HORSEHEADS CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION
SPECIAL BUSINESS MEETING
AUGUST 12, 2013, 8 A.M.
SUPERINTENDENT'S CONF. ROOM

AGENDA

PLEDGE OF ALLEGIANCE

1.	**CALL TO ORDER**	**BRIAN LYNCH, BOARD PRESIDENT**
2.	**AGENDA CHANGES (if any)**	**BRIAN LYNCH**
3.	**QUESTIONS/COMMENTS FROM THE PUBLIC**	
4.	**2013-14 PROPERTY TAX WARRANT**	**BOARD ACTION**
5.	**RESOLUTION WAIVING LANGUAGE IN CURRENT BOARD POLICY 4321.8 AS PER THE SCHOOL ATTORNEY**	**BOARD ACTION**
6.	**RESOLUTION RATIFYING THE APPOINTMENT OF THE IMPARTIAL HEARING OFFICER**	**BOARD ACTION**
7.	**ALGEBRA 1 TEXTBOOK**	**BOARD ACTION**
8.	**QUESTIONS/COMMENTS FROM BOARD MEMBERS**	
9.	**BOARD RETREAT**	**BRIAN LYNCH**
10.	**MOTION TO ADJOURN**	
11.	**ADJOURNMENT**	

RM:cmk

Our Mission

"Quality Education for All"

The Mission of the Horseheads Central School Community is to provide a quality education for all within a nurturing environment which promotes excellence, growth, and a sense of civic responsibility.

Our Vision

We, the Horseheads School Community, want a district that:

- is nurturing and responsive;
- strives for balance in a supportive, safe, encouraging environment;
- recognizes the need for continual improvement in an ever-changing world;
- has a clearly defined focus on learning outcomes, collaboration, and support systems; and
- creates an environment within which everyone can thrive and achieve his/her highest potential.

Our Beliefs

We believe:

- everyone can achieve his/her highest potential;
- trust is essential for growth;
- learning is cooperative;
- programs are inclusive;
- success will be nurtured and expected;
- learning is performance-based;
- decisions are data-based; and
- responsibility, respect and results guide our every effort.

Exit Outcomes

The Horseheads Central School graduate will be...

- a life-long learner;
- a caring, productive citizen;
- an effective communicator;
- a creative problem-solver;
- a quality decision-maker;
- a healthy, well-rounded person

HORSEHEADS CENTRAL SCHOOL DISTRICT
2013-2014 BOARD/DISTRICT GOALS

The Board of Education embraces the importance of short-term and long-term strategic planning in relation to Character Education/Wellness, Student Achievement, Community Relations/Partnerships, Buildings/Facilities, Financial Planning/Development, and Professional Development/District Culture. Our district has made a significant investment in this model of planning and development for all facets of the operation. We encourage our staff and community members to visit the district's website (www.horseheadsdistrict.com) for more information on the 10-Year Strategic Plan and Implementation Team. Below are the Board of Education's goals for the school district for the 2013 -2014 school year. Some of the goals may be specific to certain stakeholder groups.

GOAL #1
Strategic Plan

- Continued communication with the Strategic Plan Implementation Team via 2 members of the Planning and Development Committee.
  - --- Performance against Year Three targets by September 30, 2013
  - – Establishment of Year Four Targets by September 30, 2013
  - – Report to the full Board of Education by committee representatives by January 31, 2014
  - – Final Report on Year Four progress to the Board of Education by June 30, 2014

GOAL #2
Student Achievement

- The percentage of students in our District who achieve a level 3 or 4 on all NYS assessments in grades 3-8 will be a minimum of 10% higher than the state average of students who achieve a level 3 or 4. If a building's percentage is already at 10% above the state average, the building's site-based team will determine the desired achievement level.
- The percentage of students in our District who achieve 85% (mastery) on NYS Regents exams will be a minimum of 10% higher than the state average of students who achieve 85%; we will also see the percentage of students in our District who achieve 65% (passing) will be a minimum of 10% higher than the state average of students who achieve 65%. If a building's percentage is already at 10% above the state average, the building's site-based team will determine the desired achievement level.

GOAL #3
Financial Planning and Development

- Short Term Planning
  - – Maintain the financial soundness of the school district
  - – Continue to update the district's five-year budget and reserve forecast by 10/31/13, 1/31/14, and 4/30/14
  - – Develop a voter approved 2014-2015 budget that maintains quality programming, while being fiscally responsible to the community
  - – Successfully negotiate 12 employee contracts that are fair and equitable to all stakeholders
- Long Range Planning
  - – Establish task force to identify opportunities to improve the District organizational structure, operation, and enhance capability/capacity
  - – Identify additional shared service alternatives and explore consolidation opportunities with neighboring districts

GOAL #4
Professional Development and District Culture
Board Development Plan—

- 100% Participation in Board Annual Retreat in August 2013
- 100% Participation in BOE Annual Mini-Retreat in January 2014
- 100% New Board Member Participation in "New School Board Member Academy" and mandated "Fiscal Oversight Training"
- 33% Participation in NYSSBA Workshops and Conferences
- 100% Participation in at least one Workshop, Conference, or on-line Training Session
  - – Assess progress in December 2013

Staff Development Plan—

- Research and develop, based upon identified needs, staff development plans for all personnel

Background:

RESOLUTION RE: Tax Warrant

WHEREAS, Chapter 73 of the laws of 1977 amended Section 1318 subdivision 1 of the Real Property Tax Law requires the tax warrant to state the amount of unappropriated fund balance, and

The undesignated, unappropriated, unencumbered fund balance at 6/30/13 is $2,865,626.00.

THEREFORE BE IT FURTHER RESOLVED, that the Board of Education apply $6,000,000 of the unreserved fund balance to the reduction of the tax levy.

BE IT ADDITIONALLY RESOLVED AS FOLLOWS:

To the Tax Collector of the Horseheads Central School District, Towns of Baldwin, Big Flats, Catlin, Erin, Horseheads, Veteran, and Cayuta, Counties of Chemung and Schuyler in New York State,
You are hereby commanded:

1. To give notice and start collection on September 1, 2013 (in accordance with the provisions of Section 1322 of the Real Property Tax Law).

2. To give notice that tax collection will end on October 31, 2013.

3. To collect taxes in the total sum of $34,522,231.00 in the same manner that collectors are authorized to collect town and county taxes in accordance with the provision of Section 1318 of the Real Property Tax Law.

4. To make no changes or alterations in the tax warrant or the attached tax rolls but shall return the same to the Board of Education. The Board may recall its warrant and tax roll for correction of errors or omissions in accordance with the provisions of Section 1316 of the Real Property Tax Law.

5. To forward by mail to each owner of real property listed on the tax rolls within ten days after the start of collection a statement of taxes due on his/her property in accordance with the provisions of Section 922 of the Real Property Tax Law. To forward by mail, without interest penalties, to the office of the county treasurer a detailed tax bill of all state land parcels liable for taxes on the school tax rolls in accordance with provisions of Section 540 and 544 of the Real Property Tax Law.

6. To receive from each of the taxable corporations and natural persons the sums listed on the attached tax rolls without interest penalties when such sums are paid before the end of the month of the tax collection period. To add two percent interest penalties to all taxes collected during the second month of the tax collection and to account for such sums as income due to the school district.

7. To issue upon request receipts only on forms provided by the school district in acknowledgement of receipt of payments of taxes as required by Section 986 of the Real Property Tax Law.

8. To promptly return the warrant at its expiration and, if any taxes on the attached tax rolls shall be unpaid at that time, deliver an accounting thereof on forms showing by town the total assessed valuation, tax rate, the total tax levy, the total amounts remaining uncollected as required by Section 1330 of the Real Property Tax Law. The warrant is issued pursuant to Section 910, 912, and 914 of the Real Property Tax Law and is delivered in accordance with Section 1306 and 1318 of this law. It is effective immediately and after it is properly approved by a majority of the Board of Education. The warrant shall expire on the date stated above unless a renewal or extension has been endorsed on the face of this warrant in writing in accordance with Section 1318, subdivision 2, of the Real Property Tax Law.

Member		**Vote**
Rose Apgar	Voting	_____
Karen Boulas	Voting	_____
Mark Brinthaupt	Voting	_____
Warren Conklin	Voting	_____
James Jacobus	Voting	_____
C. Douglas Johnson	Voting	_____
Brian Lynch	Voting	_____
David Sadler	Voting	_____
Pamela Strollo	Voting	_____

Encl. #4
August 12, 2013

LEGAL NOTICE

HORSEHEADS CENTRAL SCHOOL DISTRICT

Notice is hereby given that I have received the tax roll and warrant for the collection of 2013-2014 taxes. Such taxes are due without penalty through September 30, 2013, payable to the Horseheads CSD Tax Collector. You may mail your payment to Horseheads CSD Lockbox, P.O. Box 1077, Elmira, NY 14902 or pay in person at any Chemung Canal Trust Company location. Notice of the amount of tax due has been mailed for each parcel of taxable property according to the assessment rolls received from each town assessor.

On all such taxes remaining unpaid after September 30, 2013, two percent (2%) will be added, effective October 1, 2013 through October 31, 2013. After October 31, 2013, the collector returns all unpaid taxes to the County Treasurer pursuant to law. For Schuyler County residents an additional one percent (1%) will be added, making a total of three percent (3%), effective November 1, 2013, when payment is made to the Schuyler County Treasurer. Taxes remaining unpaid after November will be re-levied on the January town and county tax bill with an additional re-levy charge. After November 1, 2013 all unpaid taxes for Chemung County residents will be turned over to the Chemung County Treasurer and an additional one percent (1%) will be added, making a total of three percent (3%). The taxes and penalties will be re-levied on the January town and county tax bill with an additional re-levy charge.

Tax Collector
BOE Approval 8/12/13

HORSEHEADS CENTRAL SCHOOL DISTRICT
2013-14 SCHOOL TAX WARRANT
Approved by the Board of Education on: August 12, 2013

Total Tax Levy: $34,522,231.00
Omitted Taxes: $ 1,971.54
Total Taxes Receivable: $34,524,202.54

2013-14 Full Value Tax Rate: 18.017456
2012-13 Full Value Tax Rate: 18.260097
Percentage Increase: -1.33%

SWIS	TOWN	TAXABLE ASSESSED VALUE	STATE EQUALIZATION RATE		FULL VALUE	PERCENT OF TOTAL TAXES	TAX LEVY	TAX RATE PER $1,000 ASSESSED	Increase from Prior Year
CH 072200	BALDWIN	$ 3,170	1.5300	F	$ 207,190	0.000108	$ 3,733	1,177.611504	8.99%
CH 072400	BIG FLATS	$ 675,301,881	97.0000	F	$ 696,187,506	0.363346	$ 12,543,528	18.574697	1.72%
CH 072600	CATLIN*	$ 91,245,598	100.0000	F	$ 91,245,598	0.047622	$ 1,644,014	18.017456	-8.24%
CH 073200	ERIN	$ 57,093,111	88.0000	F	$ 64,878,535	0.033861	$ 1,168,946	20.474382	3.16%
CH 073489	HORSEHEADS	$ 868,844,646	96.0000	F	$ 905,046,506	0.472352	$ 16,306,636	18.768183	2.78%
CH 074089	VETERAN	$ 142,890,764	93.0000	F	$ 153,645,983	0.080189	$ 2,768,310	19.373609	3.98%
SC 442200	CAYUTA	$ 4,832,267	100.0000	F	$ 4,832,267	0.002522	$ 87,065	18.017456	-1.33%
	TOTAL	$1,840,211,437			$ 1,916,043,585	1.000000	$ 34,522,231		

*The Town of Catlin cannot give a certified final taxable assessed value at this time. They have numerous changes that need to be approved by their Board on August 12th prior to releasing the updated figures. The figure given here was listed on the 2013 Final Assessment Roll on the County website.

2012-13 Tax Rates:

Baldwin:	1,080.479137
Big Flats:	18.260097
Catlin:	19.634513
Erin:	19.847932
Horseheads:	18.260097
Veteran:	18.632752
Cayuta:	18.260097

Rates for School Apportionment

New York State Office of Real Property Tax Services

School Rates Report

Equalization Page | ORPTS Home

Generate Another Report

School District Code: **073401**
School District Name: **Horseheads**
Levy Year: **2013**

Municipal Code	Municipality	Rate	Type of Rate and Status
072200	Town of Baldwin	1.53	Final 2013 State Equalization Rate
072400	Town of Big Flats	97.00	Final 2013 State Equalization Rate
072600	Town of Catlin	100.00	Final 2013 State Equalization Rate
073200	Town of Erin	88.00	Final 2013 State Equalization Rate
073400	Town of Horseheads	96.00	Final 2013 State Equalization Rate
074000	Town of Veteran	93.00	Final 2013 State Equalization Rate
442200	Town of Cayuta	100.00	Final 2013 State Equalization Rate

W.A. Harriman State Campus Albany NY 12227
(518) 591-5232

NYS - Real Property System
County of Chemung
Town of Baldwin
SWIS Code - 072200

File Totals - 2013 - Current Year File
School District Summary
School District within Municipality

RPS960/V04/L002

School Code	Name	Parcels	Land Assessed Value	Total Assessed Value	School Taxable	# of Relevies	School Relevy
070400	Elmira Csd	395	236,253	636,122	611,787	0	0.00
073401	Horseheads	2	1,970	3,170	3,170	0	0.00
492001	Waverly	46	38,500	62,884	62,884	0	0.00
493401	Spencer-Van Etten	119	55,895	131,668	129,068	0	0.00

RECEIVED
JUL 25 2013
Horseheads CSD
Business Office

Julie Leonardi
Sole Assessor
22 July 2013

Date/Time - 7/22/2013 13:41:30

*** SPECIAL DISTRICT SUMMARY ***

CODE	DISTRICT NAME	TOTAL PARCELS	EXTENSION TYPE		EXTENSION VALUE	AD VALOREM VALUE	EXEMPT AMOUNT	TAXABLE VALUE
FD241	Big flats fire	2,363	TOTAL			525140,638	39155,359	485985,279
FD242	Golden Glow fi	735	TOTAL			62669,658	5366,500	57303,158
FD243	West Hill fire	250	TOTAL			44570,420	8053,900	36516,520
FD244	Town & County	636	TOTAL			217924,089	5483,200	212440,889
LD241	Big Flats ligh	186	TOTAL			36144,979	16714,417	19430,562
SD241	Big Flt sewr d	39	TOTAL	C		16277,300		16277,300
SD242	Big Flt sewr d	216	TOTAL	C		206332,749	3859,984	202472,765
SD243	Big Flt extens	3	TOTAL	C		5091,950		5091,950
SD244	Big Flt extens	12	TOTAL	C		22813,299	1350,000	21463,299
SW241	County solid w	3,917	TOTAL			866597,326	79446,226	787151,100
WD241	Big Flat watr	1	MOVTAX					
WD242	Big Flat watr	1,013	UNITS		1057.00			1,057.00
WD243	Big Flat watr	288	UNITS		395.00			395.00
WD244	Big Flat watr	77	UNITS		77.00			77.00
WD245	Water Dist 2 E	50	UNITS					

*** SCHOOL DISTRICT SUMMARY ***

CODE	DISTRICT NAME	TOTAL PARCELS	ASSESSED LAND	ASSESSED TOTAL	EXEMPT AMOUNT	TOTAL TAXABLE	STAR AMOUNT	STAR TAXABLE
070400	Elmira Csd	508	9663,400	42388,989	5286,168	37102,821	8722,870	28379,951
073401	**Horseheads**	3,063	169447,604	785891,113	110589,232	**675301,881**	79638,604	595663,277
073402	Elmira Heights	212	9126,100	38665,598	8743,929	29921,669	4019,400	25902,269
460300	Corning	144	3841,700	14653,399	564,485	14088,914	2898,845	11190,069
	SUB-TOTAL	3,927	192078,804	881599,099	125183,814	756415,285	95279,719	661135,566
	TOTAL	3,927	192078,804	881599,099	125183,814	756415,285	95279,719	661135,566

*** SYSTEM CODES SUMMARY ***

NO SYSTEM EXEMPTIONS AT THIS LEVEL

*** SPECIAL DISTRICT SUMMARY ***

CODE	DISTRICT NAME	TOTAL PARCELS	EXTENSION TYPE	EXTENSION VALUE	AD VALOREM VALUE	EXEMPT AMOUNT	TAXABLE VALUE
FD261	Beaver Dams fi	573	TOTAL		48487,912	3324,213	45163,699
FD262	Millport fire	258	TOTAL		26374,208	205,500	26168,708
FD263	Tompkins Corne	621	TOTAL		99039,938	1032,400	98007,538
LD261	Catlin light d	170	TOTAL		10237,000	62,000	10175,000
SW261	County solid w	1,422	TOTAL		174113,917	5304,772	168809,145

*** SCHOOL DISTRICT SUMMARY ***

CODE	DISTRICT NAME	TOTAL PARCELS	ASSESSED LAND	ASSESSED TOTAL	EXEMPT AMOUNT	TOTAL TAXABLE	STAR AMOUNT	STAR TAXABLE
073401	Horseheads	749	29035,800	114948,421	23702,823	91245,598	15495,450	75750,148
442401	Watkins Glen	41	1977,100	3563,569	117,984	3445,585	557,900	2887,685
460300	Corning	636	16623,442	56305,927	4787,700	51518,227	12496,920	39021,307
	SUB-TOTAL	1,426	47636,342	174817,917	28608,507	146209,410	28550,270	117659,140
	TOTAL	1,426	47636,342	174817,917	28608,507	146209,410	28550,270	117659,140

Has not been certified by Town Assessor yet.

