

**Request for Proposal (RFP):
Using Formative Assessment Processes to Improve
Algebra and Secondary Math Preparedness and Performance**

Date: July 15, 2011

To: Superintendents of county offices of education

Superintendents of districts with at least two comprehensive high schools, and at least one high school and one middle school in deciles one through five on the Academic Performance Index (API)

Superintendents of high school districts with at least two comprehensive high schools and at least one high school in deciles one through five of the API

Superintendents of elementary and K-8 districts with at least one middle school in deciles one through five on the API

Principals of middle and high schools in deciles one through five on the API

From: California Academic Partnership Program (CAPP)

RE: Request for Proposal (RFP): Using Formative Assessment Processes to Improve Algebra and Secondary Math Preparedness and Performance

I. Purpose of Grant

This CAPP grant will support secondary schools in closing the achievement gap and improving algebra readiness by focusing on middle and high school and alignment of coursework and placement across grade levels to prepare students for success in Algebra the first time students take the course. CAPP provides these supports based on our experience that improving teaching practice is most likely to occur when teams of teachers work together to improve curriculum and instruction and school site leadership understands and supports this work.

CAPP expects schools receiving this grant to:

- Improve teachers' capacity to assess and address students' individualized needs through diagnostic and formative assessment processes including the use of the Math Diagnostic Testing Project (MDTP) (<http://mdtp.ucsd.edu>);
- Improve teachers' pedagogical and content knowledge in math;
- Improve principals'/site administrators' understanding and ability to support formative instruction that uses diagnostic and formative assessment processes;
- Improve articulation of coursework and placement between middle and high school;
- Develop practical and effective mathematics teaching methods and units/sequences that are aligned with the Common Core Standards, the recommendations of the National Mathematics Advisory Panel, and the Statement of Competencies in Mathematics Expected of Entering College Students;
- Increase utilization of teacher leadership and collaboration;
- Increase students' involvement in formative-assessment processes;
- Improve students' conceptual math knowledge and skills in middle grades;
- Improve the rate of students succeeding in Algebra the first time they take it;
- Improve students' preparedness for post-secondary math (e.g., Algebra II passage rates, success on the Early Assessment Program [EAP] math, and UC/CSU eligibility);
- Revise math placement procedures to improve access and equity; and
- Scale successful practices into additional schools.

The process proposed in this grant is to utilize collaborative dialogue among groups of teachers around diagnostic and formative mathematics assessment results. The Mathematics Diagnostic Testing Project (MDTP) will provide diagnostic tests and professional development to support the creation of a formative assessment process. Information about MDTP is available at <http://mdtp.ucsd.edu>. CAPP will work with participating districts and schools and MDTP to provide high-quality professional development that targets instruction based on assessment results. Teachers will identify strengths and weaknesses in students' knowledge and skills, and develop and incorporate strategies into their practice for addressing students' needs. Principals will participate in professional development around supporting teaching practice that uses formative assessment.

II. Who Is Eligible to Apply

Eligible participants include:

- Districts (or subdivisions within large districts) with a minimum of two comprehensive high schools;
- Partnerships between a high school district and its feeder elementary school district(s).
- The high school and middle school(s) included in the grant must have an API decile ranking between 1 and 5.
- Schools funded by the grant in a unified school district will include at least one comprehensive high school and one feeder middle school.
- CAPP will target districts that are committed to scaling these reforms to other district schools in the fourth year of the grant and can demonstrate this commitment by showing how they will leverage grant funds to do so.

Other eligibility criteria that CAPP will consider in its selection process are:

- Geographic distribution (north, central, south);
- Urban, suburban, and rural distribution;
- District size (small, medium, large); and
- Distribution across API decile rankings 1 through 5, including schools meeting growth targets and schools not meeting growth targets.

The CAPP Advisory Board, in making recommendations for funding to the Chancellor of the California State University, will ensure that as a cohort, the secondary schools recommended are representative of California high schools with an API ranking in deciles one through five.

It is anticipated that three partnerships of 3 schools each will receive planning grants and subsequent implementation grants.

III. What the Grant and CAPP Provide

- Funds to support a teacher leader at each site, and funds to support site teams/departments of math teachers as they address the requirements of this grant including implementing-and documenting a formative assessment process;
- Funds to support a district representative to facilitate cross-site collaboration and articulation, and to guide scaling activities;
- On-site sustained support from a CAPP Math Coach;
- Periodic professional development and support from a MDTP Consultant;

- Professional development for principals and other administrators to understand instruction using diagnostic and formative assessment processes and how to support teachers in improving their practice;
- Support from CAPP Project Director;
- Professional development workshops; cohort meetings and site visits.

