Regents (TBR) to leverage the enormous role higher education can play in aiding our efforts to implement the standards with strength and quality and in helping our students succeed at the postsecondary level.

In addition to its abovementioned work with teacher and principal pre-service training, THEC has focused the resources of the Improving Teacher Quality grant program on providing Common Core PD to in-service teachers, and will provide high quality workshops in the math and English CCSS throughout the state in 2012.

Tennessee is also a PARCC governing state, and THEC has been actively engaged during the previous year with campus faculty to prepare for implementation of the PARCC initiative. In addition, THEC will

engage faculty who teach first year standards in using Algebra II and English III PARCC assessment results to determine if students are eligible for entry into credit-bearing courses during the freshman year of college or if remedial studies will be required, and to more closely align credit-bearing freshmen courses with the CCSS.

To prepare for implementation, a Tennessee PARCC steering committee was formed consisting of math and English faculty from across the state. These faculty members have participated in the development of the PARCC assessment and serve as representatives at their institutions regarding PARCC. Following formation of the steering committee, THEC convened a statewide PARCC Summit to engage with a larger group of faculty and educate them regarding the CCSS. This Summit was attended by over 30 math and English faculty from almost every public university, and all participants were fully briefed on the CCSS and the PARCC initiative. Of note, Dr. Carl Hite, President of Cleveland State Community College, serves as a member of the PARCC Advisory Committee on College Readiness, and formally represents Tennessee higher education in all PARCC discussions that center on college readiness.

Resources

Currently, the Race to the Top funds allotted to CCSS implementation include \$2.9million, split between \$1.5 million for K-12 and \$1.4 million budgeted for higher education. Anticipating that additional resources will be needed, the new CCSS implementation office will first assess how TDOE might be able to leverage state training funds (including a current professional development grant with approximately \$200,000 remaining), current state contracts and resources that have or will be developed for or in conjunction with other states to support training for educators. In addition, the office will devote substantial time to determining what additional specific resources are needed for professional development and developing new assessment items, in conjunction with Achieve, PARCC, and Pearson/ETS. The department anticipates that the resource demands will be greater than the current available dollars. As we identify specific needs, the CCSS implementation office will work closely with the FTTT Oversight office to create a budget amendment for the U.S. Department of Education Race to the Top office.

Monitoring/sustaining progress

TDOE understands that it is not enough to merely create a plan and set it in motion. We must ensure, at every small step along the way, that implementation is working and that we are making progress. The new CCSS/PARCC oversight office will drive the process by setting annual numerical performance indicators: targets that quantify the thoroughness and reach of its implementation efforts. For instance, we will track the number of teachers trained, the success rate on new field test items, the number of instructional website hits, and the evaluation scores of teachers on the standards and objectives indicator from the instruction rubric. There will be indicators to match each implementation stage represented by the above headings, and TDOE will develop a rubric to judge the progress and success of each stage. When applicable, we will ask LEAs to report on their own progress, which will provide another set of data to inform our own progress evaluations. The results will be published publically and used to inspire excellence, provide pressure where needed, and inform policy changes when targets are not met.

Next, the office will establish feedback loops in order to learn from practitioners on the ground about the success of PD through surveys and interviews. To assure the quality and effectiveness of PD, the office will send trained observers to each PD initiative to gather data and make suggestions for

improvement. Tennessee’s extensive value-added data system (TVAAS) will allow the CCSS office to analyze whether teachers who received training can effect improvements in student performance on standardized tests. We will also collect feedback through field visits to classrooms and interviews at school sites in order to determine the fidelity of teacher implementation and learn of any obstacles or struggles teachers encounter. Similar to the method used by the TEAM office, the CCSS oversight office will establish an online question and answer system made available to all educators and stakeholders and will commit to responding to all questions with 24 hours.

The office will also set long-term indicators for measuring achievement of our overall goal of having all students graduate with CCR skills. For the first time, PARCC assessments will give us a legitimate, comprehensive, detailed, and annual measurement of our students’ performance in relation to students in other states. Additionally, the state will leverage its extant RTTT goals which focus on CCR—the percentage of students taking advanced coursework, meeting ACT benchmarks, enrolling in postsecondary education, and persisting and succeeding in college—to measure the overall success of the CCSS implementation plan. The new P-20 data system will eventually prove a valuable resource, allowing us to trace students’ progress through the educational system and through postsecondary education and the workforce—once this system is in place, TDOE will be able to set new, robust accountability measures to measure the long-term progress of our CCR goals.

Conclusion

With the deep belief that students rise to the level of expectation, we view the evolution of college and career ready standards as an important step forward for the students of Tennessee. This transition builds on our recent work to raise standards and increase transparency about student performance and it creates an opportunity for educators and all those who support the work of instruction to align around a common vision of excellence and expectation for the preparation of all children to be able to compete in an increasingly global economy. Furthermore, it allows us to revisit and examine with new eyes the full suite of instructional materials and practices to ensure they are supporting the highest possible student achievement and attainment of our common vision. This work is of the utmost importance to the future of Tennessee and we intend to support it as a chief priority of the department across the next three years.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A <input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment	Option B <input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the	Option C <input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure
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