*** SYSTEM CODES SUMMARY ***

NO SYSTEM EXEMPTIONS AT THIS LEVEL

*** EXEMPTION SUMMARY ***

CODE	DESCRIPTION	TOTAL PARCELS	COUNTY	TOWN	SCHOOL
12100	NYS T/C/S	2	169,900	169,900	169,900
13500	TOWN OWNED	8	1655,300	1655,300	1655,300
13510	TWN CEMTRY	8	39,700	39,700	39,700
18020	IND DEV AG	3	21770,398	21770,398	21770,398
25110	RELIGIOUS	21	2192,500	2192,500	2192,500
25120	NONPRF COR	1	207,000	207,000	207,000
25300	NON-PROF B	1	62,000	62,000	62,000
26400	VOL FIRE	2	215,000	215,000	215,000

*** SPECIAL DISTRICT SUMMARY ***

CODE	DISTRICT NAME	TOTAL PARCELS	EXTENSION TYPE	EXTENSION VALUE	AD VALOREM VALUE	EXEMPT AMOUNT	TAXABLE VALUE
RL071	Sewer Dist Rlv	5	MOVTAX				
FD321	Erin fire dist	1,249	TOTAL		105596,936	1687,716	103909,220
LD321	Erin light dis	71	TOTAL		4017,654	140,800	3876,854
SW321	County solid w	1,234	TOTAL		104697,056	1687,716	103009,340

*** SCHOOL DISTRICT SUMMARY ***

CODE	DISTRICT NAME	TOTAL PARCELS	ASSESSED LAND	ASSESSED TOTAL	EXEMPT AMOUNT	TOTAL TAXABLE	STAR AMOUNT	STAR TAXABLE
070400	Elmira Csd	6	165,438	258,863		258,863	27,600	231,263
073401	Horseheads	784	19516,072	65276,049	8182,938	57093,111	14933,410	42159,701
493401	Spencer-Van Etten	460	13824,342	40077,024	3481,436	36595,588	7543,032	29052,556
	SUB-TOTAL	1,250	33505,852	105611,936	11664,374	93947,562	22504,042	71443,520
	TOTAL	1,250	33505,852	105611,936	11664,374	93947,562	22504,042	71443,520

*** SYSTEM CODES SUMMARY ***

NO SYSTEM EXEMPTIONS AT THIS LEVEL

*** EXEMPTION SUMMARY ***

CODE	DESCRIPTION	TOTAL PARCELS	COUNTY	TOWN	SCHOOL
13100	COUNTY XMT	9	711,300	711,300	711,300
13500	TOWN OWNED	5	345,300	345,300	345,300
13510	TWN CEMTRY	6	20,500	20,500	20,500
18020	IND DEV AG	4	8410,225	8410,225	8410,225
25110	RELIGIOUS	1	79,400	79,400	79,400
25230	MORAL ASCN	1	49,900	49,900	49,900
26400	VOL FIRE	2	468,500	468,500	468,500
27350	CEMETERY	2	12,816	12,816	12,816
41001	Veterans E	7	65,081	65,081	

TOWN OF HORSEHEADS NEW YORK
150 Wygant Road
Horseheads, New York 14845

Assessor
Melanie E. Purcell
(607) 739-0873

E-mail address:
assessor@townofhorseheads.org

I hereby certify to the following values for the Town of Horseheads within the

Horseheads Central School District for the year 2013:

Total Assessed Value	$1,044,788,533
Total Taxable Value	$ 868,844,646

July 24, 2013

Melanie E Purcell
Melanie E. Purcell
Assessor
Town of Horseheads

Value as of July 24, 2013

*** SPECIAL DISTRICT SUMMARY ***

CODE	DISTRICT NAME	TOTAL PARCELS	EXTENSION TYPE		EXTENSION VALUE	AD VALOREM VALUE	EXEMPT AMOUNT	TAXABLE VALUE
FD401	Millport fire	564	TOTAL			49314,977	1022,765	48292,212
FD402	Town & Country	925	TOTAL			117611,653	5181,500	112430,153
FD403	Odessa fire de	169	TOTAL			14306,191		14306,191
SD401	Veteran sewr d	5	TOTAL	C		252,900		252,900
SD402	Veteran sewr d	111	TOTAL	C		13124,600		13124,600
SW401	Chemung co sld	1,820	TOTAL			188604,486	6611,565	181992,921

*** SCHOOL DISTRICT SUMMARY ***

CODE	DISTRICT NAME	TOTAL PARCELS	ASSESSED LAND	ASSESSED TOTAL	EXEMPT AMOUNT	TOTAL TAXABLE	STAR AMOUNT	STAR TAXABLE
073401	Horseheads	1,566	31925,190	167278,297	24387,533	142890,764	33940,670	108950,094
442001	Odessa-Montour	273	6129,500	21692,189	607,508	21084,681	4986,930	16097,751
	SUB-TOTAL	1,839	38054,690	188970,486	24995,041	163975,445	38927,600	125047,845
	TOTAL	1,839	38054,690	188970,486	24995,041	163975,445	38927,600	125047,845

*** SYSTEM CODES SUMMARY ***

NO SYSTEM EXEMPTIONS AT THIS LEVEL

*** EXEMPTION SUMMARY ***

CODE	DESCRIPTION	TOTAL PARCELS	VILLAGE	COUNTY	TOWN	SCHOOL
12100	NYS T/C/S	19	5,500	2223,700	2223,700	2223,700
13100	COUNTY XMT	3		88,500	88,500	88,500
13500	TOWN OWNED	5		328,500	328,500	328,500
13650	VILLAGE	12	10,000	255,800	255,800	255,800
13660	VIL CEMTRY	1		6,500	6,500	6,500
13800	SCHOOL DST	1		2150,000	2150,000	2150,000
14100	US GOVT	1		130,065	130,065	130,065
18020	IND DEV AG	2		15893,005	15893,005	15893,005

File Totals - 2013 - Prior Year File
School District Town Summary

School Code	Name	Parcels	Land Assessed Value	Total Assessed Value	School Taxable	# of Relevies	School Relevy
073401	Horseheads	70	1,903,500	4,832,267	4,832,267	0	0.00
442001	Odessa-Montour	297	8,442,238	30,602,696	20,447,202	0	0.00
493401	Spencer Vanettn	69	2,767,559	4,418,354	3,161,954	0	0.00

Encl. #5
Aug. 12, 201

BOARD RESOLUTION IN OPEN MEETING REGARDING APPOINTMENT OF IMPARTIAL HEARING OFFICER

A request for an impartial hearing having been made, and the Board President having appointed Lynn Almeleh who was the next available person from the District's rotational hearing officer list in order to expedite the appointment of a Hearing Officer in accordance with Board policy,

Upon motion by _____, seconded by _____, the Board hereby waives the limitation in its Hearing Officer Reimbursement Policy regarding automobile travel expense and agrees to reimburse the Hearing Officer for reasonable airline travel expense, and ratifies the appointment of Lynn Almeleh as Hearing Officer and requests the Hearing Officer to issue a decision within the appropriate time period of law and regulations.

Vote: **Aye**_____ **Nay**_____

IMPARTIAL HEARING OFFICER APPOINTMENT AND COMPENSATION

The Board of Education establishes the following policy to govern the appointment and compensation of impartial hearing officers for special education related impartial hearings pursuant to Part 200 of the Regulations of the Commissioner of Education.

Appointment

The updated list of certified IHOs for this county promulgated by the New York State Education Department will be used in connection with requests for impartial hearings. The list shall include the names of those other certified IHOs whose names appear on the state list and who have indicated to the district their interest in serving as an IHO in the district.

Upon receipt of a request for an impartial hearing, the Board President, or on the occasion of his/her absence or inability, the Vice President, shall appoint an impartial hearing officer from the district's alphabetical rotational list previously adopted by the Board.

The Director of Student Services, under the direction of the Board President, shall initiate the selection process by contacting the impartial hearing officer whose name first appears after the impartial hearing officer who last served. The Director of Student Services or designee shall canvass the list in alphabetical order as prescribed by the Regulations of the Commissioner of Education until an appointment is accepted.

Upon receipt of a request for an impartial hearing, the rotational selection process for the IHO shall be initiated immediately and always within two (2) business days after receipt of the district of such written request. Should an IHO decline an appointment, or if within 24 hours the IHO fails to respond or is unreachable after reasonable efforts by the Director of Student Services or designee, such efforts will be documented through independently verifiable efforts. The district representative shall then proceed through the list to determine availability of the next successive IHO.

If the IHO is unable to initiate the hearing within the first 14 days of being appointed by the school district, the IHO cannot accept the appointment. The Director of Student Services or designee shall then proceed through such list to determine availability of the next successive IHO. Records relating to the IHO process including, but not limited to, the request for initiation and completion of each impartial hearing will be maintained by the district and such information will be reported to the Office of Vocational and Educational Services for Individuals with Disabilities of SED as required by Commissioner's regulations.

Compensation

The district shall compensate an impartial hearing officer for his or her services at the maximum rate established for such purpose by the Director of the Division of the Budget. Currently, this rate is $100.00 per hour for pre-hearing, hearing, and post-hearing activities. In addition, impartial hearing officers may be reimbursed for reasonable, actual and necessary expenses for automobile travel, meals and overnight lodging in accordance with the current

district reimbursement rate set for district employees. Mailing costs associated with the hearing will also be reimbursed.

Ref: 8 NYCRR §§200.2; 200.5; 200.21

Approved: April 18, 2007
Board of Education

Encl. #6
Aug. 12, 201.

Horseheads Central School District
1 Raider Lane
Horseheads, NY 14845

BOARD RESOLUTION IN OPEN MEETING REGARDING APPOINTMENT OF IMPARTIAL HEARING OFFICER

A request for an impartial hearing having been made, Brian Lynch, President made tentative appointment: and the Board President has appointed Lynn Almeleh, Esq. in accordance with Board policy who was the next available person from the District's rotational hearing officer list,

Upon motion by _____, seconded by _____, Lynn Almeleh, Esq. is appointed Hearing Officer in regard to a pending request for a hearing and is requested to issue a decision within the appropriate time period of the law and regulations.

Vote: **Aye** ___ **Nay** ___

Encl. #7
Aug. 12, 2013

TO: Board of Education Members

FROM: Jay Hillman, Director of Secondary Education

DATE: August 12, 2013

RE: Math (Algebra 1) Textbook Adoption for 2013-2014

At the June Curriculum and Assessment meeting (formerly known as Outcomes and Assessment), we discussed the need to be able to order Algebra textbooks over the summer. The timeline for the implementation of the new Common Core Aligned courses was not released until April. At that time, there was only one (1) book that was being marketed or sold in New York State that was Common Core Aligned. It was proposed that given the timing of new releases the department would need to select a book and bring it straight to the Board of Education over the summer.

Five (5) members of both the Middle School and High School Math Department met for four hours on Wednesday, July 10 to review three different textbook series. The attached information is a result of that work. As was done in year one of the Middle School adoption, the committee chose a single year purchase rather than the typical five (5) year adoption. We believe it is prudent to go this route in terms of finances and ability to go to another book as more are published.

The criteria used to evaluate the Carnegie Learning Algebra I text book are as follows, in order of importance:

1. Aligns with the Common Core State Standards.
2. The text is rigorous, offering questions and content designed to develop deeper mathematical understanding.
3. Addresses different learning styles.
4. Ancillary materials are readily available.
5. Incorporates the use of technology.
6. Aligns with the 8^{th} grade curriculum.
7. Provides opportunities to incorporate ELA standards.

Tony Bo, Nicole Cowen

EVALUATION OF TEXTBOOK EXHIBIT **4511-E**

NAME(S) OF EVALUATOR(S): Nancy Simons, Julie Stratton, Hether Gillette,

SUBJECT: Math GRADE: 9 LEVEL: Algebra 1R

TEXTBOOK TITLE: Algebra I

AUTHORS: EDITION:

PUBLISHING CO.: Carnegie Learning COPYRIGHT DATE: 2012

COST PER BOOK: NO. OF BOOKS REQUIRED:

I. METHODS OF EVALUATING (Yes or No Response or NA - Not Appropriate) (3 out of 5 must be employed)

Yes 1. SELECTION CRITERIA – Identify and document the prioritized criteria used in the selection process (Attach summary)

- *Departments, grade levels and/ or district committees should come to consensus on the selection criteria that will be used as textbooks or programs are analyzed.*
- *The selection criteria would be from the teacher's perspective and in addition to the district criteria outlined in 4511-R.*
- *There should be documentation that reflects how the recommended text meets the identified criteria.*

Yes 2. Was a TOPIC COMPARISON employed with this text and others?
A textbook evaluation strategy which scientifically compares the exact same textbook elements (topic, skill, table of contents, glossary) in all textbook submissions.

Yes 3. Was a CONCEPT TRACE conducted with this textbook?
A textbook evaluation strategy which isolates the same concept, skill or topic in all textbook submissions, and determines if the assessment or questions in the text actually measure what the instruction, content or practice present.

NA 4. Was a VERTICAL TRACE done with this book as part of a series?
A textbook evaluation strategy which determines how a skill, topic, strand, or concept is vertically developed through a textbook series.

No 5. Was a "KID RATING" employed with this text (grades 6-12)? (Attach summary)

II. A LOOK AT THE TOTAL BOOK
(Use a scale of 1 - 5 - 1 low, 5 high)

5 1. Is the content as up to date as possible and relevant to your students?

5 2. Does the book contain helpful organizational features such as:

☑ Table of contents ☑ Index

☑ Glossary ☑ Appendices – calculator skills

☐ Other (specify:)

4 3. Is the book logically and clearly organized?

III. LOOK AT EACH CHAPTER (1 - 5 RATING)

5 1. Is a helpful introduction provided for each chapter or most chapters?

4 2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned?

5 3. Is there a clearly recognizable pattern for each chapter?

4 4. Is the organizational pattern signaled by:

☑ Headings ☑ Bold print

☐ Transition words ☑ Italics

☐ Other (specify:)

5 5. Do questions encourage thoughtful responses? Is critical thinking encouraged?

4 6. Does the text suggest activities for students to practice using new concepts or procedures?

5 7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?

5 8. Are there summaries that clarify? (1 Chapter summary encompassing all lessons)

5 9. Does the text match curriculum goals and objectives?

IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)

5 1. Does the textbook use clear, readable language?
(The DRP is .) Flesch-Kincaid Reading Ease 76.8

5 2. Is the level of vocabulary appropriate for the background of your students? (Challenging is better than too low!)

5 3. Does the text introduce new vocabulary or terminology using direct definitions and/or examples?

5 4. Is the level of sentence complexity appropriate for your students?

5 5. Does the text stick to the topic and avoid irrelevant details?

5 6. Does the text relate content to students' lives?

5 7. Does the text provide positive models for both sexes and for different ethnic or cultural groups?

_____ 8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).

V. SUMMARY OF WEAKNESS AND STRENGTHS

1. What are the chief weaknesses of this text?
- Assignments + Skills practice are in an additional book or online
- Student text is in 2 Volumes

2. What are the major strengths of this text?
- Alignment to Common Core
- rigor
- adequate space for student explanations

Approved; July 1, 2001
Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007

Carnegie Learning

The Frick Building, Suite 918
437 Grant St.
Pittsburgh, PA 15219
Phone (888) 851-7094
Fax: 412-690-2434
Email: jdantonio@carnegielearning.com

Quotation For:
Horseheads High School
401 Fletcher St,
Horseheads, NY 14845
Contact: Dan Buseck
Phone: (607) 795-2502 x1602
Email: dbuseck@horseheadsdistrict.com

Date: 06-AUG-2013
Quotation #: 56798

Quotation valid until: 26-AUG-13
Prepared by: Jeffrey D'Antonio
Customer #: 137154

ITEM	DESCRIPTION	LIST PRICE	QUOTED PRICE	UNITS	TERM	TOTAL
3RD-TEST-NATL	Carnegie Learning Test Generator NATL	99.00	0.00	1	yrs	0.00
TS-A1CC/SE-F	NATL Common Core Algebra 1 Student Text (SE)	18.00	18.00	475	1 yrs	8,550.00
TK-A1CC/SA-F	NATL Common Core Algebra 1 Student Assignments (SA)	6.00	6.00	475	1 yrs	2,850.00
TK-A1CC/SP-F	NATL Common Core Algebra 1 Student Skills Practice (SP)	8.00	8.00	475	1 yrs	3,800.00
TT-A1CC/TIGTRA-F	NATL Common Core Algebra 1 Teacher Text Set (TIG1, TIG2, TRA1, TRA2)	110.00	110.00	14	1 yrs	1,540.00

License Total:	0.00
Support & Maintenance:	0.00
Textbook Total:	16,740.00
Professional Development:	0.00
Misc Total:	0.00
Sub Total:	16,740.00
Freight:	1,506.60
Total:	18,246.60

- Please include your tax exempt certificate with your purchase order.
- The Carnegie Learning Federal Tax ID# is 25-1805640.
- Sales Tax, if applicable, will be charged at the time of invoicing and is not included in this quotation.
- Prices are subject to change, and do not include hardware.
- Multi-year licenses run consecutively from date of shipment.
- The school district is responsible for providing all hardware necessary to run the software, as specified in CLI's Systems Requirements (available at carnegielearning.com/support)

- Other items included in the purchases of the Cognitive Tutor curriculum:
  - Access to the Carnegie Learning Resource Center
  - Learning Enhancements via Software and Resource Updates
- Payment Terms: Net 30 Days. Payment of entire invoice amount is required within 30 days from invoice date.
- All media sold by Carnegie Learning, Inc. are sold on a non-returnable basis. The only exceptions to this policy are:
  - Media received that was not ordered, (wrong title, wrong quantity)
  - Media received in a damaged condition that would render it unsuitable for use.
- If a return is required, for one of the above reasons, please contact Order Management in order to expedite the issuance of return labels and to arrange a carrier pickup.
- All Professional Development services purchased expire at the term of this license agreement. Standalone Professional Development purchases will expire one year **from** the purchase date

NOTES:

Support for New York Race to the Top Objectives
Increasing Student Achievement in Mathematics

Carnegie Learning, Inc.
Spring 2011

Carnegie Learning

CARNEGIE LEARNING MATH IMPROVEMENT PLAN FOR NEW YORK

Carnegie Learning, Inc. is a leading publisher of innovative, research-based mathematics curricula and professional development services for middle school and high school students. We are pleased to provide an Implementation Plan for improving student achievement in mathematics as a support partner to meet New York's Race to the Top objectives. This plan specifically addresses:

1. Increasing high school graduation rates, decreasing the high school drop-out rate, and increasing postsecondary enrollment by improving mathematics performance
2. Strengthening teacher quality and retention by improving content knowledge in mathematics and providing best-practice guidance in individualized learning
3. Improving workforce readiness skills by providing a strong conceptual understanding of mathematics as a component of STEM initiatives
4. Developing strong mathematics education leaders, particularly at the building level
5. Improving the SAT, ACT, and achievement scores of New York students by helping student to retain a deeper conceptual understanding of high-level mathematics

I INCREASING STUDENT ACHIEVEMENT IN MATHEMATICS

Carnegie Learning, Inc. has over 11 years of experience providing differentiated mathematics instruction in schools across the United States. We are currently implemented in over 1,000 school districts and nearly 3,000 schools where we are helping more than 500,000 students to succeed in mathematics as a gateway to graduation and the 21st century workforce.

