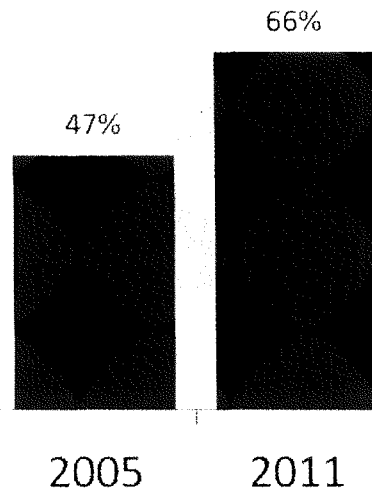


THE COMMON CORE STANDARDS & THE NEW STATE TESTS: SUPPORTING COLLEGE AND CAREER READINESS

MORE NEW YORK CITY STUDENTS ARE COLLEGE-READY THAN A DECADE AGO

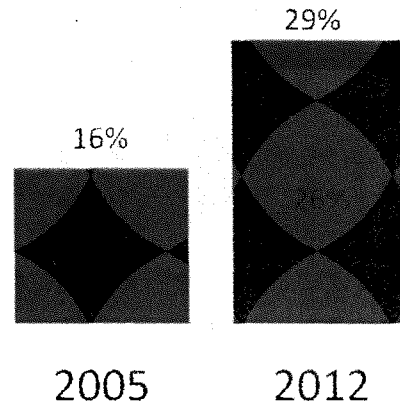
Graduation Rates % of Cohort Graduating in 4 years*

Increase 2005–11: +19 pts.



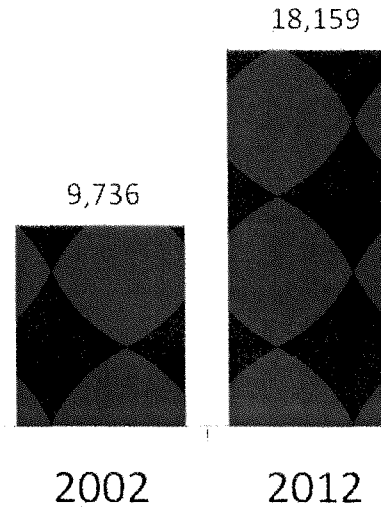
College Readiness % of Students in Cohort Graduating College- Ready**

Increase 2005–12: +10 pts.



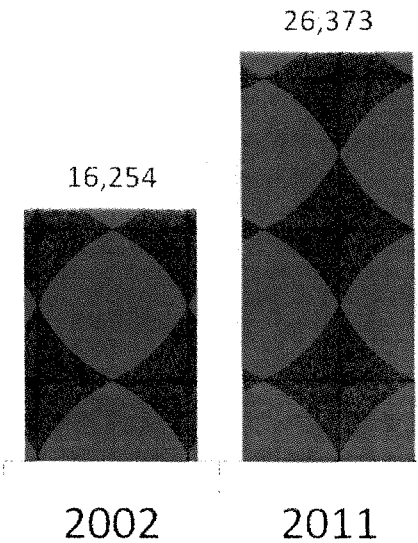
AP Performance # of Students Passing at least 1 Exam***

Increase 2002–12: +87%



CUNY Enrollment # of DOE Graduates**** Enrolling at CUNY as First-time Freshmen

Increase 2002–11: +62%



*August graduate data is only available for the classes of 2008–1.

