

**The Council of Chief State School Officers and  
The National Governors Association Center for Best Practices**

**Common Core Standards  
Memorandum of Agreement**

**Purpose.** This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

**Background.** Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

**Benefits to States.** The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and “end-of-high-school” expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

**Process and Structure**

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

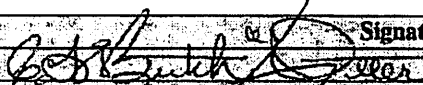

- Fewer, clearer, and higher, to best drive effective policy and practice;
  - Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
  - Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21<sup>st</sup> century;
  - Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
  - Research and evidence-based.
- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.
- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.
- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.
- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.
- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

**Agreement.** The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

	Signatures
Governor:	
Chief State School Officer:	



P.O. Box 83720  
Boise, ID 83720-0027

**STATE OF IDAHO**  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
**Mr. Tom Luna**

Phone (208) 332-6815  
Fax (208) 334-2228

August 8, 2013

Dear Governor C.L. "Butch" Otter, Chairman John Goedde and Chairman Reed DeMordaunt:

In recent months, the Idaho State Department of Education has fielded many questions related to data collection in education. As the state moves toward higher academic standards in mathematics and English language arts, some have tried to make a connection between our transition to these new standards and data collection. We all know this is not the case. The two are completely unrelated. However, many individuals have raised concerns about data collection that are valid and should be taken seriously.

As State Superintendent, a father, a grandfather, and a strong conservative, I believe we must always remain vigilant in how we protect and maintain the data we collect in our public education system. Data is a necessary part of any organization or industry to ensure we can track progress and make the best possible decisions at the state and local levels. The fact is, without quality data, we can never truly have accountability. At the same time, we must make sure that any and all data collected on students and their families remains safe and secure. I believe we have laws in place in Idaho today that are working to protect every student, but the revelation in recent months regarding the National Security Agency and its monitoring of phone data should give every U.S. citizen pause. It certainly has given me pause.

Therefore, I have strongly encouraged a robust discussion about data collection and its safety and security at the state level. I supported a resolution at the Idaho Republican Party State Central Committee meeting in June for the state to reject the collection of personal student data for any non-educational purpose and to institute safeguards that prevent the federal government from acquiring data on individual Idaho students and their families. To this end, I plan to do everything in my authority as State Superintendent to make the tenets of this resolution a reality.

While the State Board of Education is working to update its data collection policies, I believe we should examine a stronger approach either through an executive order or through legislation. An executive order is immediate action the Governor can take to establish a firewall to ensure that no personally identifiable data on students (with the exception of information required for the Migrant Student Database) and/or their families' religion, political party affiliation, biometric information, psychometric data and/or voting history shall be collected, tracked, housed, reported or shared with the federal government.

In the longer-term, we could also run similar language as legislation in a bill during the 2014 Legislative Session to codify this firewall between the state and the federal government. This would ensure that not now nor at any time in the future could the state, a local school district or public charter school legally disclose individual, student-level data to the federal government.

I stand in strong support of both courses of action, and I will be the first to introduce legislation in 2014, if necessary. I look forward to working with you to make these stronger protections a reality because I believe this will not only further protect the students of Idaho, but it will further reinforce Idaho's sovereignty as a state.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Luna", with a long horizontal flourish extending to the right.

Tom Luna  
Superintendent of Public Instruction

cc: State Board of Education members



## STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720  
BOISE, IDAHO 83720-0027

TOM LUNA  
STATE SUPERINTENDENT  
PUBLIC INSTRUCTION

November 8, 2013

### **Idaho Core Standards, State Testing, and Student Data Privacy**

When Idaho voluntarily chose to adopt the Common Core State Standards as Idaho's Core Standards, it did not change anything related to data systems, data collection, or data privacy. Idaho has a statewide longitudinal data system that is completely separate from academic standards. In fact, Idaho deployed its statewide longitudinal data system in 2009, two years before the state chose to adopt the new Idaho Core Standards. The data collected through this system is governed by federal and state laws, and the data is protected by laws such as FERPA and the Idaho public records law.

In 33 CFR 99.30 of FERPA, it says an educational agency cannot disclose any personally identifiable information without the consent of a parent or eligible student. Therefore, neither the state nor a local school district or any other educational entity can disclose personally identifiable information about students. Superintendent Luna also is working with legislators to pass legislation at the state level that addresses recent concerns about data collection and ensures student-level data is protected now and in the future at the state level.

Idaho has joined 24 other states and territories in a consortium called the Smarter Balanced Assessment Consortium to develop assessments aligned to the new Idaho Core Standards. The testing vendors that Idaho is working with to administer the Smarter Balanced field test in Spring 2014 and to administer the operational tests in Spring 2015 and beyond do not require any additional data than what the state's previous testing vendor required to administer the ISAT. In fact, the state of Idaho just confirmed with the Smarter Balanced Assessment Consortium a new initial policy that makes sure each individual state is in control of its own data and to ensure the consortium and associated vendors will never collect parent's names, student or parent social security numbers, parent or student addresses, parent or student medical information, or other similar personal information.