IV. About CAPP

The California Academic Partnership Program (CAPP) is administered by the California State University system in cooperation with public education segments, including the University of California, Community Colleges Chancellors Office and the State Superintendent of Public Instruction. CAPP was created by the legislature in 1984 to develop “cooperative efforts to improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college” (California Education Code Section 11000). For more information on CAPP, visit the CAPP website at <http://www.calstate.edu/CAPP/>.

In the last decade, CAPP has funded projects focused on improving the high school curricula and support services for students in lower performing schools (deciles one through five on the API), with the goal of increasing the number of students eligible for college admission and prepared to do college-level work. CAPP has provided resources to schools to implement standards-based instruction and assessments in mathematics and English Language Arts, improve student performance on the California High School Exit Examination and other indices of student achievement, build professional learning communities and develop innovative instructional school leadership. CAPP also provides support to the intersegmental Math Diagnostic Testing Project (MDTP).

The focus of this new grant aligns with the goals of the California State University, the University of California and the California Community Colleges to improve access and success of students in postsecondary education. Improved preparation of high school students will help ensure students enter post-secondary institutions ready to succeed in college level work.

V. Statement of Need/Rationale for Grant

Taking and successfully completing Algebra correlate strongly with students’ high school graduation and post-secondary success. Schools across California continue to be challenged to ensure student success in Algebra. The state’s adoption of the California Common Core Standards and Grade 8 Options (Algebra 1 and 8th Grade Common Core) and the planned transition to assessments based on those standards, create a pivotal challenge and opportunity for math teachers, administrators and districts to engage in professional learning to deepen understanding and to strengthen skills in formative assessment.

A 2010 study by EdSource about California middle grade math placement and preparation indicates that Algebra I completion by eighth graders increased from 32% in 2003 to 57% in 2010. This increase was coupled with an increase in proficiency rates, particularly for students with limited prior access to the course. However, the report also found that many students repeat Algebra as ninth graders, even when they had taken the Algebra I CST in the eighth grade and performed well. Another study of Bay Area schools showed that almost 2/3 of students who completed eighth grade Algebra were placed in the same level of Algebra in the ninth grade, regardless of their success in the eighth grade course using multiple measures (e.g., grade of B- or better, proficient or advanced level on the CST Algebra test).

Schools in the EdSource study indicated that students' placement in the math sequence was with the intent of wide access to rigorous curriculum, but with less attention to the likelihood of success. Students are being placed in Algebra I courses in eighth grade, regardless of their level of preparation; this practice is even more common among schools serving mostly low-income students.

These studies both point to the complicating factor that providing students with increased access to Algebra, without the attendant preparation could lead to low achievement on tests, as well as influencing students' perceptions of self-efficacy, confidence in their math ability, and future choices in math coursework.

CAPP's Intent: This CAPP grant will support secondary schools in closing the achievement gap and improving algebra readiness by focusing on the transition years between middle and high school and alignment of coursework across grade levels to prepare students for success in Algebra. The strategy for improving instruction is to build teacher leadership and collaboration by using MDTP to guide professional development. It is CAPP's intent that participating schools and districts will have developed a scalable model and will expand this to additional schools.

Implementing a Process of Formative Assessment and Instructional Support: Much research has focused on external, accountability-driven measurement of student performance (NAEP, CST, etc.) Very little assessment research has focused on the internal processes of teaching and learning and the formative assessments that can provide teachers with immediate feedback they can use to alter instruction and provide individualized instruction. The National Mathematics Advisory Panel has as one of its key findings that: "Teachers' regular use of formative assessment improves their students' learning, especially if teachers have additional guidance on using the assessment to individualize instruction" (NMAP, 2008). Black and Wiliam found that "innovations that include strengthening the practice of formative assessment produce significant and often substantial learning gains," larger than those found for most educational interventions. Many of these studies also found that use of formative assessment tended to be most effective for "low achievers," thus bringing up the bottom of the distribution, and closing the achievement gap. Teachers need time to collaboratively develop formative assessments, plan and implement instruction, examine student results, and revise or adjust their teaching. Students also need to be involved in the formative assessment process, so that they know what they need to do to achieve their goals.