Carnegie Learning's plan for New York addresses school improvement and student success in the following areas:

- Standards and Assessments. Carnegie Learning has developed high-quality instructional resources aligned to the Common Core State Standards:
  - The Carnegie Learning consumable textbook model allows us to revise content from year to year and publish editions specific to a state.
  - The Cognitive Tutor® software allows for custom sequencing to support intervention strategies in grades 6 – 11.

- Turning around the lowest performing schools. Carnegie Learning® Mathematics programs are focused on increasing mathematics achievement of ALL students
  - Differentiated instruction is self-paced and provides an individualized learning path.
  - Accountability and tracking tools give teachers real-time access to performance data so that they can meet the needs of diverse groups of learners.

- Addressing STEM fields. Carnegie Learning is focused exclusively on mathematics and is supported by 20 years of cognitive science research and product development.

- Curricula and professional development services provide an integrated approach to mathematics focused on conceptual understanding; skills; and real-world, relevant problem solving.
- We are committed to the continuous improvement of our curricula through partnerships with cognitive scientists, computer scientists, and teachers.

- Great Teachers and Leaders. Carnegie Learning provides effective support to teachers through:
  - Quality professional development for teachers and administrators.
  - Tools that deliver the ability to measure the effectiveness of the professional development.

Carnegie Learning® Mathematics curricula addresses both core and supplemental intervention mathematics requirements of students in grades 6-12. The Carnegie Learning Implementation Plan for mathematics improvement in New York schools is built on school improvement models approved in the states of Hawaii, Michigan, and West Virginia and in Yakima, Washington and Halifax, North Carolina, and Richmond County, Georgia. The plan proposes innovative mathematics curricula and comprehensive professional development to transform student achievement and teacher growth. Components include:

- Cognitive Tutor® Software
- Textbooks and other print support resources
- Automated Student Assessment
- Tracking Progress & Reporting
- Implementation Training & Ongoing Professional Development
- Customized Course Modification

Carnegie Learning® Curricula and Professional Development supports New York Race to the Top objectives for mathematics improvement by delivering:

- **Research-based approach to learning.** Motivates all students and improves reasoning and sense-making skills.
- **Aligned curricula.** Provides set of vertically aligned mathematics courses—from 6th grade through Algebra II; with content transparently in sync with the Common Core State Standards and NCTM's standards.
- **Assessment.** Delivers "at-your-fingertips" formative assessment and reporting system that tracks progress and fosters continuous improvement.
- **In-Classroom Support.** Provides coaching and observation to support best practices for teaching mathematics.
- **Mathematics Content Academies.** Strengthens math content knowledge for teachers in grades K-8.
- **Job-embedded professional development.** Establishes learning communities for your faculty, and one-on-one coaching sessions inside and outside the classroom.
- **Rich Demographic Data Analysis.** Provides high-impact data analysis to support data-driven decision making and real-time intervention.
- **Customer service.** Available through 24-hour online support and call-in service.

II EVIDENCE OF EFFECTIVENESS

Carnegie Learning® Mathematics programs are supported by extensive third-party research indicating effectiveness in decreasing achievement gaps in mathematics among diverse groups of learners.

Carnegie Learning has a fundamental commitment to the ongoing study of the effectiveness of our curricula with the goal to always improve our solutions. Research funding comes from the U.S. Department of Education, the National Science Foundation, the Office of Naval Research, the Defense Advanced Research Projects Agency, and other third-party organizations. The U.S. Department of Education's What Works Clearinghouse identifies a study of Carnegie Learning® Algebra I as one of the very few studies that shows substantial, positive effects on learning and student attitudes in a strong experimental design, and overall, results of dozens of well-designed studies indicate that, when using Carnegie Learning® Mathematics Improvement:

- Students performed 30% better on questions from the TIMSS assessment
- Students demonstrated an 85% better performance on assessments of complex mathematical problem solving and thinking
- Students completing Cognitive Tutor® Algebra I had a 70% greater likelihood of completing subsequent (non-Cognitive Tutor) Geometry and Algebra II courses, as compared to students completing a traditional Algebra I course
- Students in Cognitive Tutor® Algebra I achieved 15-25% better scores on the SAT and Iowa Algebra Aptitude Test, as compared to students using a traditional curriculum
- Results have been nearly equivalent for both minority and non-minority students

Within the next year, the RAND Corporation will have early data from the U.S. Department of Education's Effectiveness of Cognitive Tutor Algebra I Implemented at Scale project. Implemented in six diverse regions nationwide, the primary research objective is to measure the curriculum's effects on students' mathematics achievement. Secondary objectives are to measure effects on the mathematics achievement of sub-group populations such as low income backgrounds, racial/ethnic minorities and English learners, the effects on student confidence and attitudes about mathematics, and contextual factors that affect implementation and effectiveness. We continue to participate in third-party research intended to improve teaching and learning models and practices including:

- Large-scale randomized field evaluation of Cognitive Tutor® Geometry
- Randomized field evaluation of Cognitive Tutor® Algebra I in four school districts
- Over 20 controlled experiments on variations of the Cognitive Tutors in conjunction with the Pittsburgh Science of Learning Center
- Analysis of student learning in Bridge to Algebra, using a data set that represents the most detailed record of student mathematical behavior ever collected
- Working with Southern University, a historically Black college in Baton Rouge, Louisiana, to build tools allowing teachers to build their own Cognitive Tutor activities
- Working with Carnegie Mellon University and Worcester Polytechnic Institute to develop statistical methods for using data from Cognitive Tutors to predict and improve scores on state tests

Research-based Evidence

Carnegie Learning® Mathematics improvement is rooted in more than two decades of cognitive science research at Carnegie Mellon University. The results of this research formed the foundation for development of Carnegie Learning's Cognitive Tutor® software, a unique modeling technology that teaches students to think mathematically. The primary theoretical basis for the Cognitive Tutor approach comes from John Anderson's ACT-R model of learning and performance (see http://act-r.psy.cmu.edu/ and Anderson, 1993; Anderson and Lebiere, 1998; Anderson, 2007).

The ACT-R theory states that performance knowledge (i.e., how to do mathematics) can only be learned by doing, not by just listening or watching. Using this theory, a cognitive model of problem solving was created by writing "if/then" rules that reflected and anticipated students' various strategies for solving mathematics problems and the common misperceptions they had that led to missteps and wrong answers. Using these if/then rules, the resultant Cognitive Tutor can follow students through their problem-solving activities using model tracing, a technique that identifies each step a student takes to solve a problem. Errors, such as the ones the student made in the above example, can be quickly addressed. The ACT-R theory proposes that complex problem-solving tasks are accomplished through the operation of many relatively-simple mental skills. The most effective and efficient instruction focuses on helping students identify the component skills for each task and ensuring that students receive adequate practice on each component. This model of learning is the basis for the Cognitive Tutor's formative assessment, differentiated instruction and mastery-based approach.

An electronic library of the following research reports is available at www.carnegielearning.com:

- **Miami-Dade Charter High Schools** - FL, 2008, Algebra I/Geometry/Math Prep FCAT, study of 4 Charter High Schools in Miami-Dade County.
- **Kent School District** - WA, 2003, Algebra I, study of 779 students, urban public schools
- **Miami-Dade County Public Schools** - FL, 2003, 6,395 students, urban public schools, mixed ethnicity
- **Moore Independent School District** - OK, 2001, 1,035 students, urban public schools, mixed ethnicity
- **El Paso Independent School District** - TX, 2001, Algebra I, large, urban schools; 90% Hispanic
- **Canton City Schools** - OH, 2001, Algebra I, study of 293 students, large, urban schools; ~1/3 African-American
- **The Colony High School** - TX, 2000, Algebra I, large, suburban school, 76% Caucasian
- **Lewisville North High School** - TX, 2000, Algebra I, suburban school, 70% Caucasian
- **Denver Public Schools** - CO, 2000, Algebra I, summer school, study of 233 students, large, urban schools; ~50% Hispanic
- **San Francisco Unified School District** - CA, 2000, Algebra I, summer school, study of 212 students, large, urban schools, mixed ethnicity
- **El Paso Independent School District; El Paso, TX** - TX, 2000, Algebra I, large, urban school; 90% Hispanic
- **Milwaukee Public Schools** - WI, 1997, Algebra I, study of 94 students, large, urban schools, largely African-American
- **Pittsburgh Public High Schools** - PA, 1995, Algebra I, study of 454 students, large, urban schools; ~50% African-American
- **Pittsburgh Public High Schools** - PA, 1994, Algebra I, study of 625 students, large, urban schools; ~50% African-American

III ALIGNMENT TO COMMON CORE STANDARDS AND STEM INITIATIVES

As a supporting New York Race to the Top partner, Carnegie Learning will provide high-quality instructional resources for students in grades 6-12 in alignment with the Common Core State Standards and in support of STEM programs for mathematics.

The Carnegie Learning blended mathematics curricula integrates interactive software, consumable print resources, and collaborative classroom activity for core, full-year mathematics instruction that provides a strong conceptual understanding of mathematics in the context of real-world problem-solving.

Carnegie Learning® Blended Mathematics Curricula provide a model for core mathematics instruction that is comprised of Carnegie Learning® Mathematics textbooks and Cognitive Tutor® Software. Our standard implementation involves three days of collaborative learning in the classroom and two days learning with our technology.

- Cognitive Tutor® software lessons can be custom sequenced and provide students with highly individualized and self-paced instruction that meets their exact needs to improve their secondary mathematics skills.

- Consumable Carnegie Learning® Mathematics Textbooks are designed for students to write on the pages whether they are taking notes, highlighting key data, solving a problem, or writing complete sentences to describe problem solving strategies. This approach helps students spend more time being active learners during class periods.

Blended Software & Textbook Components

Student Resources:

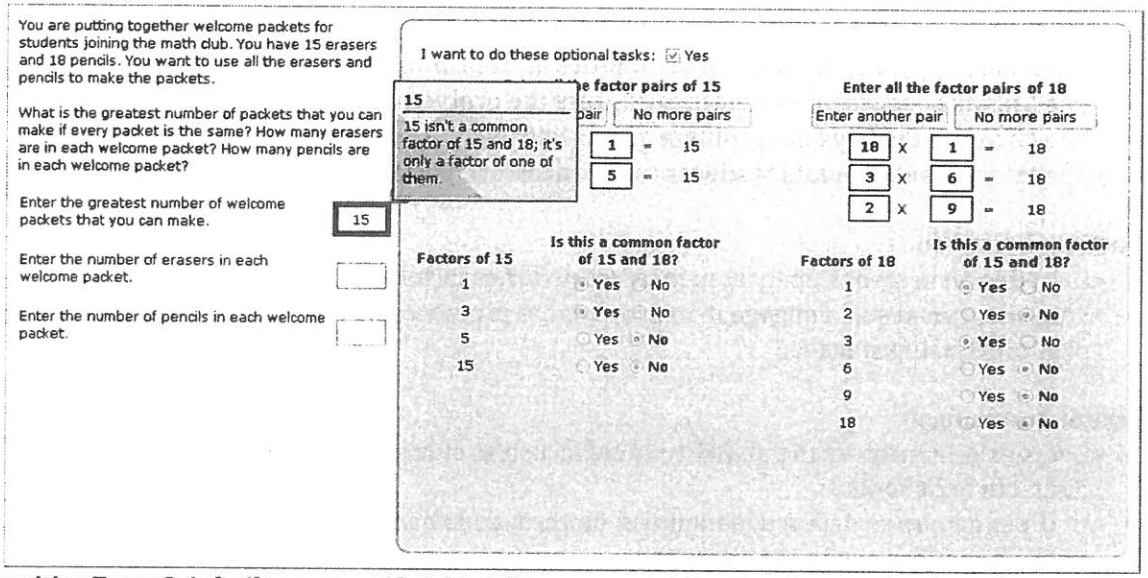
- Cognitive Tutor® Software license
- Student Texts
- Student Assignment Book
- Skills Practice Worksheets
- Homework Helper

Teacher Resources:

- Professional Development & Training
- Teacher's Implementation Guide
- Teacher's Resource and Assessments Book
- Carnegie Learning® Test Generator powered by ExamView® Assessment Suite
- Software Implementation Guide
- Teacher's Toolkit learning management system for enrolling students and monitoring their progress.
- Access to Carnegie Learning® Resource Center for materials like correlation documents, implementation guides, etc.
- Technical Maintenance & Customer Support

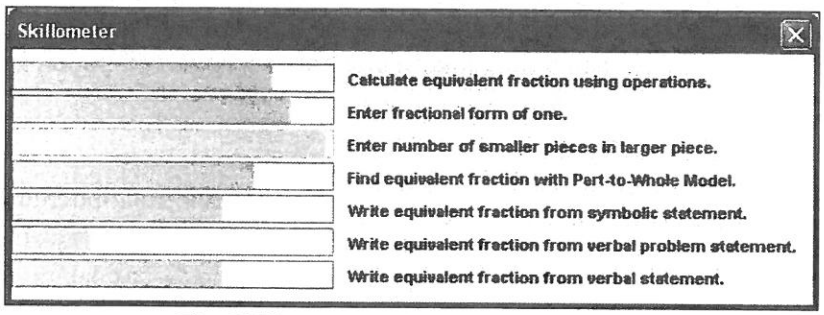
Cognitive Tutor® Software

Cognitive Tutor® Software is available from school or home at any time and provides students with highly individualized, self-paced instruction. Our unique cognitive modeling technology is developed around an artificial intelligence model that identifies strengths and weaknesses in each individual's understanding of mathematical concepts and procedures, customizes prompts to focus on areas where the student is struggling, and presents new problems that address specific concepts that have not yet been mastered. The software stimulates intellectual curiosity and engagement, while improving motivation and self-regulated learning. The software individualizes instruction and continuously assesses student responses to create a customized instructional path, ensuring that students spend more time on concepts they don't know and less time on topics that they have already mastered. The artificial intelligence model intuits where a student needs help, and provides just in time hints and help as a student proceeds through the program.



Cognitive Tutor® is built on an artificial intelligence model that tracks a student's understanding of concepts and provides a customized learning path and customized hints.

Once a student completes a problem, the software presents new problems that address specific concepts not yet been mastered. This is accomplished by providing "Just-in-time" feedback. Hints are contextual and oriented towards helping the student to solve key steps in the problem. Immediate feedback enables the student to self-correct and leads to more effective learning and applying of the mathematics. These skills, tracked in each lesson, are visible to the student and teacher as the bar graph Skillometer shown below.