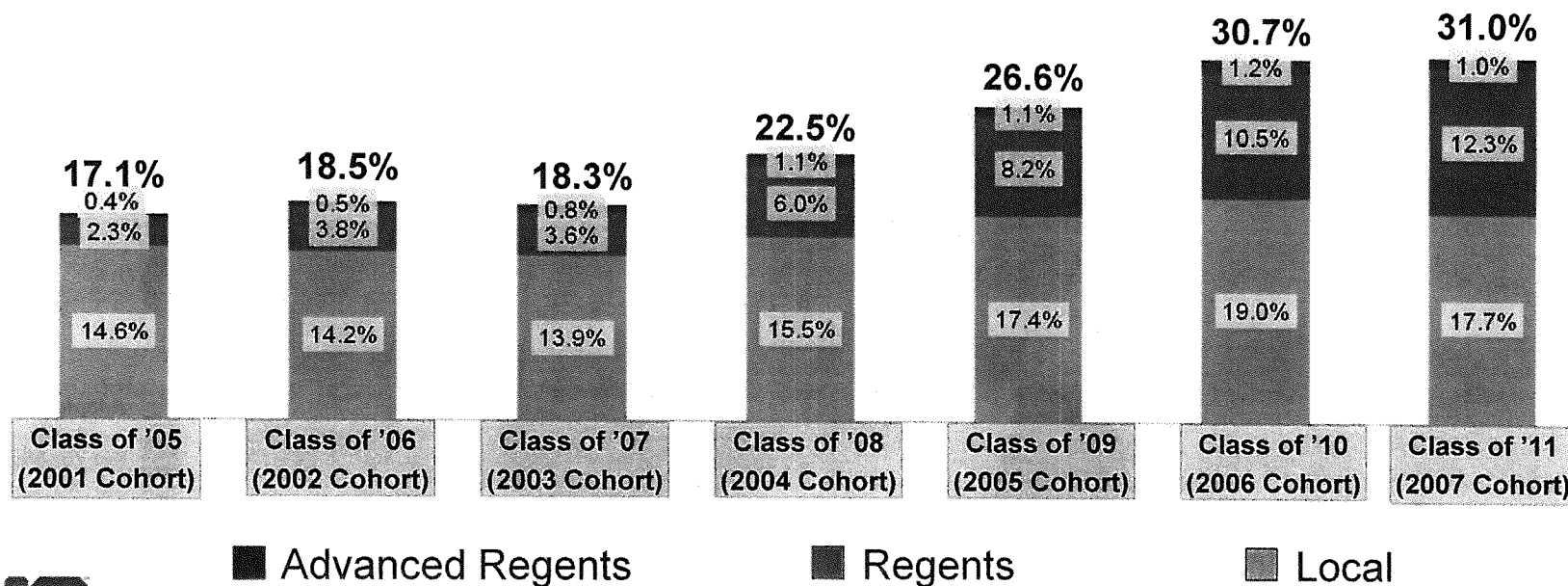
**According to the Progress Report College Readiness Index, which is defined as the percentage of students who met the 2012 CUNY standards for passing out of remedial coursework. According to the Progress Reports' 2012 definition, 29% of students are College Ready when you include results on the ACT and the CAT.

***2002 data are from the College Board's 2004 College Bound Seniors Report. College Board updates its historic data annually to adjust for revised data on students. Data reported are the most recent comprehensive information available to the NYCDOE; 2012 data are from the College Board's 2012 College Bound Seniors Report.

****Includes all students who, when they enroll in the fall, report to CUNY that they have graduated from a NYC high school at any point in time. Source: CUNY Office of Institutional Research and Assessment.