CAPP's Support for Improving Algebra Performance: This RFP provides districts and schools an opportunity to focus on algebra readiness and performance through:

- Use of diagnostic and formative assessments to identify what students know and do not know; and
- Collaborative professional development focused on the development and use of formative assessments and instructional practices to address any gaps and misunderstandings.

The RFP also gives districts an opportunity to incubate a process for developing and using formative assessments to improve instruction and then spread the process to other schools in the district.

VI. Grant Details

A. RFP Timeline/Deadlines/Workshops

RFP release: July 15, 2011

Statement of Interest due: August 19, 2011

RFP Informational Workshops:

August 23 (Sacramento) or August 25 (Long Beach)

Informational Webinar: August 29 at 10:00 a.m. – Noon (URL link forthcoming)

Check www.calstate.edu/capp for more information.

**Proposals due to CAPP (hard copy or email): September 30, 2011/by 5:00 p.m./
(Email submissions are strongly encouraged.)**

Email submissions to capp@calstate.edu

Notification of award: November 15, 2011

Planning grant begins: November 15, 2011

**Required initial meeting of participating school representatives: Early December
2011 TBD**

Implementation plan due: March 30, 2012

Implementation Plan approved by CAPP: May 15, 2012

Grant Cohort Institute: Summer 2012

CAPP will hold two in-person workshops, one in Sacramento and one in Long Beach, and will hold one webinar to respond to questions and outline elements and expectations of this grant program. Applicants are required to participate in one of these three sessions. Details can be accessed on the CAPP website: <http://www.calstate.edu/CAPP/>

B. Funding and Grant Terms

Initial planning year funds of \$10,000 will be awarded in November 2011. By March 30, 2012, planning grant recipients will submit their plans for two years of implementation. Grants of approximately \$150,000 will be awarded to the district grantees for the two implementation years. A sample grant agreement from the California State University Chancellor's Office is available at the CAPP website on the Grant Information page. Opportunities will be provided to re-apply or renew for an additional two years for the purpose of expanding to additional schools, dependent on available funding and annual evaluations and evidence of success.

The grant will require the active involvement of at least one high school principal, a feeder middle school principal, site teacher project leaders, all math teachers at each site, the superintendent, and a key district administrator who will support math professional development across the school sites. The grant will stay at the school site if there is principal turnover.

The funds are not intended for capital outlay. CAPP funds are intended to support human resource expenses needed to improve student achievement. Examples of allowable expenditures include:

- Release time for instructional coaching or curriculum leadership;
- Staff training developed and delivered by site personnel;
- Site-level summer or intersession institutes or workshops;
- Substitute costs for curriculum work during the school day;
- Extra duty pay for teachers working on common courses or in professional learning

- communities collaborating on site or with partner sites; and
- Activities that directly support student learning.

CAPP will provide and separately fund the following:

- At least ten days per year per school of on-site support by a CAPP Math Coach;
- Periodic training and support from a MDTP Consultant;
- Quarterly professional development sessions and site visits for grant cohort principals, district representatives and teacher leaders on formative and diagnostic assessment and how to support teachers in their practice;
- A network for the site teams, including teleconferences and ongoing Internet dialogue;
- Summer professional development institutes;
- Guidance and support of CAPP Project Director.

C. Reporting and Evaluation Requirements.

✓ At the end of each year, projects will submit an annual report to CAPP and the district superintendent. To help CAPP assess the program, the annual report will include:

- A description of activities at the school for the year;
- An assessment of the impact of the program on the school, teachers, and students;
- An expenditure report for the year (due by September 30 of each year); and
- A proposed work plan and budget for the next year.

✓ Each school will submit a portfolio of evidence of the work of the project. See the attached *Table of Expectations for Implementation*.

✓ Schools and districts will cooperate with and provide information to University of California Educational Evaluation Center (UCEC), the external evaluator for this project.

Improvement in Algebra readiness and performance will be assessed by CAPP, with district assistance, collecting and analyzing a range of data relevant to the goals of the project, as outlined in the Purpose of the Grant (p. 1).

D. Expectations for Implementation

The Table of Expectations on last page of this application displays the required activities, the expected outcomes, and funding for this grant.