The Skillometer measures discrete skills

The Skillometer motivates students to do their best work and master skills. If a student is not making adequate progress on a skill, despite having reviewed all basic skills and concepts by having completed a large number of problems, the software will flag that bar as "un-mastered" and highlight the un-mastered skills in teacher reports. These flags allow teachers to target exactly intervention with individual students. Benefits of Cognitive Tutor® Software include:

Innovative Research-Based Pedagogy

- Engages students directly in problem solving
- Uses concrete, real-world scenarios
- Makes use of informal student knowledge
- Prompts a student to think abstractly, by converting situations into quantities and units

Multiple Representations

- Students work with multiple representations of a problem
- Scenarios appeal to students of all abilities and learning styles
- The Solver encourages students to express the problem numerically
- The Grapher displays the problem graphically in a coordinate plane
- The Worksheet prompts students to convert word problems to mathematical expressions

Interactive Examples

- Delivers on screen, step by step instruction for each software unit
- Students can see and engage in examples that promote a conceptual understanding of the problems being solved

Flexible Sequencing

- Gives administrators the ability to build a custom curriculum to meet the special needs of districts or schools
- Units can be re-ordered, added and deleted, and new sequences can be named and published for use in the classroom

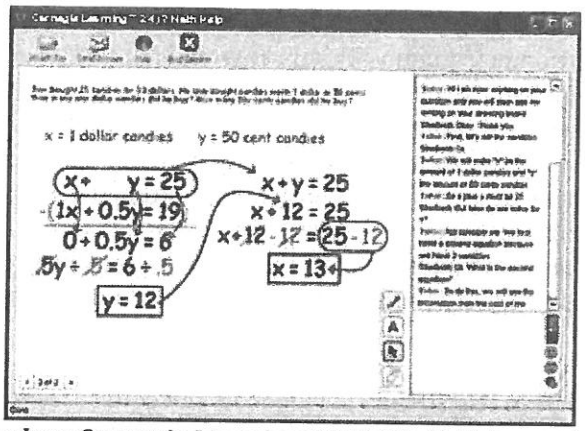
Automated Assessment

- Delivers pre- and post-tests that automatically tie to custom-sequenced curricula
- The pretest may be configured to be diagnostic, in which case results are used to set pacing for students in the instructional software

Just-in-time Feedback

- Hints are contextual and oriented towards helping the student to solve key steps in the problem
- Immediate feedback enables the student to self-correct and leads to more effective learning and applying of the mathematics
- The program recognizes the most common student errors and responds appropriately
- Carnegie Learning® 24/7 Math Help

Carnegie Learning® 24/7 Math Help is an online tool that provides on demand assistance from professional human tutors. An electronic whiteboard allows professional tutors to provide real-time instruction to individual students. The IM chat tool provides a fast and easy way for students, their caregivers, and their tutors to discuss mathematics problems.

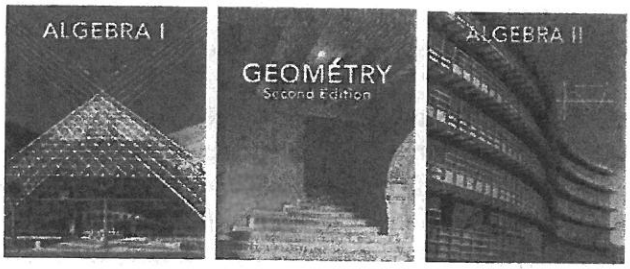


This algebra problem shows how Carnegie Learning®24/7 Math Help provides mathematics help with colored "motion lines" and clear answers.

Print Resources & Collaborative Mathematics Classrooms

Carnegie Learning's collaborative classroom environment integrates our textbooks to promote discourse, group work and depth of understanding that emphasizes 21st Century Learning Skills. Carnegie learning® textbooks include:

- Middle School Mathematics Levels 1-3
- Bridge to Algebra (algebra-readiness)
- Algebra I
- Geometry
- Algebra II



Carnegie Learning's classroom design integrates these key skills into the instructional process, and provides tools for teachers to use in facilitating this classroom model:

- Decision Making and Problem Solving
- Creative and Critical Thinking
- Collaboration and Communication
- Intellectual Curiosity/Finding, Structuring and Evaluating information
- Self Correction
- Life Long Learning

Carnegie Learning® Middle School Mathematics Series, Courses 1-3 provide personalized mathematics instruction to help all middle school students master mathematics concepts and skills. The research-based instruction is framed within real-world contexts using humor and interesting topics like sports, art, money and the environment to engage and motivate students think about mathematical ideas. The series contains Carnegie Learning® Mathematics Textbooks and Software for grades 6-8. Together these instructional materials provide formative assessments; relevant, problem-centered activities and games to develop mathematical reasoning and sense making skills; and technology to personalize learning. Since the middle grades are critical for students to obtain mastery of mathematics, the curricula were developed to align to the Common Core Standards for Mathematics. Students who complete the series will have a solid foundation to be successful in high school mathematics.

Carnegie Learning® Bridge to Algebra is designed as the course taken immediately prior to entry into Algebra I. It can be implemented with students who lack the prerequisites necessary for success with algebraic concepts introduced to middle school students. The first part of Bridge to Algebra focuses heavily on numeracy. Students work with multiple representations such as models and number lines to develop a strong conceptual understanding of fractions, decimals, and percents. The second part of Bridge to Algebra focuses on algebra. Students use their intuitive understanding of linear relationships to detect and describe linear patterns using graphs, tables, and equations. Students solve simple one- and two-step linear equations and begin to develop an understanding of slope as a rate of change. The third part of Bridge to Algebra focuses on select topics in geometry, probability, and statistics. Students are introduced to geometric topics including angle relationships, similarity, area and perimeter, volume and surface area, and the Pythagorean Theorem. Students find simple and compound probabilities.

Carnegie Learning® Algebra I is designed as a first-year Algebra course for core instruction. It can be implemented with students at a variety of ability and grade levels, and is offered across many of our solution offerings. The U.S. Department of Education's What Works Clearinghouse identifies Carnegie Learning Algebra I as one of very few curricula with studies that show substantial, positive effects on learning and student attitudes in a strong experimental design.

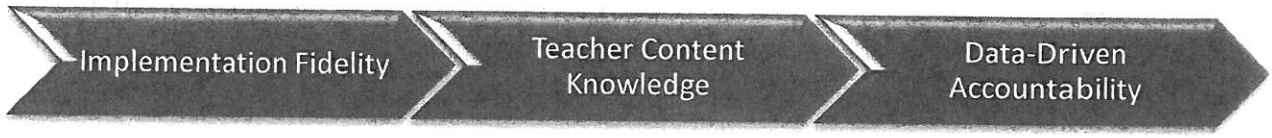
Carnegie Learning® Geometry incorporates the van Hiele model of Geometric thought; a theory that describes how students learn geometry. Our curriculum will enable students to develop a deep understanding of Geometry. The course assumes number fluency and basic algebra skills such as equation solving. Carnegie Learning Geometry is aligned to NCTM and Achieve standards. It is designed to be taken after an algebra course and can be implemented with students at a variety of ability and grade levels.

Carnegie Learning® Algebra II is promotes the understanding of both linear and non-linear functional forms, as well as the relationship between text, equations, graphs and tables through the mathematical modeling of realistic situations. Our program motivates students to talk about mathematical functions, tackle real-world problems, strengthen their conceptual foundations and understand Algebra's relevance in everyday life.

IV PROFESSIONAL LEARNING SUPPORT

Carnegie Learning understands that implementing teaching reform strategies is a significant and important undertaking that requires working in partnership with New York state and district leadership, instructional leads, teachers, and students. At the core of the Carnegie Learning professional development program for New York is the strengthening of teacher quality and retention by improving content knowledge in mathematics.

The plan below will help systemically improve teacher quality and drive successful implementation of the Carnegie Learning mathematics improvement plan, ensure accountability, and prepare teachers to transition to a standards-based classroom aligned to the Common Core. The plan includes three phases of reform:



Phase I – Implementation Fidelity: Leader's Role in Implementing and Sustaining a Successful Carnegie Learning Implementation

Initial Implementation Training for Coaches, Teacher Leaders, and Curriculum Specialists

The Carnegie Learning Professional Services Team will provide five (5) days of Initial Implementation Training designed to prepare Mathematics Coaches and Curriculum Specialists to successfully implement and sustain a successful Carnegie Learning implementation.
In this workshop, participants will:

- Engage in deep examination of the Carnegie Learning student text and Cognitive Tutor software
- Examine the components of the student-centered, collaborative classroom model with an emphasis on modeling the experience for adult learners
- Develop effective strategies for facilitating the lab including questioning to support students' conceptual understanding of mathematics concepts
- Examine formative and summative assessment data, using student work and Teacher's Toolkit, to help educators to make informed instructional decisions
- Identify qualities of effective mathematics instruction to build teacher capacity

Participants will receive the Carnegie Learning Initial Implementation Training Handbook which provides a primer for getting started with the curriculum and addresses ongoing questions of planning, pacing, grading, and special populations.

Classroom Observation Guides

Carnegie Learning will provide leaders with a classroom observation tool. The tool will identify key curriculum resources and instructional best practices characteristic of an effective Carnegie Learning classroom and/or lab. The tool will outline specific items related to lesson structure, student actions, teacher actions, and instructional resources.

The tool will also be available in the Initial Implementation Training Handbook provided during training.

Phase II – Teacher Content Knowledge: Deepening Teachers' Mathematics Knowledge Aligned to the Common Core State Standards

Transition to Common Core Math Academies

Carnegie Learning Math Academies are 5-day workshops designed specifically to increase teacher capacity by deepening teachers' understanding of mathematics, providing an environment in which teachers can learn to problem-solve in a student-centered environment, and facilitating teachers' reflection on their own teaching practices.

The K-12 Transition to Common Core Mathematics Academies provide scaffolding to help teachers align their knowledge of the mathematics and instructional practice to the Common Core State Standards. The academies are designed around the content strands and grade bands identified in the standards. Teachers will investigate grade level standards-based content and stretch their mathematic understanding beyond the grade level they teach to develop explicit conceptual connections.

Math Academies can be customized based on standards, system needs, and professional learning goals. Carnegie Learning will work with your team to analyze student data to target teacher professional learning needs.

Sample K-8 Transition to Common Core Academy Sequence

	K	1	2	3	4	5	6	7	8
Whole Numbers and Place Value									
Developing Measurement Ideas									
Operations and Early Algebraic Thinking									
Early Geometry									
Fractions and Decimals									
Perimeter, Area, and Volume									
Equations, Expressions, and Functions									
Ratios and Proportional Thinking									
Developing Algebraic Thinking									
Statistics and Probability									

The goal of Carnegie Learning® K-8 Math Academies is to deepen educators understanding of mathematics and to provide the experience of learning mathematics in a student-centered classroom. Carnegie Learning mathematics experts challenge the educators' understanding and beliefs about mathematics and the teaching of mathematics. Academies create a targeted learning experience for specific content-areas and grade levels. Teachers gain a better understanding the connection between early mathematics concepts and algebraic thinking. These five-day Carnegie Learning® K-8 Math Academies are described on the following pages.

Math Academy	Big Mathematical Ideas
Deepening Mathematical Understanding: *Early Number Concepts – Building to Integers*	• Analyze mathematical tasks • Develop whole number properties • Connect factors, multiples and divisibility • Investigate properties of the number system • Explore operations with integers
Deepening Mathematical Understanding: *Fraction Sense and Operations*	• Analyze mathematical tasks • Investigate multiple representations of fractions • Interpret the meaning of both fractions and wholes • Compare fractions • Examine relationship between equivalent and simplified fractions • Extend fractions to ratios • Model operations with fractions
Deepening Mathematical Understanding: *Early Fraction Concepts*	• Analyze mathematical tasks • Investigate multiple representations of fractions • Connect fractions as parts to whole and whole to parts • Explore equivalent fractions • Compare and order fractions • Examine fractions as division • Use models of fractions to solve problems
Deepening Mathematical Understanding: *Connecting Decimals and Percents to Fractions*	• Analyze mathematical tasks • Relate decimals and percents to fractional models • Examine the place value system • Develop decimal and percent number sense • Reason with decimals and percents • Apply fraction, decimals and percents in practical application
Deepening Mathematical Understanding: *Proportional Reasoning and Linear Relationships*	• Analyze mathematical tasks • Distinguish between fractions and ratios • Compare ratios and solve proportions • Compare proportional and non-proportional relationships • Explore a variety of informal strategies for examining proportional relationships
Deepening Mathematical Understanding: *Developing Algebraic Thinking*	• Analyze mathematical tasks • Examine multiple representations of functions • Explore ratio, rate and proportional reasoning from a functional perspective • Compare linear, quadratic and exponential functions • Use technology to explore functions

Materials
Each Math Academy participant will receive a course pack and Cognitive Tutor license, active for one year. Cognitive Tutor instruction can be customized for delivery within a standards-based custom curriculum for each teacher or group of teachers. The interactive course pack that will guide participants through each day of the academy and provide resources for continued learning. This supplement will include the agenda, workshop objectives, and collaborative activities. The course pack should be used as a resource for ongoing professional learning and teacher collaboration.

Job-Embedded Professional Learning to Support Teacher Change
Carnegie Learning recommends job-embedded professional development to support transfer of teacher practice into the classroom. Two to four visits per teacher per year would provide teachers with the opportunity to transfer learning from the Math Academies to the classroom and engage in the process of professional growth in a continuous capacity scaffolded by the Carnegie Learning Team. During In-Classroom Support and Instructional Coaching, the Carnegie Learning Team will:

- Observe classrooms and or labs to provide relevant feedback to teachers
- Model, co-teach, and co-plan with teachers to improve classroom instruction
- Engage in the instructional coaching cycle, including pre- and post-conference reflections, to debrief teachers regarding new instructional practices
- Provide instructional expertise in pedagogy, data analysis, and technology integration, including calculators and interactive whiteboards
- Record next-steps in Carnegie Learning® Collaboration Log to support teacher growth

Phase III - Data-Driven Accountability: Partnering with Carnegie Learning for Real-Time Intervention
The mathematics curriculum and Cognitive Tutor software provide the learning tasks from which we are able to collect and analyze student data. The text provides authentic, real-world learning tasks that allow students to problem-solve collaboratively with peers. The text explicitly provides tasks that are performance-based and require students to evidence a conceptual understanding of the mathematics. Teachers are able to gather formative and summative assessment data from students in the classroom.

The Cognitive Tutor software provides ongoing formative assessment that continuously monitors and adjusts learning tasks to maximize individual students' learning. The Cognitive Tutor understands two types of mathematical understanding: 1) students' level of skill mastery through knowledge tracing and 2) students' processes for problem-solving through model tracing. From students' interactions with the tutor, we are able to gather and analyze data around mathematical understanding and performance.

In any Carnegie Learning implementation, teachers have access to Cognitive Tutor data through Teacher's Toolkit. Carnegie Learning can work with schools and districts to set benchmarks around student learning using metrics in Teacher's Toolkit reports and by examining student work in the classroom. In the SIG model, there is particular emphasis on this type of data analysis and its translation to instructional decision-making. The focus is emphasized in the In-Classroom Support and Instructional Coaching phases of professional learning.

Carnegie Learning also includes two other key components that make this data and attention to accountability richer: Research and Status Meetings.

Research refers to an additional level of data collected by Carnegie Learning. The data collected is this model is richer and more detailed because more of it is collected. This data is called click stream data because every click a student makes in the software is collected and sent to Carnegie Learning every 3-5 minutes in small data packets. Carnegie Learning takes the click stream data and analyzes it at three levels:

- Student
- Teacher
- Demographic

Researchers will analyze second-by-second student interactions with the software, including all correct answers, errors, hint requests, pauses and other actions. From this level of analysis, researchers can help teachers better understand how they can help students use the software more effectively. Specifically, these analyses can identify when students are spending too much time off-task, when they are using the hint facility inappropriately (either relying too much or too little on it) and whether students are making careless errors answering questions for which they know the answer. Providing data analysis at these levels allows Carnegie Learning to work with schools and districts in real-time and create individualized, data-driven, learning plans for any subgroup – student, teacher, or demographic – who exhibit learning deficiencies. This rapid response will come in the form of data-driven recommendations from Professional Services to the school or district.

Status meetings can be used as the primary communication framework for decision-making across all key stakeholders. In the Initial Planning Meeting, Carnegie Learning will collaboratively set goals and benchmarks for the year around key performance metrics, including but not limited to:

- Course grades
- Tutor usage
- Performance on EOC or other exams (if available)
- Student retention
- Student promotion
- Attendance

Status meetings, which include key stakeholders at the state, district, and/or building level, along with an assigned Carnegie Learning team, will drive the accountability to the goals and benchmarks set in the planning meeting. During status meetings, Carnegie Learning will provide the following reports/metrics:

- PD report (qualitative)
- Research report (quantitative)
- PD recommendations, data-driven
- Requirements review

During the meeting, the requirements will be reviewed and recommendations will be agreed on or revised. Goals and benchmarks may also be revised and amended. The accountability is with all stakeholders in that we are a partner in improvement and an expert in mathematics teaching and learning.

Implementation Timeline, Y1

Date	Activity	People/Locations	Days
Summer	Initial Implementation Training	Teachers and Leaders District location or school building	3 days
September	In-Classroom Support & Instructional Coaching	Teachers 4 teachers per day School building	1 day per building
September	Leadership Training/ Planning meetings	State, district and building leaders District location or school building	1 day
October	In-Classroom Support & Instructional Coaching Status meeting - Data Review, Instructional Need Analysis, Teacher Planning	Teachers District and building leaders District location or school building	1 day per building 1 day per building, status
November-December	Custom Professional Development (based on school need identification) And In-Classroom Support & Instructional Coaching	Teachers School building	2 days per building
January	In-Classroom Support & Instructional Coaching	Teachers 4 teachers per day School building	1 day per building
January	Status meeting- Data Review, Instructional Need Analysis, Teacher Planning	District and building leaders District location or school building	1 day per building

February-March	Custom Professional Development (based on school need identification) And In-Classroom Support & Instructional Coaching	Teachers School building	2 days per building
March-April	Status meeting- Data Review, Instructional Need Analysis, Teacher Planning	District and building leaders District location or school building	1 day per building
April-May	In-Classroom Support & Instructional Coaching	Teachers 4 teachers per day School building	1 day per building
May/June	Status Meeting-End of Year Data Review, Analysis, Planning for following year	State, district and building leaders District location or school building	1 day per building and 1 day per district team

V EVALUATION & NEEDS ASSESSMENT DATA

Carnegie Learning® Mathematics programs deliver ongoing, continuous student, class, school, and district data in the form of easily accessible, visually efficient reports. These reports can be exported into formats that integrate easily with the data management system and student data files the state or individual schools choose.