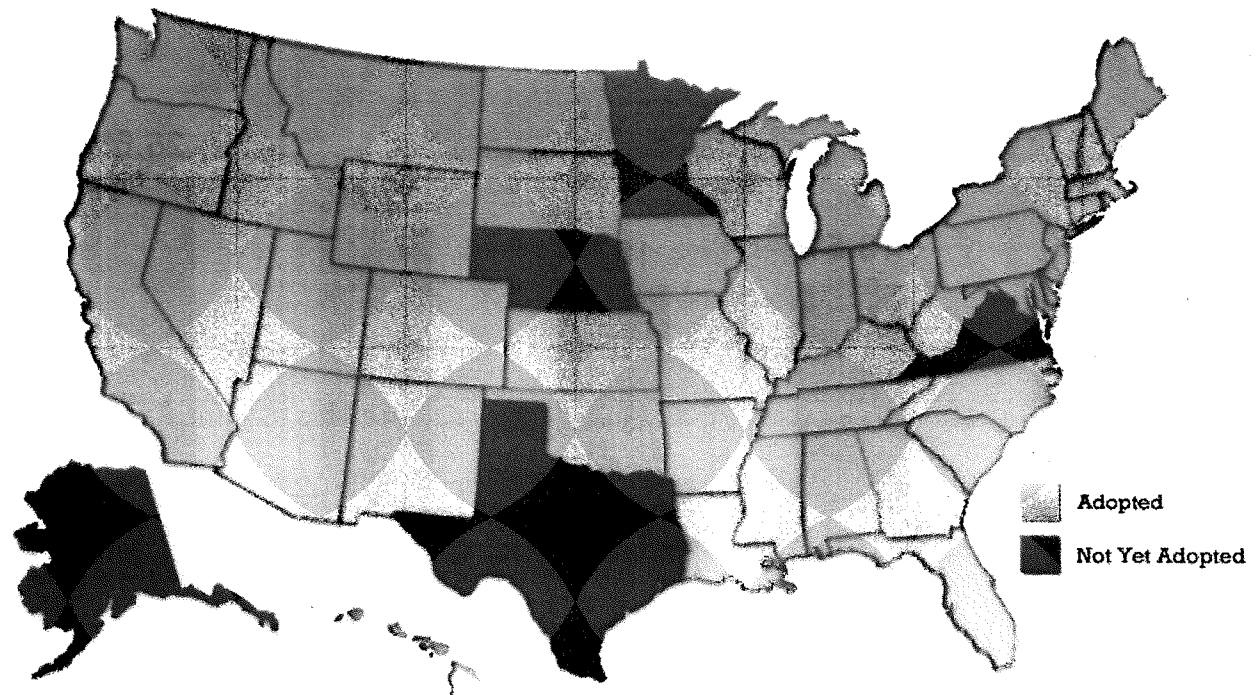
MORE STUDENTS WITH DISABILITIES ARE EARNING REGENTS AND ADVANCED REGENTS DIPLOMAS AFTER FOUR YEARS

Percent of Students in a Cohort Graduating from High School in 4 Years



THE COMMON CORE STANDARDS ARE INTENDED TO BETTER PREPARE ALL STUDENTS FOR COLLEGE AND CAREERS

- **Goal:** Provide a clear roadmap for what students should know and be able to do at each grade—from pre-K to 12—to graduate prepared for college and careers
- The Common Core standards are driving changes in:
 - > Curriculum
 - > Classroom instruction
 - > Assessment



THE COMMON CORE STANDARDS INVOLVE CHANGES IN WHAT WE TEACH IN LITERACY AND MATH

Instructional Shifts in Literacy

- Read as much non-fiction as fiction
- Learn about the world by reading
- Read more challenging material closely
- Discuss reading using evidence
- Write non-fiction using evidence
- Increase academic vocabulary

Instructional Shifts in Math

- Focus: learn more about less
- Build skills across grades
- Develop speed and accuracy
- Really know it, really do it
- Use it in the real world
- Think fast AND solve problems



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NEW YORK CITY HAS EMBRACED COLLEGE AND CAREER READINESS AS A MULTI-YEAR CHANGE EFFORT

School Year	Milestone
2009-10	<ul style="list-style-type: none"> - New York State adopts Common Core Learning Standards
2010-11	<ul style="list-style-type: none"> - New York City launches Common Core pilots in 100 schools - Teacher Effectiveness Pilot begins with 20 schools and over 700 teachers - Special Education Reform begins with 260 schools
2011-12	<ul style="list-style-type: none"> - All schools implement citywide instructional work aligned to the Common Core - Special Education Achievement Coaches and Senior Instructional Facilitators join clusters and networks to scale up Special Education Reform
2012-13	<ul style="list-style-type: none"> - All schools lead increased instructional work aligned to the Common Core - All schools scale up Special Education Reform to articulating grades - New York State assesses Common Core in grades 3-8
2013-14	<ul style="list-style-type: none"> - New York State assesses Common Core in NYSAA (grades 3-12) as well as Algebra I and ELA Regents exams - DOE offers Common Core-aligned curriculum options - All schools fully align their curricula to the Common Core
2014-15	<ul style="list-style-type: none"> - New York City students take State PARCC* assessments