For more information about student data privacy related to the new assessment, contact Dr. TJ Bliss by phone (208-332-6842) or by email ([tjbliss@sde.idaho.gov](mailto:tjbliss@sde.idaho.gov))

Blackfoot School District

270 East Bridge Street

Blackfoot, ID 83221

Dear Parent,

In 2014 – 15 school year, Idaho will roll out new assessments in Mathematics and English Language Arts that are aligned to the new Idaho Core Standards. These new assessments will differ from the ISAT in several ways. The new test (SBAC) will include different question types-such as open-ended response, technology-enhanced items and performance tasks.

While the new test will not be officially administered to all students until spring 2015, all of Idaho's public schools will be participating in a field test this spring. This means your child will take the field tests in Math and English Language Arts in the spring of 2014.

Because this is a field test, similar to a pilot, no scores will be sent home for your child from the field test. To see different types of test questions that will be on the new assessments, go to

<https://sbacpt.tds.airast.org/student/> and click the "sign in" button or go to

<http://sampleitems.smarterbalanced.org/itempreview/sbac/ELA.htm>

**These are the standardized tests that will be given for the 2013-2014 school year.**

Test	Given at what grade levels.	How many times per year	When
IRI	K-3	3	September, January, May
IELA	K-12 Limited English Proficient (LEP) students only	1	February 9, 2014 – April 1, 2014 testing window
ISAT	10th, 11th, 12th who have not reached proficiency on ISAT	1 time for 10 <sup>th</sup> 2 times for 11-12	November 11, 2013 – December 13, 2013  April 1, 2014-May 16, 2014
ISAT Science	5, 7, 10	1	April 7, 2014- May 9, 2014
SAT	11	1	April 16, 2014
SBAC	3-11	1	April 1, 2014 – May 16, 2014

If you have any questions please contact your school principal.

Estimados padres ,

En 2014-15 año escolar , Idaho lanzará nuevas evaluaciones en matemáticas y artes del lenguaje inglés que están alineados con las nuevas normas fundamentales Idaho . Estas nuevas evaluaciones son diferentes del ISAT en varias maneras. La nueva prueba ( SBAC ) incluirá diferentes tipos de preguntas -como respuesta abierta , los elementos potenciados por la tecnología y las tareas de rendimiento.

La nueva prueba no será administrado oficialmente a todos los estudiantes hasta la primavera de 2015 , pero todas las escuelas públicas de Idaho va a participar en un programa piloto en la primavera. Esto significa que su hijo tomará las pruebas en Matemáticas e Inglés Lengua y Literatura en la primavera de 2014 .

Debido a que esto inicia como un programa piloto, los resultado no serán enviados a casa. Si gusten ver un ejemplo de las preguntas por favor visite el sitio del web:

<https://sbacpt.tds.airast.org/student/> y haga clic en "Sign In " botón o ir a

<http://sampleitems.smarterbalanced.org/itempreview/sbac/ELA.htm>

Estas son las pruebas estandarizadas que serán administrado este año.

Prueba	Grados/Niveles	Veces por año	Fechas
IRI	K-3	3	septiembre, enero, mayo
IELA	K-12 Estudiantes de ingles limitado(LEP)	1	febrero 9, 2014 – abril 1, 2014
ISAT	10th, 11th, 12th Que no han llegado a domino de los ISAT	Una vez para los del grado 10 <sup>th</sup> Dos veces para los de los grados 11- 12	noviembre 11, 2013 – Diciembre 13, 2013  abril 1, 2014- mayo 16, 2014
ISAT Ciencia	5, 7, 10	1	abril7, 2014- mayo 9, 2014
SAT	11	1	abril 16, 2014
SBAC	3-11	1	abril 1, 2014 – mayo 16, 2014

Si usted tiene alguna pregunta por favor comuníquese con el director de la escuela.



Dear Parent,

In 2014 – 15 school year, Idaho will roll out new assessments in Mathematics and English Language Arts. These new assessments were created by the National Center and State Collaborative. (NCSC) The new test was designed by special educators and assessment experts for students with significant cognitive disabilities.

While the new test will not be officially administered to all students until spring 2015, some of Idaho’s public schools will be participating in a field test this spring. This means your child will take the field tests in Math and English Language Arts in the spring of 2014.

Because this is a field test, similar to a pilot, no scores will be sent home for your child from the field test. For more information about NCSC, please visit the website at [www.ncscpartners.org](http://www.ncscpartners.org). Under the “Resources” tab, you will find “Resources for Parent.” There are frequently asked question about the NCSC assessment, and other helpful documents.

### NCSC Schedule

Test	Given at what grade levels.	Testing Window
NCSC Math	3-11	February 20 – March 27
NCSC English/Language Arts	3-11	March 11 – April 15

By participating in the pilot for NCSC, your child and his or her teacher will have an opportunity to work with a full range of test questions and to see a preview of the NCSC assessment. Your child’s participation is critical to improvements in the final NCSC assessment.

If you have any questions please contact your school principal.