Using data to Assess Student Needs. Once the Carnegie Learning student is placed in Carnegie Learning course of instruction – there are multiple instruments for assessing performance and effectiveness. The decision to do so can be based upon state and/or national achievement assessments such as the New England Common Assessment Program, Grade Span Expectations, or by Instructor/Parent decisions based upon classroom performance.

Formative Assessment. Carnegie Learning® Formative Assessment includes diagnostic and benchmark assessment tools that capture the model's impact on student achievement so that instructors are always aware of student progress. As discussed above, the Skillometer is a fluid, real-time, and continuous assessment tool. While keeping students aware, engaged, and positive about their mathematics experiences, it also provides immediate feedback to teachers. This constant visibility and ever-moving measure of student progress allows students and their teachers to see which skills are mastered more quickly and which still need to be mastered with additional teaching (Appendix A includes sample reports available through the software.) Teachers can also visually review strand achievement levels for each student on the visible Skillometer, and identify those who need more targeted time on task. There are several advantages to this model of assessment. Because assessment is integrated with instruction, students do not lose valuable instructional time to planned assessments. And incorporating assessment into instruction also ensures that the assessments are authentic and relevant to curriculum. The use of a cognitive model allows the system to present students with complex problem-solving tasks and still diagnose student knowledge on individual skills.

Pre and Post Testing. Carnegie Learning delivers pre and post assessment allowing teachers to create a custom test that is both prescriptive and diagnostic. Tied to custom-sequenced curricula, the results are used to set pacing for students in the instructional software. These constitute criterion-referenced exams, correlated with state standards and benchmarks and which assess all material to that point in the course. These exams can be used to produce a growth scale that can be aggregated for state review.

Using Data to Assess Teacher Effectiveness. The Carnegie Learning Professional Services Team will engage in an initial needs assessment with key district and building stakeholders to identify the teacher effectiveness needs supported by prior student achievement data and evidence of student work. Additionally, during In-Classroom Support sessions, the Carnegie Learning Team will build relationships with teachers 1:1 and determine individual and building level needs for increasing professional capacity. Once determined, the Carnegie Learning Team will customize and deliver professional learning to impact teacher effectiveness and student achievement. During In-Classroom Support sessions, Carnegie Learning will:

- Observe classrooms and/or labs
- Provide relevant feedback to teachers based on the Carnegie Learning Standards-Based Implementation Rubric

- Make specific recommendations to teachers and school leaders to strengthen implementations
- Analyze report data to support accountability

Teacher's Toolkit

Communicating Needs Assessment. The Carnegie Learning® Teacher's Toolkit provides administrators and teachers with individual, class-level, building, and district views of student data through a variety of automatically generated reports. The Teacher's Toolkit maintains student histories and makes them instantly available. With this data, teachers track real time progress and reporting and all reports can be adapted for integration with school, district, and state databases and reporting tools. Samples of the following reports are included in ***Appendix A*** of this proposal:

- View Class Progress view on how each student/class progresses.
- Class Summary shows each student's current position within the curriculum
- Student Detailed Report displays number of problems solved, average time per problem, and average help requests per problem.
- Skills Alert Report shows skills that are more difficult for individual or class to master.
- Assessment Reports shows performance on pre- and post-tests

The Carnegie Learning Professional Services Team will facilitate intermittent status meetings and an end-of-year implementation review meeting with key building stakeholders to assess the satisfaction and success of the implementation. Additionally, a training evaluation is conducted at the close of each training session.

As referenced in the Implementation Plan above, status meetings will occur quarterly or at the request of the school or district.

VI COMMUNICATION OF PROGRESS

A communication plan that includes outreach to students, administrators, and parents will be developed in partnership with the school and customizable based on the needs of the districts.

Communication with Parents and Families
Carnegie Learning® Curricula provides resources to encourage parent involvement in students learning in three ways:

- Family Math Night
- Skills Practice
- Resource Center

Family Math Night offers families the opportunity to become involved in their student's classroom experience and to understand, first-hand, how the Cognitive Tutor® Curriculum helps student learn mathematics. During Family Math Night, students and teachers work together to assist parents in solving mathematics problems using the Cognitive Tutor software.

Skills Practice pages provide the opportunity for students to reflect and review the mathematics content covered in the lab and practice the application of the content to solving real-world problems. Like the Homework Helper, Skills Practice pages are aligned to the curriculum.

Resource Center web site provides easy access to PDF files of the textbook components for Teachers. Access for students and parents is being developed so that the Student Textbook Set is available for reference or to print and work on lessons, assignments, or skills practice outside of the classroom. New for this year, the Carnegie Learning Resource Center now includes links to download zip files containing each lesson overview from the Cognitive Tutor software in PDF. These lesson overviews provide key terms, skills, introduction to concept and worked examples similar to the problems that will be presented in the software.

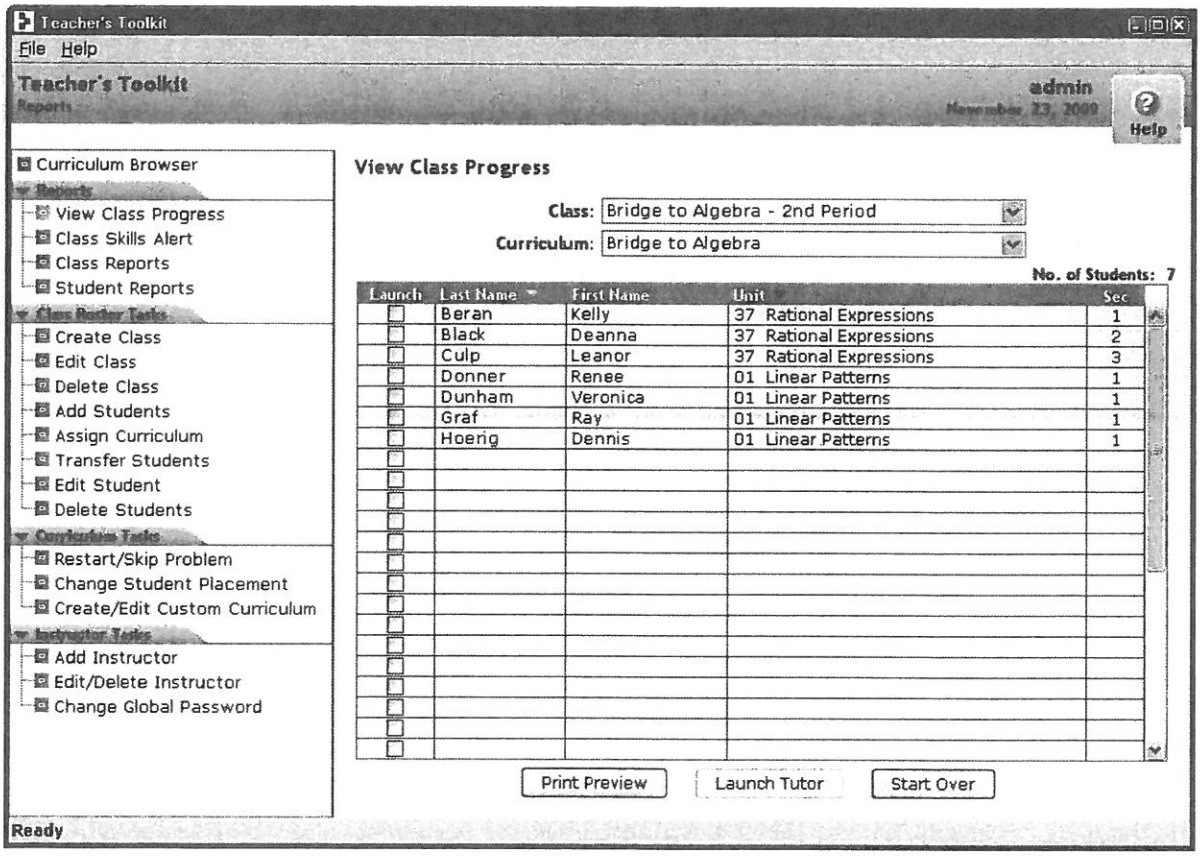
APPENDIX A ASSESSMENT REPORTING AND ACCOUNTABILITY

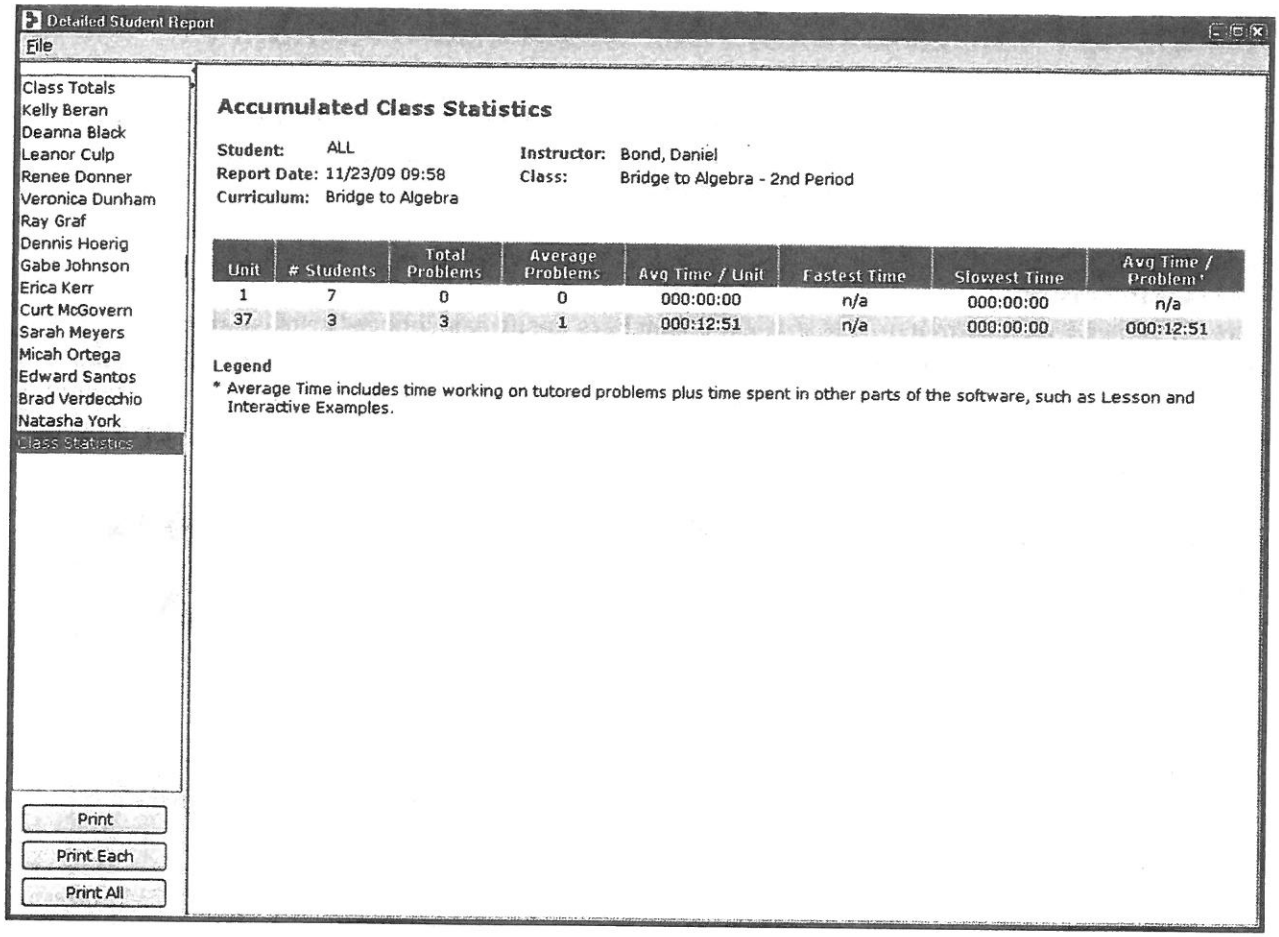
The Carnegie Learning Teacher's Toolkit allows teachers to view both individual and class-level reports of student data. The Toolkit maintains student histories, allowing teachers to track real-time progress and reporting in mathematics.

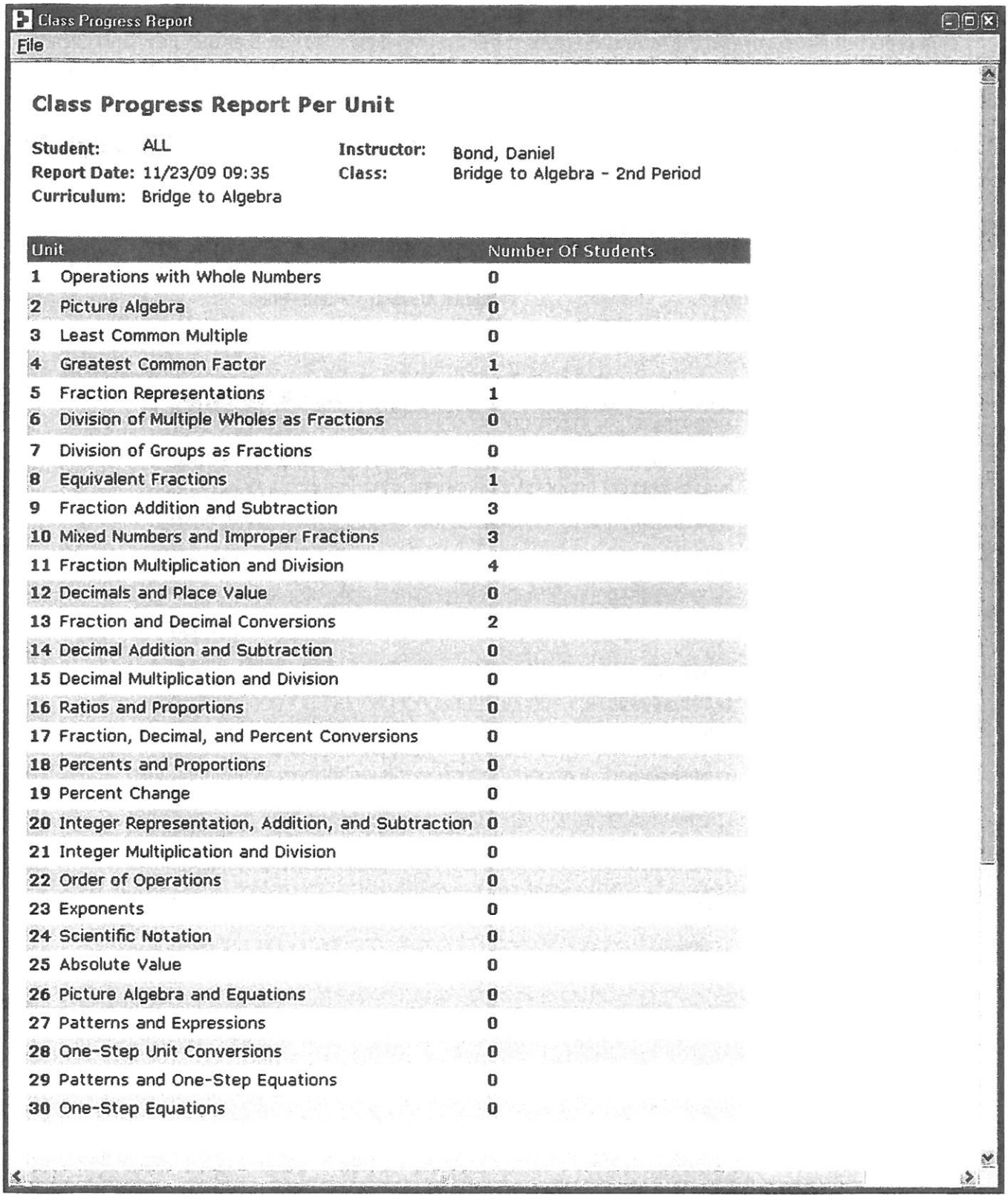
Class Reports

View Class Progress

This report uses drop-down menus that allow teachers to easily select both the class and the curriculum in order to see class progress. Three different drop-down menus were selected for the following examples. These are to view: (1) how each student is doing; and (2) where each student is working in the software selecting the student and launching the Cognitive Tutor®, and (3) compare each student progress to the class progress as a whole.