THE WORK TO STRENGTHEN INSTRUCTION IS FOR ALL STUDENTS

- Academic Intervention Services
 - > Address specific areas of need in reading and math and provide struggling students with supports to help them progress

- Response to Intervention
 - > A multi-tiered, problem-solving approach that provides early identification of general education students struggling in reading and intervenes with systematically applied strategies and targeted instruction at varying levels.

- Individualized Education Programs
 - > Focus on the supports, services, and accommodations that students with disabilities need in order to build the knowledge and skills connected to the Common Core
 - Note: the Common Core standards and new State tests do not change the special accommodations that some students receive on testing days.

- Increased supports for English language learners (ELLs)
 - > Work with a group of national experts to build teachers' instructional strategies for helping ELLs meet the demands of the Common Core standards
 - Over the last two years, more than 14,000 educators have participated in ELL-related training



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NYCDOE HAS SUPPORTED TEACHERS AND PRINCIPALS WITH THESE CHANGES

Common Core Library

- 241,000+ unique users
- Visitors from every state and dozens of countries since launch in March 2011
- Over 2.4 million page views
- 65 grade-specific instructional resources in ELA, math, social studies, & science

Common Core Fellows

- Launched in 2011-12 with 60 teachers and coaches from across the City; program grew to 300 Fellows this year
- Common Core Fellows includes 18 special educators

Common Core Lab Schools

- All teachers and administrators at 35 schools participate in intensive professional learning to develop their understanding of high-quality instruction aligned to the Common Core

Instructional Leads

- Principals have designated more than 7,900 teacher leaders across nearly every school to drive schools' work with the citywide instructional expectations

