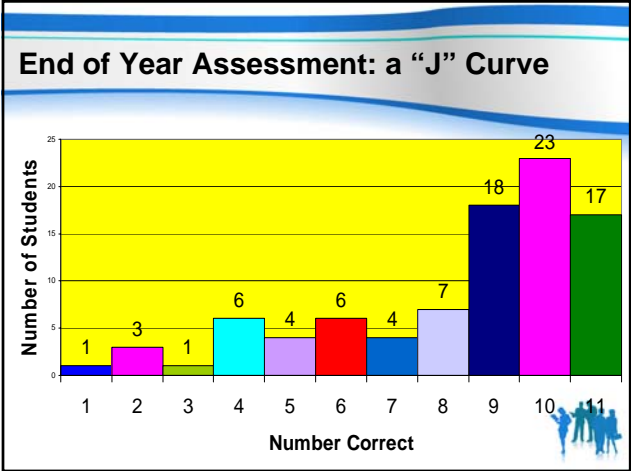
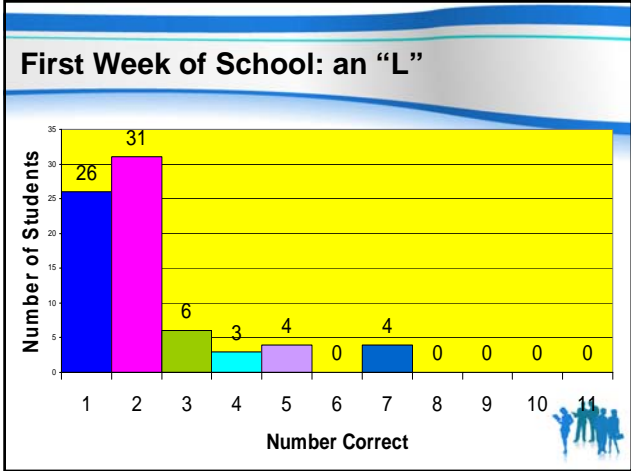


## From “L” to “J”

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### “L” to “J”

This grade level accomplished the ideal of high standards and a high success rate. The students entering this grade level did not know the grade level curriculum the first week of school. The majority of the students met all or almost all of the end-of-the-year standards in this grade level. Having both the “L” (rigorous curriculum) and the “J” (powerful instruction) is a difficult feat.

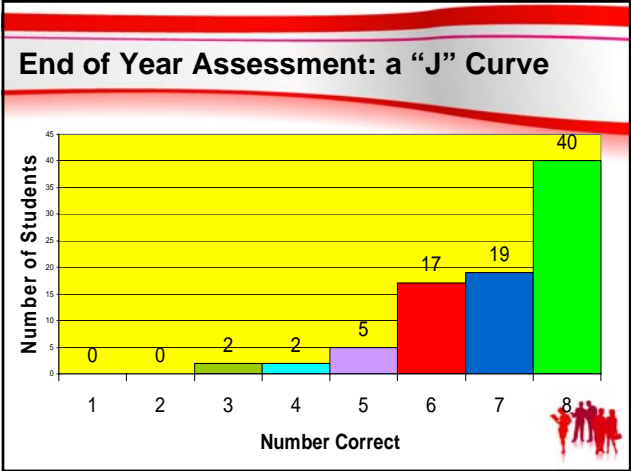
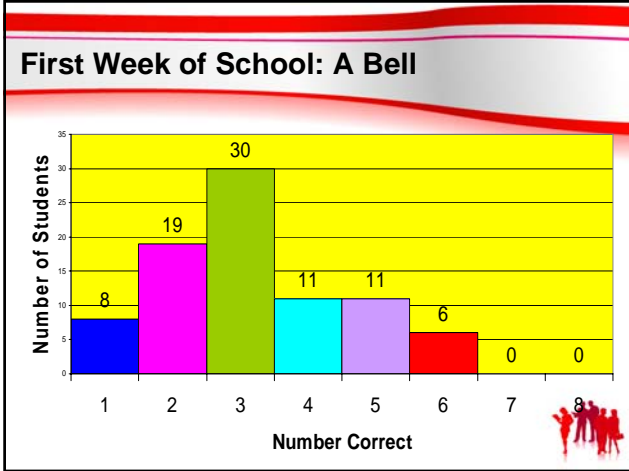


## Bell to “J”

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## Bell to “J”

- In this grade level example the student expectations were not rigorous as the students started off with a bell curve prior to any instruction. Most of the students knew half or more of the “new” content the first week of school
- These students did learn the less rigorous curriculum, however.




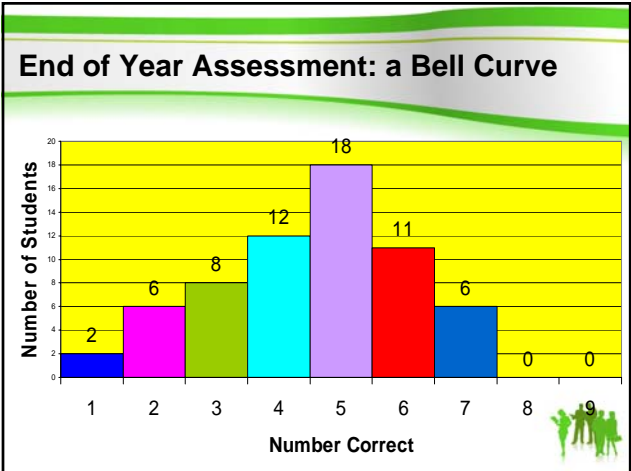
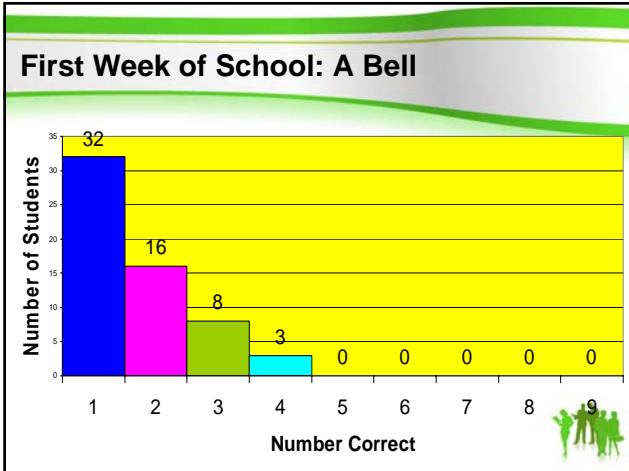
## “L” to Bell

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### “L” to Bell

This grade level accomplished much by agreeing upon rigorous standards. The entering students did not already know the new content for the year. The instruction, however, was not powerful enough to create an end-of-the-year “J.”

## Bell to Bell

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### Bell to Bell

This grade level shows some learning, however the basic shape of the graph is bell the first week of school and is still a bell at the end of the year. The bell has shifted in the right direction, but has not come close to a bell-shape at year's end.