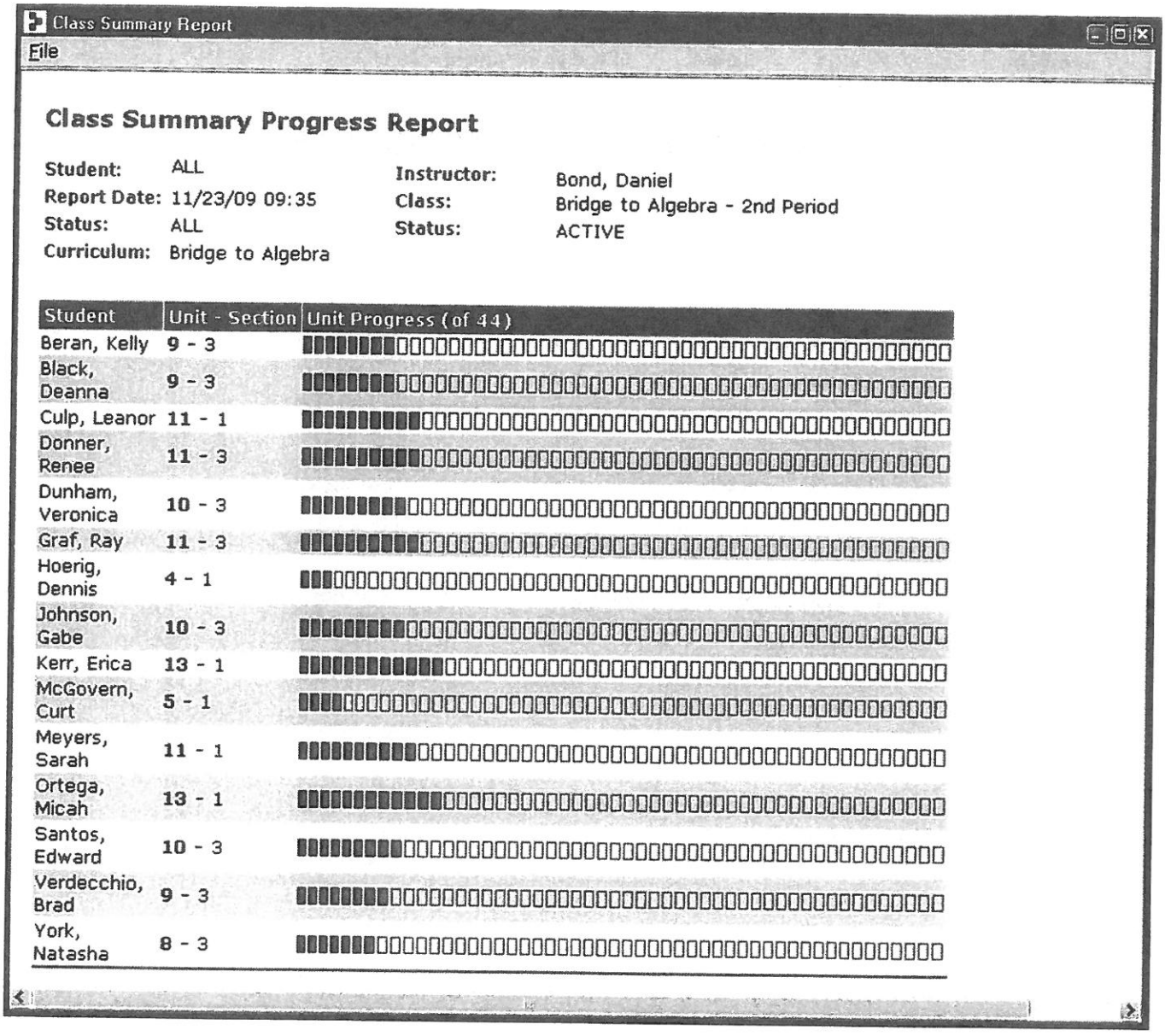



Detailed Student Report
File
Class Totals
Kelly Beran
Deanna Black
Leanor Culp
Renee Donner
Veronica Dunham
Ray Graf
Dennis Hoerig
Gabe Johnson
Erica Kerr
Curt McGovern
Sarah Meyers
Micah Ortega
Edward Santos
Brad Verdecchio
Natasha York
Class Statistics
Print
Print Each
Print All
Accumulated Class Statistics
Student: ALL
Report Date: 11/23/09 09:58
Curriculum: Bridge to Algebra
Instructor: Bond, Daniel
Class: Bridge to Algebra - 2nd Period
Unit # Students Total Problems Average Problems Avg Time / Unit Fastest Time Slowest Time Avg Time / Problem*
1 7 0 0 000:00:00 n/a 000:00:00 n/a
37 3 3 1 000:12:51 n/a 000:00:00 000:12:51
Legend
* Average Time includes time working on tutored problems plus time spent in other parts of the software, such as Lesson and Interactive Examples.


Class Progress Report
File
Class Progress Report Per Unit
Student: ALL
Instructor: Bond, Daniel
Report Date: 11/23/09 09:35
Class: Bridge to Algebra - 2nd Period
Curriculum: Bridge to Algebra
Unit
Number Of Students
1 Operations with Whole Numbers 0
2 Picture Algebra 0
3 Least Common Multiple 0
4 Greatest Common Factor 1
5 Fraction Representations 1
6 Division of Multiple Wholes as Fractions 0
7 Division of Groups as Fractions 0
8 Equivalent Fractions 1
9 Fraction Addition and Subtraction 3
10 Mixed Numbers and Improper Fractions 3
11 Fraction Multiplication and Division 4
12 Decimals and Place Value 0
13 Fraction and Decimal Conversions 2
14 Decimal Addition and Subtraction 0
15 Decimal Multiplication and Division 0
16 Ratios and Proportions 0
17 Fraction, Decimal, and Percent Conversions 0
18 Percents and Proportions 0
19 Percent Change 0
20 Integer Representation, Addition, and Subtraction 0
21 Integer Multiplication and Division 0
22 Order of Operations 0
23 Exponents 0
24 Scientific Notation 0
25 Absolute Value 0
26 Picture Algebra and Equations 0
27 Patterns and Expressions 0
28 One-Step Unit Conversions 0
29 Patterns and One-Step Equations 0
30 One-Step Equations 0

Class Summary

This report shows aggregate information from the collective class's Skillometer database and each student's current position within the curriculum, including how many units each student has left to complete before mastering a skill.



Class Summary Report

File

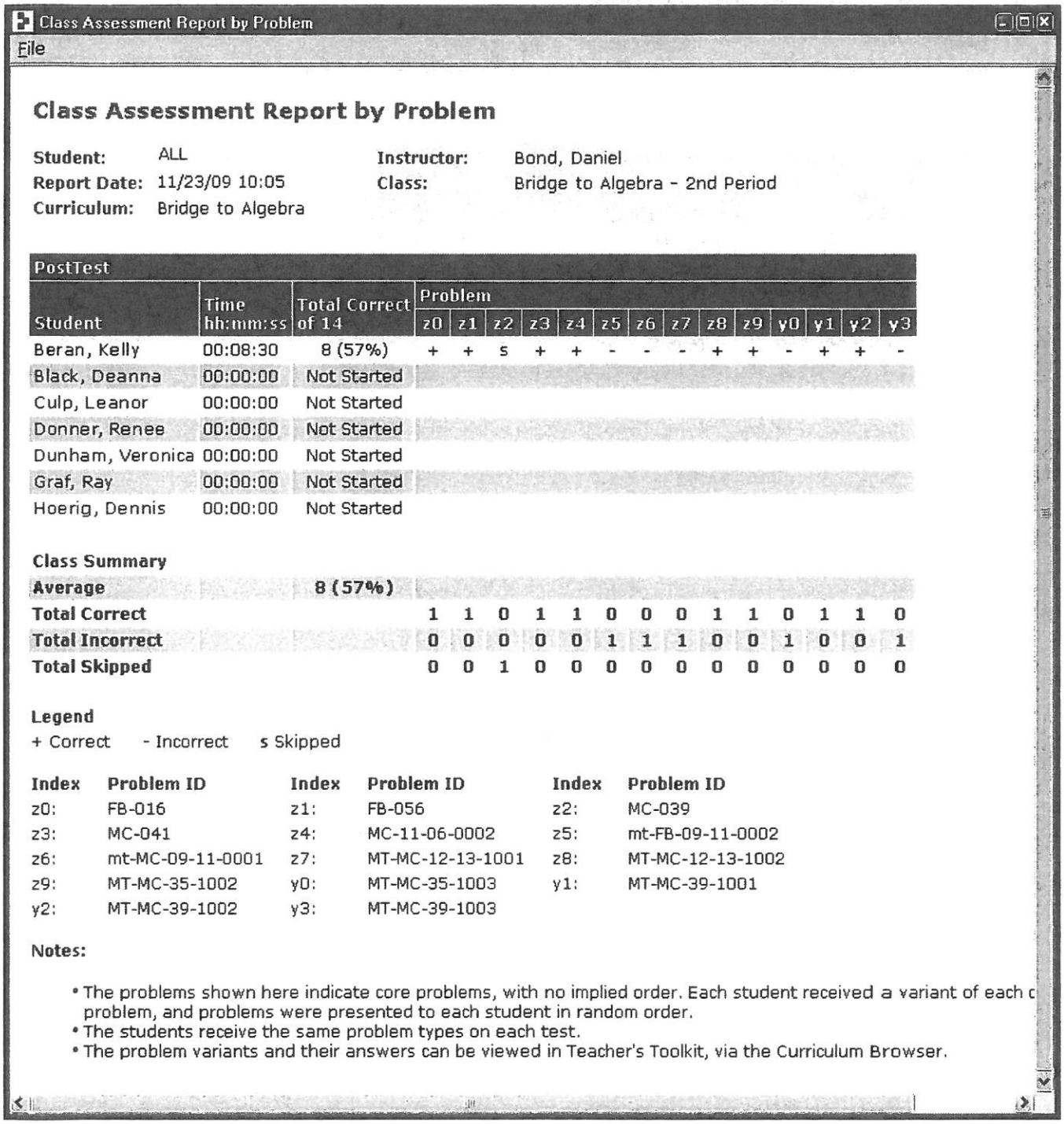
Class Summary Progress Report

Student: ALL
Report Date: 11/23/09 09:35
Status: ALL
Curriculum: Bridge to Algebra

Instructor: Bond, Daniel
Class: Bridge to Algebra - 2nd Period
Status: ACTIVE

Student	Unit - Section	Unit Progress (of 44)
Beran, Kelly	9 - 3	
Black, Deanna	9 - 3	
Culp, Leanor	11 - 1	
Donner, Renee	11 - 3	
Dunham, Veronica	10 - 3	
Graf, Ray	11 - 3	
Hoerig, Dennis	4 - 1	
Johnson, Gabe	10 - 3	
Kerr, Erica	13 - 1	
McGovern, Curt	5 - 1	
Meyers, Sarah	11 - 1	
Ortega, Micah	13 - 1	
Santos, Edward	10 - 3	
Verdecchio, Brad	9 - 3	
York, Natasha	8 - 3	

Class Assessment Report by Problem/Class Assessment Report by Topic
These two reports allow a teacher to view a class summary for each core problem in the lesson, and to see students' strengths and weaknesses by math topic.



Class Assessment Report by Problem

File

Class Assessment Report by Problem

Student: ALL
Report Date: 11/23/09 10:05
Curriculum: Bridge to Algebra
Instructor: Bond, Daniel
Class: Bridge to Algebra - 2nd Period

PostTest

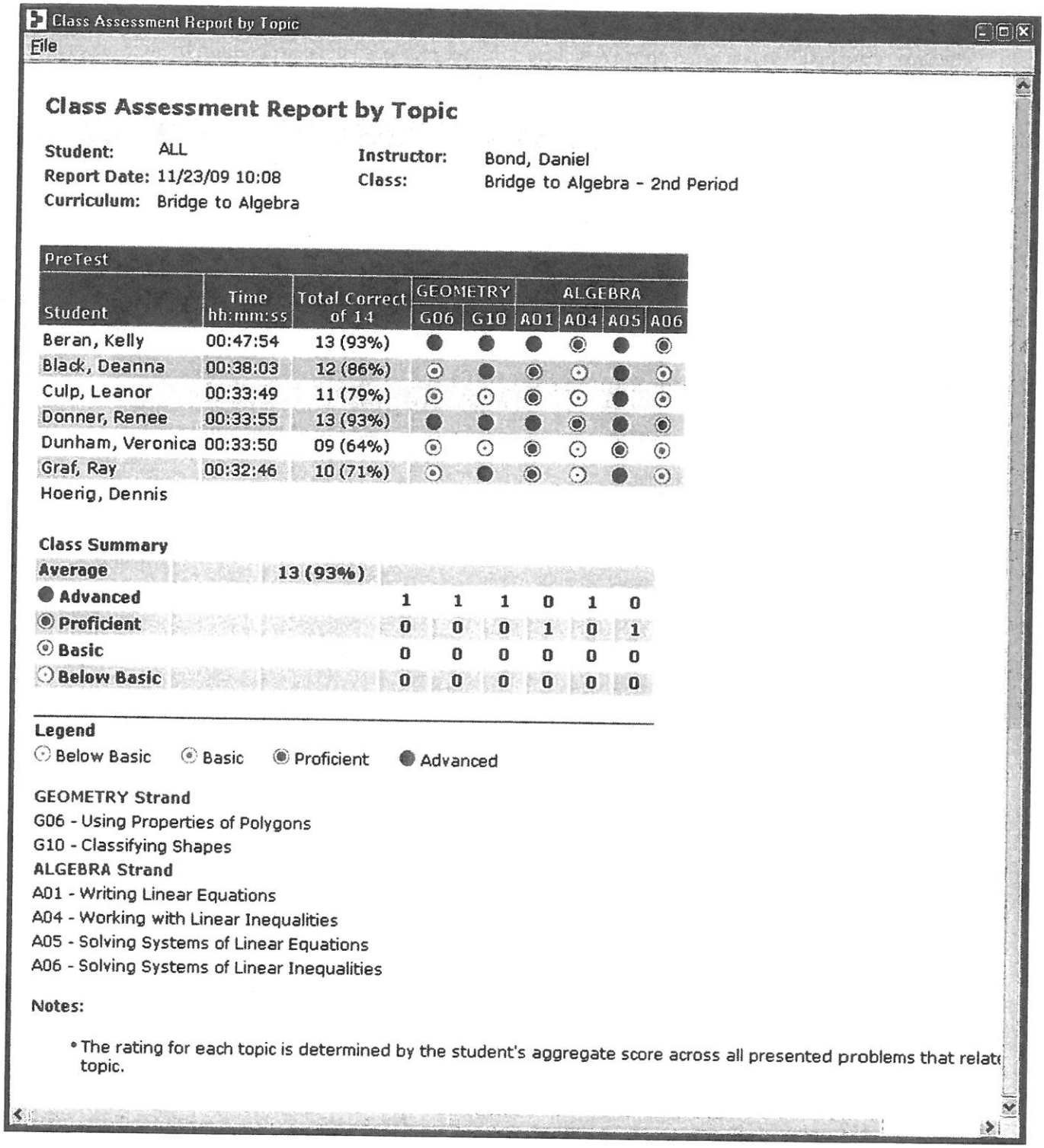
Student	Time hh:mm:ss	Total Correct of 14	Problem z0	z1	z2	z3	z4	z5	z6	z7	z8	z9	y0	y1	y2	y3
Beran, Kelly	00:08:30	8 (57%)	+	+	s	+	+	-	-	-	+	+	-	+	+	-
Black, Deanna	00:00:00	Not Started														
Culp, Leanor	00:00:00	Not Started														
Donner, Renee	00:00:00	Not Started														
Dunham, Veronica	00:00:00	Not Started														
Graf, Ray	00:00:00	Not Started														
Hoerig, Dennis	00:00:00	Not Started														
Class Summary																
Average		8 (57%)														
Total Correct			1	1	0	1	1	0	0	0	1	1	0	1	1	0
Total Incorrect			0	0	0	0	0	1	1	1	0	0	1	0	0	1
Total Skipped			0	0	1	0	0	0	0	0	0	0	0	0	0	0

Legend
+ Correct - Incorrect s Skipped

Index	Problem ID	Index	Problem ID	Index	Problem ID
z0:	FB-016	z1:	FB-056	z2:	MC-039
z3:	MC-041	z4:	MC-11-06-0002	z5:	mt-FB-09-11-0002
z6:	mt-MC-09-11-0001	z7:	MT-MC-12-13-1001	z8:	MT-MC-12-13-1002
z9:	MT-MC-35-1002	y0:	MT-MC-35-1003	y1:	MT-MC-39-1001
y2:	MT-MC-39-1002	y3:	MT-MC-39-1003		

Notes:

- The problems shown here indicate core problems, with no implied order. Each student received a variant of each c problem, and problems were presented to each student in random order.
- The students receive the same problem types on each test.
- The problem variants and their answers can be viewed in Teacher's Toolkit, via the Curriculum Browser.



Class Assessment Report by Topic

File

Class Assessment Report by Topic

Student: ALL
Report Date: 11/23/09 10:08
Curriculum: Bridge to Algebra

Instructor: Bond, Daniel
Class: Bridge to Algebra - 2nd Period

PreTest

Student	Time hh:mm:ss	Total Correct of 14	GEOMETRY		ALGEBRA			
			G06	G10	A01	A04	A05	A06
Beran, Kelly	00:47:54	13 (93%)	●	●	●	◉	●	◉
Black, Deanna	00:38:03	12 (86%)	⊙	●	◉	⊙	●	⊙
Culp, Leanor	00:33:49	11 (79%)	◉	⊙	◉	⊙	●	⊙
Donner, Renee	00:33:55	13 (93%)	●	●	●	◉	●	◉
Dunham, Veronica	00:33:50	09 (64%)	⊙	⊙	◉	⊙	◉	⊙
Graf, Ray	00:32:46	10 (71%)	⊙	●	◉	⊙	●	⊙
Hoerig, Dennis								

Class Summary

Average	**13 (93%)**					
● **Advanced**	**1**	**1**	**1**	**0**	**1**	**0**
◉ **Proficient**	**0**	**0**	**0**	**1**	**0**	**1**
⊙ **Basic**	**0**	**0**	**0**	**0**	**0**	**0**
⊙ **Below Basic**	**0**	**0**	**0**	**0**	**0**	**0**

Legend

⊙ Below Basic ◉ Basic ◉ Proficient ● Advanced

GEOMETRY Strand
G06 - Using Properties of Polygons
G10 - Classifying Shapes
ALGEBRA Strand
A01 - Writing Linear Equations
A04 - Working with Linear Inequalities
A05 - Solving Systems of Linear Equations
A06 - Solving Systems of Linear Inequalities

Notes:

- The rating for each topic is determined by the student's aggregate score across all presented problems that relat topic.