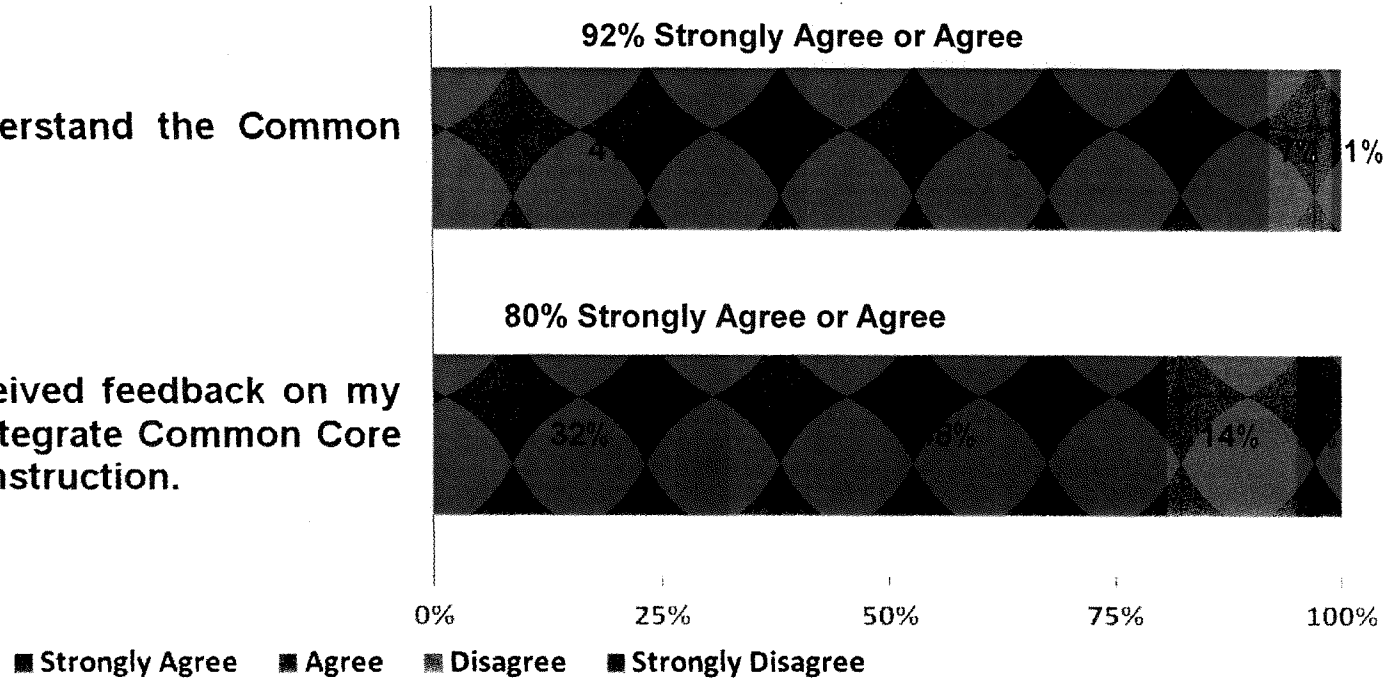
Network Achievement Coaches

- Network teams have grown to include four general achievement coaches and 1 achievement coach focused on the Special Education Reform who work closely with schools

EARLY EFFORTS HAVE BEEN SUCCESSFUL: TEACHERS UNDERSTAND THE STANDARDS AND RECEIVE FEEDBACK ON THEIR PRACTICE

Teachers at my school understand the Common Core Learning Standards.

This school year, I have received feedback on my practice that helped me to integrate Common Core Learning Standards into my instruction.



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Percentages may not sum to one hundred due to rounding. District 75 school data is not included here.

INSTRUCTIONAL EXPECTATIONS HELP US ACHIEVE EXCELLENT STUDENT WORK THROUGH HIGHLY EFFECTIVE TEACHING

1. Prepare: Set up the school to meet higher standards

- Ensure viable curricula in all subjects
- Prepare to implement a new teacher evaluation system
- Organize the school to meet the needs of all students

2. Implement: Move all students toward meeting higher standards

- Students: Experience rigorous instruction
- Teachers: Shift classroom practice
- School leaders: Actively support teacher growth

3. Assess: Review evidence of meeting higher standards

- Create systems to regularly look for evidence of growth and gaps in student work and teacher practice to make adjustments

IN 2013-14, SCHOOLS WILL BE EXPECTED TO FOCUS ON PROVIDING STUDENTS WITH GREATER ACCESS, SUPPORT

Excerpts from the **draft 2013-13 Citywide Instructional Expectations** include:

- In ELA and math, **strategically adopt/adapt accessible curricula** for next year to address all grade-level or course-specific Common Core standards
- Identify the gap between what the standards demand and what students know and are able to do and **make adjustments, taking into account academic and personal behaviors, knowledge, interests, and language and special needs**
 - > **Use Universal Design for Learning to ensure access for all learners**
- Ensure the school's schedule allows students to access advanced coursework, **provides students with tiered interventions** (Response to Intervention (RTI)) as needed, **provides for special education services in the least restrictive environment appropriate**, and makes time for teacher team work
- **Know their students as individuals, including their academic and personal behaviors, knowledge, interests, and language and special needs**



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A RIGOROUS REVIEW PROCESS PRODUCED HIGH-QUALITY CORE CURRICULUM OPTIONS FOR K-8

- To select new, high-quality Core Curriculum options, the NYC DOE worked with:
 - > Over 50 NYC Common Core Fellows and over 20 national math and literacy curriculum experts, including the writers of the Common Core;
 - > Districts across the country (e.g., Washington, DC); and
 - > New York State Education Department.
- Options were evaluated based on the Publishers' Criteria and the Tri-State Rubric:

Alignment	Do the materials align to the Common Core standards?
Promotion of the Shifts	Do the materials align to/support the Common Core shifts in math and literacy?
Quality of Assessment & Student Evidence	Do the materials build in rigorous and diverse assessments that measure all students' growth on the Common Core standards?
Quality & Utility as an Instructional Resource	Do the materials support teachers in knowing what successful implementation requires?
Accessibility & Responsiveness	Do the materials provide supports for the range of students across NYC classrooms?