E. Guidelines for Writing Proposal

Statement of Interest and RFP Informational Workshops. School and district partnerships interested in participating in this project should submit a Statement of Interest (Appendix I) by Friday, August 19, 2011 and attend one of the RFP informational workshops on August 23 or 25, 2011 or the webinar on August 29 from 10:00 a.m. – noon (URL will be posted soon). At the workshop, interested applicants will learn in greater detail about the grant's intent, goals and requirements; expectations for participants; services and support provided by CAPP and other experts; and specifics about completing the application.

Proposal. Districts, principals, and teachers should consider that the implementation grant has a number of specific requirements, including the following:

- Release time of a math teacher for one period at each school site to serve as Site Project Director in the 2nd year (after planning grant period) and substitutes and release time for work by project teachers (including articulation meetings across schools);
- Active participation by all middle school mathematics teachers, and by all high school teachers involved in Algebra I instruction;
- MDTP-related activities, including school site team, principal, District Project Coordinator participation in MDTP training workshops, administration of MDTP diagnostic assessments in multiple grades at least two times a year; purchase of MDTP assessment (\$1/student/year for online testing administration);
- Expansion to additional schools in district, beginning in the 3rd year of implementation (at least one additional feeder pattern);
- Professional Development led by CAPP Math Coach;
- Participation in collaborative activities by school teams, including ones focused on the Common Core;
- Agreement that the curriculum map as well as the scope and sequence, pacing guide, and schedule of formative assessments developed by teacher teams will be the new course of study;
- Maintain communication/meet with CAPP representatives several times in the planning grant period to define the implementation plan;
- Attendance at CAPP-sponsored summer workshop (2012) for curriculum mapping and formative assessment design principles;
- Analysis of math course-taking and placement patterns across schools in grant (and districtwide); and
- Principals' actions:
 - partner with CAPP and principals from other schools to ensure successful implementation;
 - participate in CAPP project convenings and in ongoing professional development associated with this project (including MDTP training); and
 - evaluate mathematics teaching using criteria consistent with this grant.

Given these constraints and requirements, are you still interested in doing this project? If so, the application (Appendix II through IV) consists of three parts:

- Signature page
- Statements from each of the principals and the math department's teacher leader
- Statement from the superintendent

Statements from Schools and Districts.

Statements from the principal and teacher leader of mathematics team of each participating school and from the Superintendent are required.

School site team statements should be signed by the following:

- Principal
- Math department teacher leader
- Principal's supervisor
- District Math support staff

In no more than **three** pages, each principal and the math department teacher leaders will address the questions listed below (and see Appendix III and Appendix IV):

1. What are your top 3 priorities at the school site and how does improving math instruction fit into these priorities?
2. What challenges do you face at your site in addressing students' needs in mathematics?
3. How will this grant help you address these challenges?
4. Please briefly describe how you plan to address the requirements listed above (particularly facilitating common planning time, use of MDTP, etc.). Do any of these requirements represent a particular challenge?
5. For Middle School applicants: how many of your grade 8 students will attend the participating high school

In no more than **three** pages, the superintendent will address the following five questions:

1. What are your top 3 priorities in the district and how does improving math instruction fit into these priorities?
2. What challenges do you face in the district addressing students' needs in mathematics?
3. How will this grant help you address these challenges?
4. How will you support the school site teams' approaches, as outlined in their statement, to meeting the list of requirements?
5. How will you demonstrate that what you plan to do is scalable?

Completed proposals must be received by September 30, 2011. Applicants are strongly encouraged to submit via e-mail to CAPP@calstate.edu.

Proposals will also be accepted by US Mail or Delivery at:
CAPP Office – RFP
CSU, Office of the Chancellor
401 Golden Shore, 6th Floor
Long Beach, CA 90802

For Questions on the RFP

All questions related to the RFP should be directed to:

Andrea Ball, Statewide CAPP Director
CSU, Office of the Chancellor
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210
Tel. (562) 951-4780
Fax (562) 951-4866
E-mail CAPP@calstate.edu

ATTACHMENT: Table of Expectations

APPENDICES

Statement of Interest (Appendix I)

Signature Page (Appendix II) – district, principals & math teacher leaders from each site

Statement from Principal and Teacher Leader (Appendix III)

Statement from Superintendent (Appendix IV)