Class Skills Alert Report

This report shows skills that are more difficult for the class to master, and helps to diagnose the scope of the skills gap.

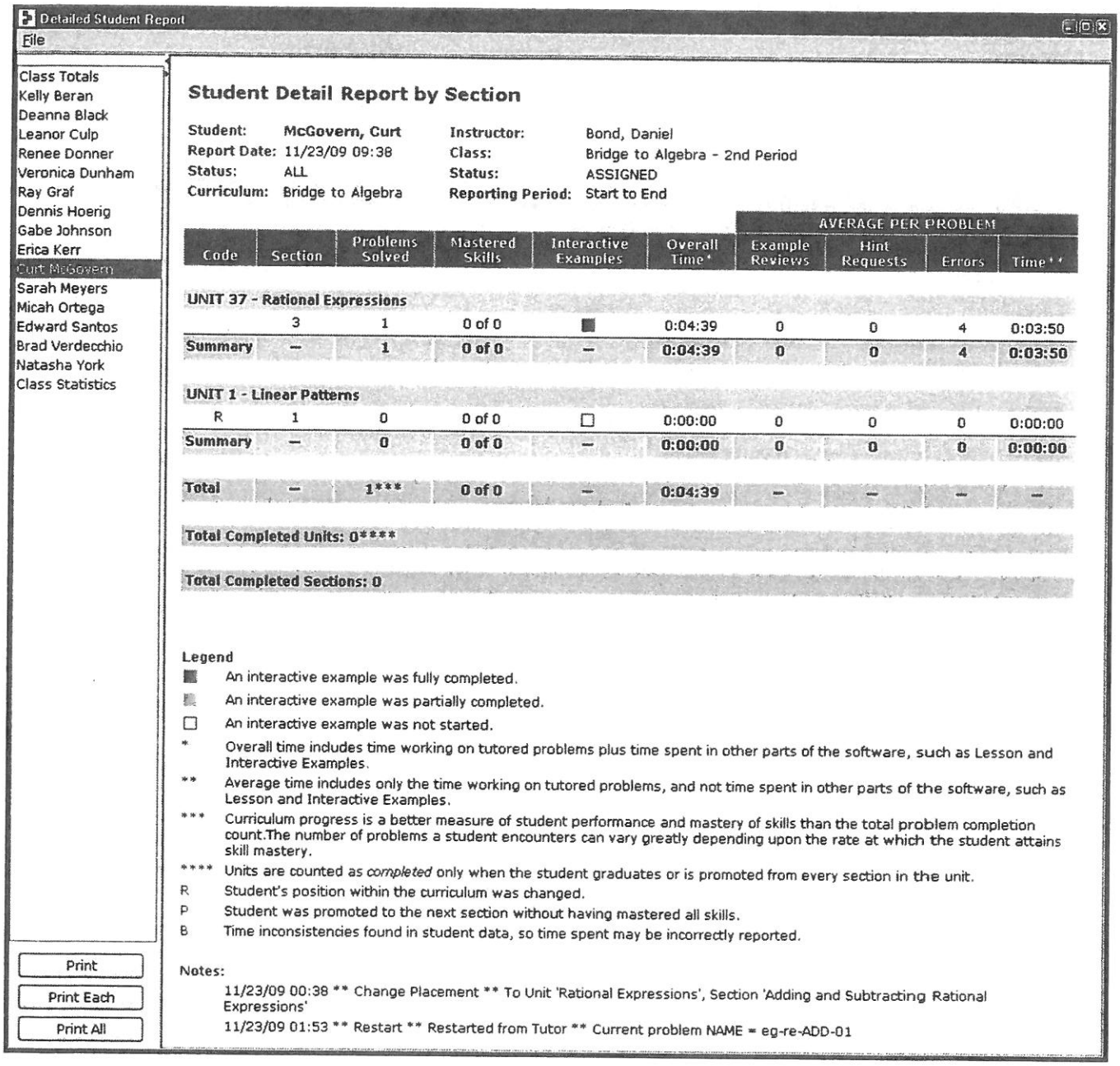
Class Skills Alert Report

Student:	ALL	**Instructor:**	Bond, Daniel
Report Date:	10/29/09 10:31	**Class:**	Bridge to Algebra - 2nd Period
Curriculum:	Bridge to Algebra		

Unit 2 - Picture Algebra	Last Name, First Name	Skill Level	% Mastered	
Section 2 - Using Picture Algebra with Addition				
Skill - Identify larger quantity in addition problem.			14/15	93%
	Graf, Ray	71		
Skill - Label calculated smaller quantity in picture.			13/15	87%
	Hoerig, Dennis	52		
	Meyers, Sarah	37 *		
Skill -Label calculated total in picture of addition problem.			13/15	87%
	Hoerig, Dennis	90		
	Meyers, Sarah	94		
Section 3 - Using Picture Algebra with Subtraction				
Skill - Label calculated smaller quantity in picture.			11/13	85%
	McGovern, Curt	64		
	Meyers, Sarah	90		
Skill -Label calculated total in picture of subtraction problem.			11/13	85%
	Meyers, Sarah	93		
	Verdecchio, Brad	92		
Section 1 - Using Picture Algebra with Multiplication				
Skill - Label calculated larger quantity in picture.			11/13	85%
	McGovern, Curt	91		

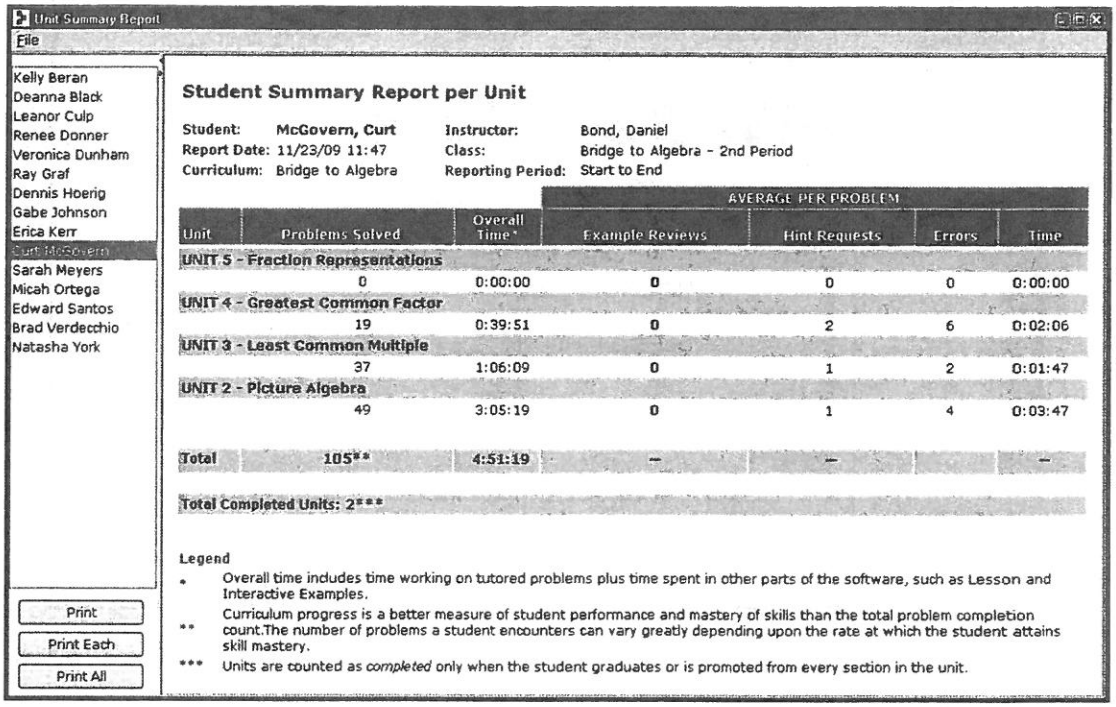
Student Reports
Student Detailed Report

This report displays summary information for each student, e.g., number of problems solved, average time each student spent solving a problem, and the average number of requests for help for each problem. The following screen display shows the detailed report for a student, by section.



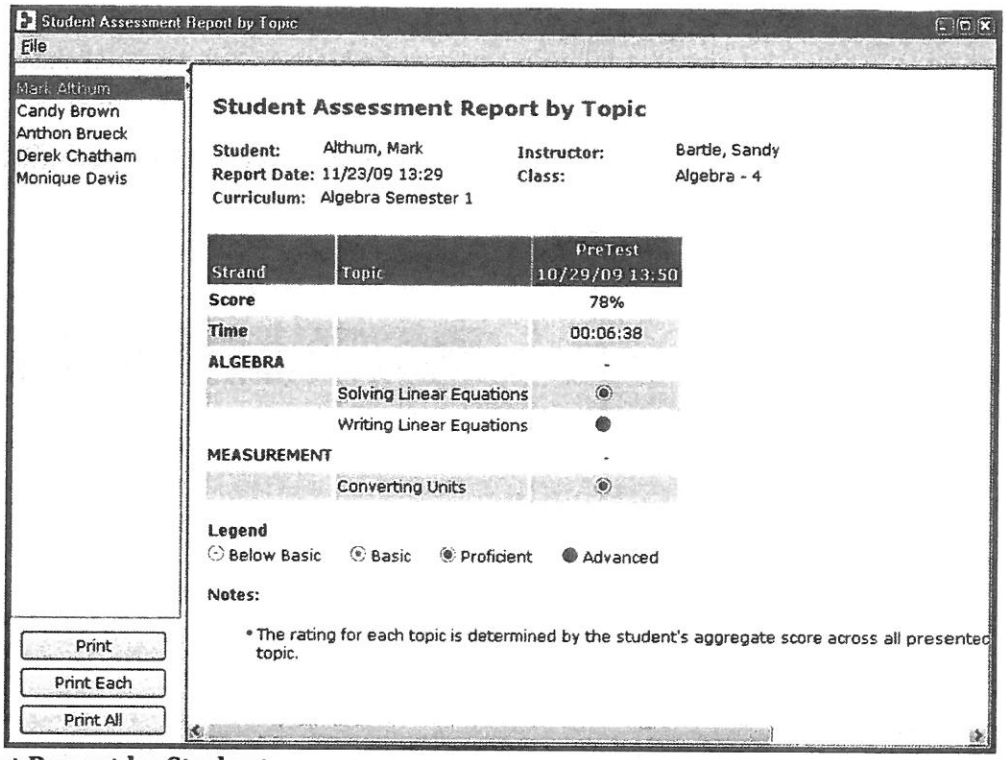
Student Report by Unit/Problem

Calling up this view will show a teacher how a student performed on each unit in the assessment, including the number of problems solved, skills mastered, and time spent on each problem.



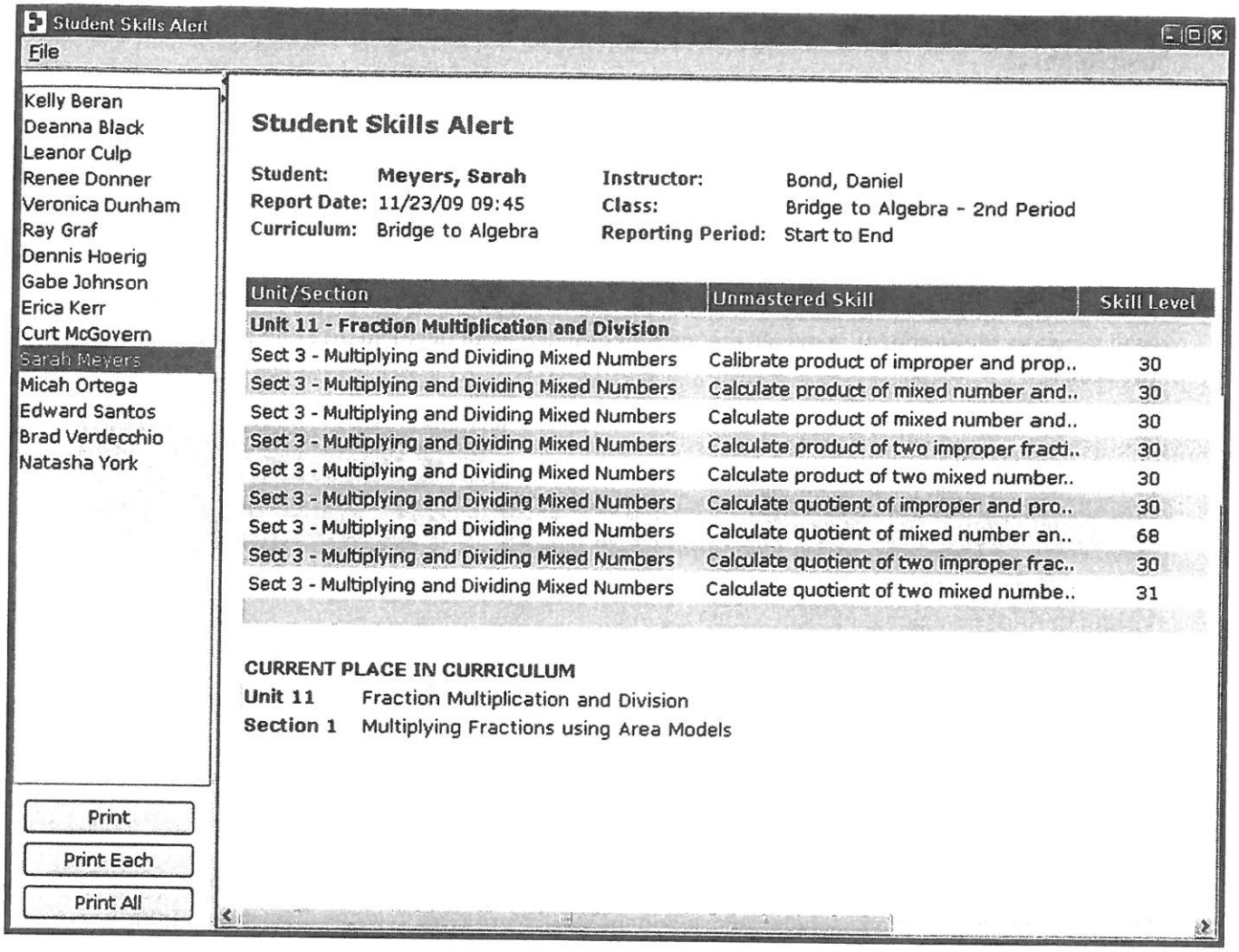
Student Report by Topic

Selecting this view provides a summary of a student's strengths and weaknesses by mathematics topic.



Skills Alert Report by Student

This report shows skills that are more difficult for individual students and/or the class to master and indicates a need for further work.


Student Skills Alert
File
Kelly Beran
Deanna Black
Leanor Culp
Renee Donner
Veronica Dunham
Ray Graf
Dennis Hoerig
Gabe Johnson
Erica Kerr
Curt McGovern
Sarah Meyers
Micah Ortega
Edward Santos
Brad Verdecchio
Natasha York
Print
Print Each
Print All
Student Skills Alert
Student: Meyers, Sarah
Report Date: 11/23/09 09:45
Curriculum: Bridge to Algebra
Instructor: Bond, Daniel
Class: Bridge to Algebra - 2nd Period
Reporting Period: Start to End
Unit/Section
Unmastered Skill
Skill Level
Unit 11 - Fraction Multiplication and Division
Sect 3 - Multiplying and Dividing Mixed Numbers
Calibrate product of improper and prop..
30
Sect 3 - Multiplying and Dividing Mixed Numbers
Calculate product of mixed number and..
30
Sect 3 - Multiplying and Dividing Mixed Numbers
Calculate product of mixed number and..
30
Sect 3 - Multiplying and Dividing Mixed Numbers
Calculate product of two improper fracti..
30
Sect 3 - Multiplying and Dividing Mixed Numbers
Calculate product of two mixed number..
30
Sect 3 - Multiplying and Dividing Mixed Numbers
Calculate quotient of improper and pro..
30
Sect 3 - Multiplying and Dividing Mixed Numbers
Calculate quotient of mixed number an..
68
Sect 3 - Multiplying and Dividing Mixed Numbers
Calculate quotient of two improper frac..
30
Sect 3 - Multiplying and Dividing Mixed Numbers
Calculate quotient of two mixed numbe..
31
CURRENT PLACE IN CURRICULUM
Unit 11 Fraction Multiplication and Division
Section 1 Multiplying Fractions using Area Models

District and School Administrator Reports
School Report
The School Report shows summarized software usage at a building level including class and instructor breakdowns to better classify and measure usage and performance within a school. Additional detail including average number of errors and hints per problem are included to assist in measuring progress within classes and by teachers. The School Report can be run across all mathematics curricula and instructors within a school or by choosing specific instructors and curricula.

A summary of totals for the schools is also included in the report to give the user an idea of the overall usage at the school. It provides the most detailed view of performance and progress within the school.