TEACHERS AND PRINCIPALS WILL RECEIVE EXTENSIVE TRAINING ON ADVANCING NEXT YEAR'S INSTRUCTIONAL PRIORITIES

▪ March–April 2013

- > Teachers and principals participate in professional development to:
 - Provide feedback on the draft 2013-14 citywide instructional expectations
 - Learn more about the pending teacher evaluation system
 - Support their decision-making process around new curriculum options

▪ April–May 2013

- > Principals, in consultation with their staff and School Leadership Team, choose which curriculum materials they want to order

▪ Starting in 2013–14

- > Teachers and principals will have access to:
 - At least seven hours of Talent Coach support on the new teacher evaluation system
 - Multiple days of training to support their use of curriculum materials
 - Regular coaching opportunities and job-embedded PD
 - Coaching online—through dozens of training modules—and by phone

PROFESSIONAL DEVELOPMENT TO SUPPORT STUDENTS WITH DISABILITIES

- Expanded DSWDELL Instructional Team to design and facilitate trainings
- Since September, over 12,000 general and special educators, paraprofessionals, and school leaders have accessed DSWDELL-sponsored PD opportunities focused on:
 - > Specially designed instruction (e.g., ICT, SETSS) and accessible instructional materials
 - > Developing IEPs aligned to the Common Core standards
 - > Elementary and secondary literacy
 - > Universal Design for Learning
 - > Response to Intervention
- Partnerships include:
 - > Teacher's College Inclusive Classrooms Project (TCICP)
 - > Goldmansour and Rutherford
 - > New York University

PROFESSIONAL DEVELOPMENT TO SUPPORT ENGLISH LANGUAGE LEARNERS

- Designed and hosted webinars around the needs and support for ELLs
- In the last 2 years, over 14,000 teachers and school leaders have participated in ELL-related PD, including training to support full implementation of the Common Core
- Provided over \$20 million directly to schools (through Title III) to provide supplemental support for English language learners
- Partnerships include:
 - > A team of experts from around the country through the *Understanding Language* initiative
 - > Nationally recognized experts in the fields of math, language, and literacy development for ELLs



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THIS YEAR'S STATE TESTS FOR GRADES 3-8 WILL ALIGN TO THE COMMON CORE AND WILL BE MORE CHALLENGING

The tests will have some new features

- Aligned to the Common Core
- Measures more challenging skills that students will need to succeed in college and careers:
 - > Apply concepts to real-world scenarios
 - > Analyze what they read
 - > Solve complicated problems
 - > Think critically

And some features will remain the same

- Same combination of multiple choice, fill-in-the blank, and extended response
- Same timing
- Paper-pencil

ENGLISH LANGUAGE ARTS TESTS WILL INCLUDE A BALANCE OF TEXTS

Reading

- More nonfiction texts that represent multiple subjects and complex content
- Texts that are appropriate for the grade level (as opposed to texts in the past that were below the grade level)

Writing

- Analyze texts and engage in more critical thinking
- Support statements with evidence from texts

Speaking and Listening

- No Speaking & Listening section

MATH TESTS WILL INVOLVE MORE MULTI-STEP PROBLEMS AND APPLICATION OF CONCEPTS

- More questions about fewer topics so teachers can spend more time building students' deep understanding about core ideas
- Problems with multiple steps that require multiple skills
- More real-world scenarios
- More application of skills instead of simple recall of mathematic vocabulary

CHANCELLOR RELEASED RESOURCES FOR PARENTS & PRINCIPALS TO LEARN MORE

■ These resources include:

- > Introductory video from the Chancellor
- > Letter from the Chancellor to parents
- > Tips for talking with your child about the Common Core and changing State tests
- > Agenda, facilitator guides and activities, and sample State test questions for parent meetings
- > Information on accountability, assessments, and student supports
- > Materials on EngageNY.org

■ Resources are being:

- > Shared with all principals
- > Posted on the DOE home page, on the *Parents and Families* page, and on the *For Families* pages of the Common Core Library
- > Presented to Community Education Council meetings and to community groups
- > Translated into all official DOE languages

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Welcome | Español | العربية | 中文 | हिन्दी | বাংলা | ਪੰਜਾਬੀ | Français | ភាសាខ្មែរ | ភាសាស៊ី | ភាសាស្រីលោក | Kreyòl Ayisyen

Children First. Always.

Parents and Families | Students | Employees | Community and Partners

Home | About Common Core | Tests, Data & Student Work | The Common Core Classroom | Professional Learning | For Families | Videos

Understanding the Common Core

Over the next few years, New York and more than 40 other states across the country will banish to a new set of learning standards, called the Common Core. The Common Core standards provide a clear picture of what students need to learn each year in order to graduate from high school ready to succeed in college and careers. Here are some questions that helped you and your children as you continue to transition to the Common Core standards.

- 1. **What's Next for Common Core?**
Common Core's Mission as Common Core Standards
- 2. **Question 1:** Are New York City schools prepared for the Common Core standards?
- 3. **Question 2:** What do students need to know about these new standards?
- 4. **Question 3:** How will the DOE help schools that could be impacted by the new standards?
- 5. **Question 4:** When will Common Core aligned curriculum be provided for English Language Arts and Math teachers?
- 6. **Question 5:** How will the DOE help schools that are impacted by the new standards?
- 7. **Question 6:** What professional learning can I get?
- 8. **Question 7:** How will the DOE help schools that are impacted by the new standards?
- 9. **Question 8:** How will the DOE help schools that are impacted by the new standards?
- 10. **Question 9:** How will the DOE help schools that are impacted by the new standards?
- 11. **Question 10:** How will the DOE help schools that are impacted by the new standards?

Additional Resources

- 1. [Common Core Library](#)
- 2. [EngageNY.org](#)
- 3. [Common Core Library](#)
- 4. [Common Core Library](#)
- 5. [Common Core Library](#)
- 6. [Common Core Library](#)
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- 18. [Common Core Library](#)
- 19. [Common Core Library](#)
- 20. [Common Core Library](#)

WHAT THE NEW TESTS MEAN FOR PROMOTION

- New York City will align promotion standards to the Common Core over time to give students the opportunity to adjust to the higher standards.
- New York City has also aligned modified promotional criteria for students with IEPs who are eligible for this.
- In past years, promotion decisions were based on student's performance level on the State tests—1, 2, 3, or 4.
- Since the test is new, we cannot predict how the State will determine performance level. We will use students' overall scores (the number of questions they got right) to make promotion decisions.
- Students with the lowest overall scores will be recommended for summer school.
- We expect that the number of students attending summer school will be similar to last year—the students who need the most help will still receive the most support.

NYSAA WILL ALIGN TO THE COMMON CORE IN 2013-14

- The Director of Alternate Assessments and coaches were part of a New York State working group this year to make these updates.
- This work included getting the essence of each Common Core standard in math and literacy in grades 3-12, creating aligned tasks (“extensions”), and incorporating aligned CDOS standards.
- D75 and network points will be trained in the new assessments.

QUESTIONS



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APPENDIX

GRADE 4 ENGLISH LANGUAGE ARTS: SAMPLE 2012-13 COMMON CORE-ALIGNED NY STATE TEST QUESTION

3. The myth and the article both provide explanations for why evergreen trees keep their leaves in winter. How are the explanations similar and different? Use specific examples from the myth and the article to support your answer.