CAPP Algebra/Formative Assessment RFP: Table of Expectations

| Term | Participation/Activities | Outcomes/Products | Evaluation/Data/Reports to be Collected | Funding |
|--|---|--|--|---|
| <p>Planning Grant Period, 2011-12</p> | <ul style="list-style-type: none"> • All teachers of Algebra and Pre-algebra courses: Participate in Math Diagnostic Testing Project (MDTP) professional development; Administer MDTP exam and analyze results; Prepare current course descriptions; Participate in developing Implementation Proposal. • Principals and District representative participate in MDTP session • Principals, Teacher Leaders, District representative and teacher teams attend CAPP orientation and professional development seminar; • Superintendent, Principals, Teacher Project leader submit Implementation Proposal to CAPP | <ul style="list-style-type: none"> • All participating teachers identified • Project Teacher Leaders at each site selected • Principals and District representatives identified • Student, class and school MDTP profiles • Written descriptions of current Algebra and Pre-Algebra courses • Implementation Proposal submitted to CAPP no later than: 3/30/12 | <ul style="list-style-type: none"> • Names of Teacher Project Leaders and teachers by school • Names of Principals, other site administrators and district project representative • List of attendees at CAPP Project Seminar • Current Course Descriptions • Implementation Proposal | <ul style="list-style-type: none"> • \$10,000 for teacher extra duty pay and/or substitutes. |
| <p>Year 1 and 2</p> | <ul style="list-style-type: none"> • District/School Teams attend CAPP Seminars/Workshops • MDTP Diagnostic tests administered at beginning and end of school year • Teachers analyze and inventory current Pre-algebra and Algebra curriculum • Teachers create curriculum maps for Pre-algebra courses and Algebra, identify essential foundational skills and align with Common Core Standards • Engage in using MDTP and other assessments to develop a formative assessment process • Identify and implement classroom instructional strategies • District Coordinator, Principal, Teacher Project, Leader and teachers analyze student data • Principals participate in quarterly professional development sessions and site visits • Teacher Leader w/Principal writes annual report of project activities and impact • Evaluation related activities with UCEC/external evaluator | <ul style="list-style-type: none"> • MDTP profiles • Pre-algebra and Algebra curriculum maps • Modify placement procedures • Collaboration between high school and middle school math faculty • Revise Math Placement Procedures • Document formative assessment instructional strategies • Principals document classroom visits | <ul style="list-style-type: none"> • Portfolio containing: <ul style="list-style-type: none"> -List of attendees at CAPP Workshop/Institute -Curriculum Maps for Pre-algebra courses and Algebra -Agenda and Meeting Summary of teacher meetings -Examples of resources and instructional strategies used Documentation & examples of different types of formative assessment done in class (e.g., checking for understanding); -Copy of Placement Procedures -Documentation & examples of locally developed assessments - Examples of Student Work • Annual Report to CAPP and District Superintendent containing: <ul style="list-style-type: none"> - description of activities and impact - assessment of impact - expenditure report • Other data as part of UCEC evaluation activities | <ul style="list-style-type: none"> • \$15,000 for .20 release-time for Teacher Project Leader at each school. • \$5 per ADA or \$10,000 per school. |

Appendix I

STATEMENT OF INTEREST

Due by Friday, August 19, 2011E-mail to: CAPP@calstate.edu or

Fax to: (562) 951-4866

Districts that intend to submit a proposal for this grant should complete and fax or e-mail this form to the CAPP office no later than Friday, August 19, 2011. Submission of this form does not obligate you but provides CAPP with useful information as we prepare for the Informational Workshops.

District and School Information:

District: _____ School(s): _____
 School(s): _____
 Name of Contact Person and Title: _____
 Address: _____
 City: _____ Zip: _____ Telephone: _____
 Fax: _____ E-mail: _____

I. HIGH SCHOOL INFORMATION

| Students by Ethnicity (%) | |
|----------------------------------|--|
| African American | |
| American Indian | |
| Asian | |
| Filipino | |
| Hispanic | |
| White | |
| Other | |

| Students by Grade (Number) | |
|---|--|
| Nine | |
| Ten | |
| Eleven | |
| Twelve | |
| Other Student Data (%) | |
| English Learners | |
| Free/Reduced-Price Meals | |
| CAHSEE 10 th Grade passing rate (2011) | |

THIS FORM CONTINUES ON NEXT PAGE

II. MIDDLE SCHOOL #1

| Students by Ethnicity (%) | |
|----------------------------------|--|
| African American | |
| American Indian | |
| Asian | |
| Filipino | |
| Hispanic | |
| White | |
| Other | |

| Students by Grade (Number) | |
|-----------------------------------|--|
| Six | |
| Seven | |
| Eight | |

| Other Student Data (%) | |
|-------------------------------|--|
| English Learners | |
| Free/Reduced-Price Meals | |