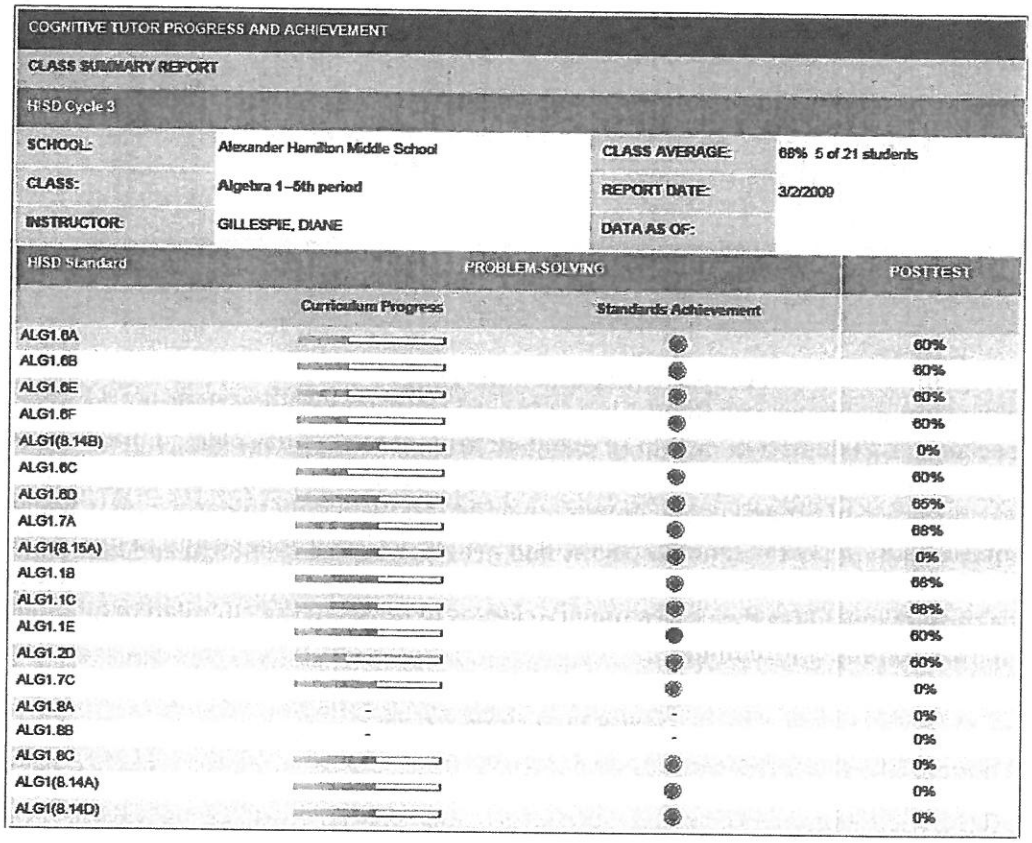
			AVERAGES (per student)			
School	Total Time (hrs)	Active Students	Time (hrs)	Units	Sections	Problems
/Garden Park Public Schools						
Garden Park Community School	2377.33	155	15.34	6.43	20.75	277.12
Garden Park High School	697.08	66	10.56	3.95	11.35	144.17
Garden Park Middle School	166.62	14	11.90	2.07	6.64	125.57
Total	**3241.03**	**235**	**13.79**	**5.48**	**17.27**	**230.75**

Class Report
For each school, this report displays curricula, instructor, or class detail in addition to the same student information as the school report, and includes per problem average errors and hints.

							Averages (mean) (per student)				Averages (mean) (per problem)	
School	Curricula	Instructor	Period	Section	Total time (hrs)	active students	time (hrs)	units	sections	problems	errors	hints
/Green Valley Public Schools												
Green Valley High School	Inter Alg Chapter 1	Joe Smith	4th Hour - T1	Interactive Algebra A	23.26	11	2.11	2.45	3.64	27.55	4.19	0.73
		Joe Smith	Test	Test	0.03	1	0.03	1.00	1.00	6.00	0.33	0.00
		Joe Smith	5th Hour - T1	Interactive Algebra A	27.13	15	1.81	2.27	3.20	23.20	3.87	0.92
Green Valley Middle School	Bridge to Algebra	Fred White	5	Math tutor	382.68	15	25.51	12.80	46.00	519.80	3.72	0.74
		Fred White	6		294.14	17	17.30	10.94	37.82	419.76	3.53	0.73
		Fred White	7		295.37	15	19.69	10.73	37.33	387.93	4.00	0.78
Total					**1022.61**	**74**	**13.82**	**8.12**	**26.78**	**289.31**	**3.74**	**0.75**

District report

This report shows summarized software usage information across schools within a district. This information includes the total time spent on the software at the school, number of active students, average time per student as well as average progress per student in units, sections and number of problems. A summary of totals for all schools is also included in the report to give the user an idea of the overall usage for all sites using the software within the school district. It provides a high level (10,000 feet) view of performance and progress at the individual schools. The following custom report was aligned to a Texas school district's standards, and includes progress within the curriculum and post-test scores.



COGNITIVE TUTOR PROGRESS AND ACHIEVEMENT

CLASS SUMMARY REPORT

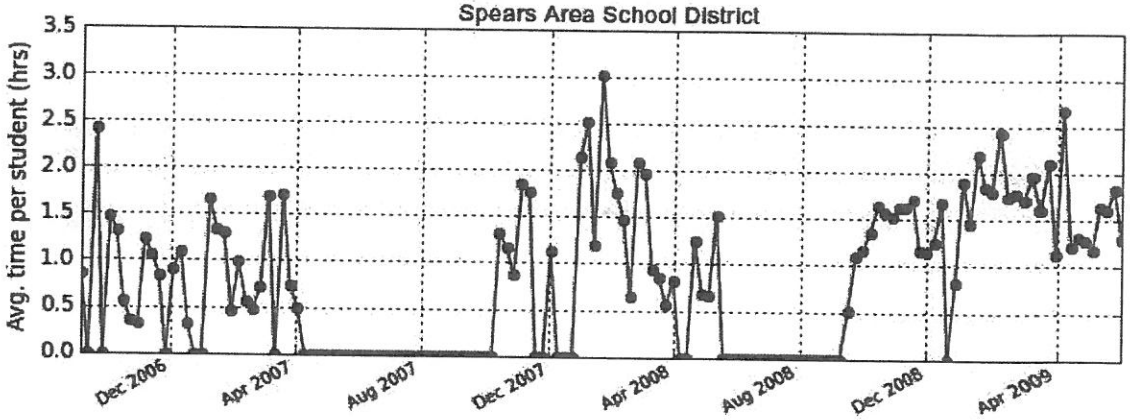
HISD Cycle 3

SCHOOL:	Alexander Hamilton Middle School	CLASS AVERAGE:	68% 5 of 21 students
CLASS:	Algebra 1–6th period	REPORT DATE:	3/2/2009
INSTRUCTOR:	GILLESPIE, DIANE	DATA AS OF:	

HISD Standard	PROBLEM-SOLVING		POSTTEST
	Curriculum Progress	Standards Achievement	
ALG1.6A			60%
ALG1.6B			60%
ALG1.6E			60%
ALG1.6F			60%
ALG1(8.14B)			0%
ALG1.6C			60%
ALG1.6D			65%
ALG1.7A			68%
ALG1(8.15A)			0%
ALG1.1B			68%
ALG1.1C			68%
ALG1.1E			60%
ALG1.2D			60%
ALG1.7C			0%
ALG1.8A	-	-	0%
ALG1.8B	-	-	0%
ALG1.6C			0%
ALG1(8.14A)			0%
ALG1(8.14D)			0%

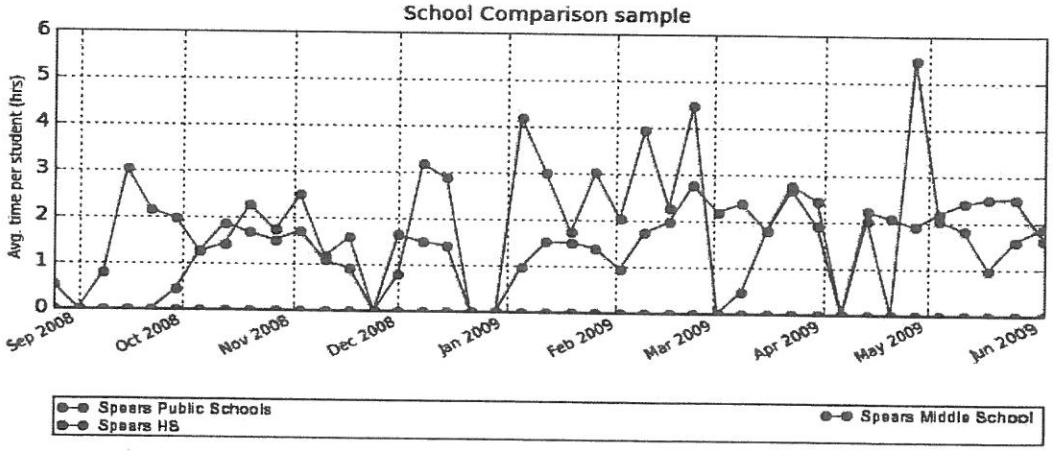
Trend Report

This report is a graphical representation of software usage across the district(s)/school(s) selected. It is broken down by the selected interval (i.e., month or quarter) with average usage for students across those intervals. Designed to demonstrate the software usage trends over a period of time, the Trend Report gauges how often and/or how widely the program is being used.



District Comparison Report/Unit Comparison Report

The Organizational Comparison Report is a graphical representation of the average usage of the software across each district or school selected. Broken down by the selected interval, the results are plotted on the graph for easy comparison across sites. This report demonstrates software usage trends over a period of time to gauge how often and/or how widely the program is being used. The Unit Comparison Report is school-specific and provides both a graphical and detailed view of the usage across all units of a chosen curriculum for a specified school, broken down by class. It provides a quick view for the user to compare classes in terms of the cumulative amount of time spent in the various software units.



EVALUATION OF TEXTBOOK EXHIBIT **4511-E**

NAME(S) OF EVALUATOR(S): Hether Gillette, Nancy Simons, Julie Stratton, Anthony Bo, Nicole Cowen

SUBJECT: ~~Algebra~~ Math GRADE: 9 LEVEL: Algebra I

TEXTBOOK TITLE: Algebra I

AUTHORS: McGraw Hill EDITION: Common Core Edition

PUBLISHING CO.: McGraw Hill COPYRIGHT DATE: ~~2013~~ 2014

COST PER BOOK: NO. OF BOOKS REQUIRED:

I. METHODS OF EVALUATING (Yes or No Response or NA - Not Appropriate) (3 out of 5 must be employed)

yes 1. SELECTION CRITERIA – Identify and document the prioritized criteria used in the selection process (Attach summary)
- *Departments, grade levels and/ or district committees should come to consensus on the selection criteria that will be used as textbooks or programs are analyzed.*
- *The selection criteria would be from the teacher's perspective and in addition to the district criteria outlined in 4511-R.*
- *There should be documentation that reflects how the recommended text meets the identified criteria.*

yes 2. Was a TOPIC COMPARISON employed with this text and others?
A textbook evaluation strategy which scientifically compares the exact same textbook elements (topic, skill, table of contents, glossary) in all textbook submissions.

yes 3. Was a CONCEPT TRACE conducted with this textbook?
A textbook evaluation strategy which isolates the same concept, skill or topic in all textbook submissions, and determines if the assessment or questions in the text actually measure what the instruction, content or practice present.

NA 4. Was a VERTICAL TRACE done with this book as part of a series?
A textbook evaluation strategy which determines how a skill, topic, strand, or concept is vertically developed through a textbook series.

NO 5. Was a "KID RATING" employed with this text (grades 6-12)? (Attach summary)

II. A LOOK AT THE TOTAL BOOK
(Use a scale of 1 - 5 - 1 low, 5 high)

5 1. Is the content as up to date as possible and relevant to your students?

5 2. Does the book contain helpful organizational features such as:

☑ Table of contents ☑ Index
☑ Glossary ☐ Appendices
☑ Other (specify:) Solutions

3 3. Is the book logically and clearly organized?

III. LOOK AT EACH CHAPTER (1 - 5 RATING)

4 1. Is a helpful introduction provided for each chapter or most chapters?

2 2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned?

4 3. Is there a clearly recognizable pattern for each chapter?

3 4. Is the organizational pattern signaled by:

☑ Headings ☑ Bold print

☐ Transition words ☑ Italics

☐ Other (specify:)

2 5. Do questions encourage thoughtful responses? Is critical thinking encouraged?

3 6. Does the text suggest activities for students to practice using new concepts or procedures?

1 7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?

3 8. Are there summaries that clarify?

4 9. Does the text match curriculum goals and objectives?

IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)

_____ 1. Does the textbook use clear, readable language? (The DRP is .)

5 2. Is the level of vocabulary appropriate for the background of your students? (Challenging is better than too low!)

5 3. Does the text introduce new vocabulary or terminology using direct definitions and/or examples?

5 4. Is the level of sentence complexity appropriate for your students?

3 5. Does the text stick to the topic and avoid irrelevant details?

3 6. Does the text relate content to students' lives?

5 7. Does the text provide positive models for both sexes and for different ethnic or cultural groups?

_____ 8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).

V. SUMMARY OF WEAKNESS AND STRENGTHS

1. What are the chief weaknesses of this text?

very visually busy, very distracting
hard cover
not applicable to 1 year adoption

2. What are the major strengths of this text?

aligned to the common core

Approved; July 1, 2001
Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007

Tony Bo, Nicole Coursen

EVALUATION OF TEXTBOOK EXHIBIT **4511-E**

NAME(S) OF EVALUATOR(S): Nancy Simons, Julie Stratton, Heather Gillette,

SUBJECT: Algebra I GRADE: 9 LEVEL: Algebra IR

TEXTBOOK TITLE: NY Coach Algebra I

AUTHORS: EDITION: 1

PUBLISHING CO.: triumph learning COPYRIGHT DATE: 2014

COST PER BOOK: $14.99 NO. OF BOOKS REQUIRED:

I. METHODS OF EVALUATING (Yes or No Response or NA - Not Appropriate) (3 out of 5 must be employed)

Yes 1. SELECTION CRITERIA – Identify and document the prioritized criteria used in the selection process (Attach summary)

- *Departments, grade levels and/ or district committees should come to consensus on the selection criteria that will be used as textbooks or programs are analyzed.*
- *The selection criteria would be from the teacher's perspective and in addition to the district criteria outlined in 4511-R.*
- *There should be documentation that reflects how the recommended text meets the identified criteria.*

Yes 2. Was a TOPIC COMPARISON employed with this text and others?
A textbook evaluation strategy which scientifically compares the exact same textbook elements (topic, skill, table of contents, glossary) in all textbook submissions.

Yes 3. Was a CONCEPT TRACE conducted with this textbook?
A textbook evaluation strategy which isolates the same concept, skill or topic in all textbook submissions, and determines if the assessment or questions in the text actually measure what the instruction, content or practice present.

NA 4. Was a VERTICAL TRACE done with this book as part of a series?
A textbook evaluation strategy which determines how a skill, topic, strand, or concept is vertically developed through a textbook series.

No 5. Was a "KID RATING" employed with this text (grades 6-12)? (Attach summary)

II. A LOOK AT THE TOTAL BOOK
(Use a scale of 1 - 5 - 1 low, 5 high)

5 1. Is the content as up to date as possible and relevant to your students?

2 2. Does the book contain helpful organizational features such as:

- ☑ Table of contents
- ☐ Index
- ☑ Glossary
- ☐ Appendices
- ☐ Other (specify:)

4 3. Is the book logically and clearly organized?

III. LOOK AT EACH CHAPTER (1 - 5 RATING)

1 1. Is a helpful introduction provided for each chapter or most chapters?

3 2. Is sufficient background knowledge provided for each chapter or most chapters so that students can link new knowledge with information previously learned?

5 3. Is there a clearly recognizable pattern for each chapter?

2 4. Is the organizational pattern signaled by:

- [x] Headings
- [x] Bold print
- [ ] Transition words
- [ ] Italics
- [ ] Other (specify:)

4 5. Do questions encourage thoughtful responses? Is critical thinking encouraged?

2 6. Does the text suggest activities for students to practice using new concepts or procedures?

4 7. Do the pictures, graphic aids, charts or graphs clearly relate to the important concepts/ideas of the chapter and promote visual literacy?

1 8. Are there summaries that clarify?

4 9. Does the text match curriculum goals and objectives?

IV. EXAMINE THE WAY THE BOOK IS WRITTEN (1 - 5 Responses)

_____ 1. Does the textbook use clear, readable language? (The DRP is .)

4 2. Is the level of vocabulary appropriate for the background of your students? (Challenging is better than too low!)

2 3. Does the text introduce new vocabulary or terminology using direct definitions and/or examples?

4 4. Is the level of sentence complexity appropriate for your students?

5 5. Does the text stick to the topic and avoid irrelevant details?

4 6. Does the text relate content to students' lives?

MA 7. Does the text provide positive models for both sexes and for different ethnic or cultural groups?

_____ 8. Does it provide materials in alternative formats? (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including, but not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format).

V. SUMMARY OF WEAKNESS AND STRENGTHS

1. What are the chief weaknesses of this text?
   - More of a supplemental text rather than initial instruction

2. What are the major strengths of this text?
   - aligned to Common Core

Approved; July 1, 2001
Revised and Approved by Administrative Council: Feb. 20, 2003; Sept. 13, 2007