In your response be sure to include the following:

- describe what the myth says about why evergreen trees keep their leaves in winter
- describe what the article says about why evergreen trees keep their leaves in winter
- compare and contrast the two explanations
- include details from both the myth and the article to support your answer

GRADE 6 MATH: SAMPLE 2012-13 COMMON CORE-ALIGNED NY STATE TEST QUESTION

4. A clothing store offers a 30% discount on all items in the store.

Part A: If the original price of a sweater is \$40, how much will it cost after the discount?

$$70\% \text{ of } \$40 = .7 \times 40$$

Show your work.

Answer: <u>\$28</u>	$\begin{array}{r} 40 \\ \times .7 \\ \hline 28 \end{array}$
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Part B: A shopper bought three of the same shirt and paid \$63 after the 30% discount. What was the original price of one of the shirts?

Show your work. Let Y = the original price of 1 shirt.

$$63 \div 3 = 21 \qquad 21 \div .7 = Y$$

Answer: <u>\$30</u>	$21 = 70\% \text{ of } Y$	$21 \div .7 = 30$
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$$21 = .7Y \qquad Y = 30$$

Part C: Every store employee gets an additional 10% off the already discounted price. If an employee buys an item with an original price of \$40, how much will the employee pay?

Show your work. The discounted price is \$28 (see part A above).

$$90\% \text{ of } \$28 = .9 \times 28$$

Answer: <u>\$25.20</u>	$\begin{array}{r} 28 \\ \times .9 \\ \hline 25.2 \end{array}$
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ELA – Grade 4

CCSS Code	Grade-Specific Standard	Essence of Standard
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce clear and coherent writing appropriate to task, purpose, and audience. (i.e., opinion, narrative, or informative)
Extensions		
Less Complex		More Complex
Recognize writing that states an opinion, that is simply informative, or that is a narrative about a topic.	Indicate the purpose and the audience for a piece of writing.	Produce a clear paragraph on a topic that is based on a specific purpose and audience.
Assessment Tasks		
<ul style="list-style-type: none"> • The student will recognize writing that states an opinion, that is simply informative, or that is a narrative about a topic. • The student will label sentences as opinion, informative or narrative as read by the teacher. 	<ul style="list-style-type: none"> • The student will recognize the type of writing and why it was written including audience (e.g., What is the purpose and audience of a party invitation or advertisement for shaving cream?). • The student will use pictures, symbols, or sentence strips to produce a journal entry that describes the day to a parent. 	<ul style="list-style-type: none"> • The student will develop a two- or three-sentence paragraph based on a topic that expresses opinions, information or narration that is based on purpose and audience.

Career Development and Occupational Studies (CDOS) skills crosswalk to the New York State Alternate Assessment (NYSAA) Essence statements and Extensions

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example,

- Use language (words, picture symbols, sentences) to express interests, aptitudes and abilities.
- Expand their preferences for working with a variety of people.
- Know the value of work to the individual and society in general.

Integrated Learning: Application of academic knowledge and skills to school, community and home settings. For example:

- Use skills learned across a variety of settings (order from a menu).
- Identify skills required in community occupations.
- Solve problems that call for applying academic knowledge and skills.

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Ask for help when faced with difficult situations.
- Use language (preferred mode of communication) to interact with others.
- Use information to make decisions and solve problems to complete a task (e.g. differentiate between fact and opinion).



CITYWIDE INSTRUCTIONAL EXPECTATIONS HAVE GUIDED SCHOOLS TOWARD FULL IMPLEMENTATION

2011-12

Implement Common Core-aligned, unit-embedded culminating tasks

Conduct frequent observations and share high-quality feedback aligned to a research-based framework of teaching practice

2012-13

Implement Common Core-aligned units

Conduct frequent observations and share high-quality feedback aligned to a research-based framework of teaching practice

2013-14: Full implementation

Implement Common Core-aligned curriculum and instruction

Implement new teacher evaluation system using Danielson's *Framework for Teaching** to support Common Core-aligned instruction across subject areas