III. MIDDLE SCHOOL #2

| Students by Ethnicity (%) | |
|----------------------------------|--|
| African American | |
| American Indian | |
| Asian | |
| Filipino | |
| Hispanic | |
| White | |
| Other | |

| Students by Grade (Number) | |
|-----------------------------------|--|
| Six | |
| Seven | |
| Eight | |

| Other Student Data (%) | |
|-------------------------------|--|
| English Learners | |
| Free/Reduced-Price Meals | |

THIS FORM CONTINUES ON NEXT PAGE

The above data may be available at www.cde.ca.gov/ds

Please check which Informational Workshop you plan to attend:

_____ **Tuesday, August 23, 2011**
1:00 p.m. to 3:00 p.m.
Sacramento County Office of Education
Board Room
10474 Mather Boulevard
Sacramento, CA 95826

_____ **Thursday, August 25, 2011**
11:00 a.m. to 1:00 p.m.
CSU Office of the Chancellor
Wallace Room
401 Golden Shore
Long Beach, CA 90802

_____ **Webinar, August 29, 2011**
10:00 a.m. – Noon
Details on URL link is forthcoming.

Number of people in your party/planning to attend: _____

Thank you.

Appendix II

**CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM
USING FORMATIVE ASSESSMENT PROCESSES TO IMPROVE ALGEBRA AND
SECONDARY MATH PREPAREDNESS AND PERFORMANCE**

Signature Page

District/County Office of Education _____
Street Address _____
City _____ Zip Code _____
Telephone: _____ E-mail _____
Superintendent Name (please print) _____
Superintendent Signature: _____ Date: _____

District math representative Name _____
District math representative Signature _____ Date _____
Telephone: _____ E-mail: _____

High School _____
Street Address _____
Telephone: _____ E-mail: _____
Principal Name _____
Principal Signature _____ Date _____

Middle School _____
Street Address _____
Telephone: _____ E-mail: _____
Principal Name _____
Principal Signature _____ Date _____

Middle School _____
Street Address _____
Telephone: _____ E-mail: _____
Principal Name _____
Principal Signature _____ Date _____

**Please submit no later than September 30, 2011 with your Statement from
Principals & Teacher Leaders and Statement from Superintendent
You are strongly encouraged to submit via e-mail to: capp@calstate.edu**

Appendix III

**CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM
USING FORMATIVE ASSESSMENT PROCESSES TO IMPROVE ALGEBRA AND
SECONDARY MATH PREPAREDNESS AND PERFORMANCE**

Statement from Principal and Math Teacher Leader (*please submit one form for each participating school*)

Principal: _____ Years on Administration: _____

Teacher Leader: _____ Years in Teaching: _____

School Name and Address: _____

Name of District: _____

1. What are your top 3 priorities at the school site and how does improving math instruction fit into these priorities?
2. What challenges do you face at your site in addressing students' needs in mathematics?
3. How will this grant help you address these challenges?
4. Please briefly describe how you plan to address the requirements listed above (particularly facilitating common planning time, use of Math Diagnostic Testing Project, etc.). Do any of these requirements represent a particular challenge?
5. For Middle School applicants: how many of your grade 8 students will attend the participating high school?

Please submit with Superintendent Statements to CAPP no later than September 30, 2011. You are strongly encouraged to submit via e-mail to capp@calstate.edu.

Appendix IV

**CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM
USING FORMATIVE ASSESSMENT PROCESSES TO IMPROVE ALGEBRA AND
SECONDARY MATH PREPAREDNESS AND PERFORMANCE**

Superintendent Statement

Name: _____ Years as Superintendent: _____
District: _____

1. What are your top 3 priorities in the district and how does improving math instruction fit into these priorities?
2. What challenges do you face in the district addressing students' needs in mathematics?
3. How will this grant help you address these challenges?
4. How will you support the school site teams' approaches, as outlined in their statement, to meeting the list requirements?
5. How will you demonstrate that what you plan to do is scalable

Please submit with Principal & Math Teacher Leaders Statements to CAPP no later than September 30, 2011. You are strongly encouraged to submit via e-mail to capp@calstate.edu.