

Resources for Schools

These resources are designed to support schools with the 2012-13 citywide instructional expectations and related work to ensure all students are on track to graduate high school ready for college and careers.

In this packet:

Resources on the Common Core Library.....	2
Literacy Resources.....	3
Mathematics Resources.....	4
Teacher Effectiveness Resources in ARIS Learn.....	7
College and Career Readiness Benchmarks.....	8
Overview of Resources to Support the Special Education Reform.....	9
Periodic Assessment Overview	10
College Access PD Series Flyer	13
<i>Where Are They Now?</i> Reports Flyer	15

Additional resources available online:

All conference-related resources, including video of the morning program and resources shared during the breakout sessions, will be posted on the Common Core Library following the conference. There will be a link on the home page and they will be posted here:

http://schools.nyc.gov/Academics/CommonCoreLibrary/About/InstructionalExpectations/chancellors_principal_conference.htm

Resources from the following breakout session topics will be posted on the Common Core Library:

- Teaching Complex Texts through Open-Ended, Text-Dependent Questions
- The Common Core Mathematics Challenge: Understanding the Instructional Shifts and the Major Work of Each Grade
- Supporting Teacher Development Using the Danielson *Framework for Teaching*
- Developing Student Mindsets that Support Higher Standards: Academic and Personal Behaviors in the 2012-13 Instructional Expectations
- Special Education Reform: Implementation Strategies to Effectively Address Student Needs and Efficiently Leverage Resources
- Proposed PARCC Assessments, the State Test Transition, and New Instructional Supports

Resources on the Common Core Library

The following resources are available on the Common Core Library to help educators begin to engage with the 2012-13 citywide instructional expectations. You can access the Common Core Library by visiting schools.nyc.gov and selecting **Academics**, then **Common Core Library** or by clicking the “Common Core Library” link from the homepage. Additional resources will be added over the summer.

- **Guidance on implementing the 2012-13 citywide instructional expectations:** Visit the Common Core Library, mouse over **About Common Core**, and click on **Citywide Instructional Expectations** to watch a video introduction to the 2012-13 citywide instructional expectations from Deputy Chief Academic Officer Josh Thomases. You can also view the DOE’s [implementation guidance](#) for the 2012-13 citywide instructional expectations.
- **Common Core-aligned tasks with instructional supports:** As part of the 2012-13 instructional expectations, we are asking all students to experience several Common Core-aligned units of study. Visit the Common Core Library and click on **Tasks, Units & Student Work** to search for Common Core-aligned tasks with instructional supports. Resources are searchable by keyword, subject, grade and Common Core standard. Each set consists of a collection of tasks and instructional supports including a culminating task, rubric, annotated student work and accompanying unit outline to support teachers in teaching Common Core-aligned units in ELA, mathematics, science and social studies.
- **Professional development activities for teacher teams:** Visit the Common Core Library, mouse over **Professional Learning**, and click on **Resources for Teacher Teams** to access several high-leverage activities that tie directly to the citywide instructional expectations. Each activity includes a facilitation guide, handouts, and other resources. Feel free to adapt any or all of these activities to meet your school community's needs.
- **Resources on the instructional shifts:** Visit the Common Core Library, mouse over **About Common Core** and click on **Instructional Shifts** for a crosswalk between the Common Core instructional shifts articulated by the [New York State Department of Education](#) and the instructional shifts outlined by [Student Achievement Partners](#). Both sets of instructional shifts help educators understand the major changes to curriculum and instruction required to effectively implement the Common Core.

Literacy Resources

Instructional Shifts	
Location: <i>About Common Core</i> tab	
Name	Description
Common Core Instructional Shifts: ELA/Literacy	Overview of the instructional shifts that are required by the Common Core standards
Making Connections in Literacy: Selected Common Core Standards and Instructional Shifts	PD activity about how the instructional shifts and selected standards impact the work of schools
Literacy – Text Complexity	
Location: <i>The Common Core Classroom</i> tab	
Name	Description
“Introduction to Text Complexity” video	Overview of what text complexity is and how it is determined
Beginner’s Guide to Text Complexity	Short and clear explanation of text complexity and its measures (includes an example)
Text Complexity Rubrics	Rubrics describing the qualitative traits of a literary or informational text that make it more or less complex
Text Analysis Protocol	Template outlining a step-by-step way to determine a text’s complexity
‘What’s Different?’ for literacy (coming soon)	Overview of the differences between the Common Core standards across grade levels, indicating the key advances in student expectations in literacy from grade to grade, and outline the shifts between the NYS Standards and the Common Core for each grade
Depth of Knowledge	
Location: <i>Professional Learning</i> tab	
Name	Description
“Introduction to Depth of Knowledge” video	Overview of Webb’s Depth of Knowledge with an example from social studies
Depth of Knowledge for Four Content Areas	Article by Norman Webb describing how depth of knowledge applies to four different content areas
Cognitive Rigor Matrix—Reading and Writing	Tool created by Karin Hess for assessing the rigor of questions and tasks using Webb’s Depth of Knowledge levels and Bloom’s Taxonomy

Mathematics Resources

Standards Alignment	
Location: <i>The Common Core Classroom</i> tab	
Name	Description
Scope and sequence guidance for mathematics	High-level scope and sequences in grades K-8 aligned to the Common Core and guidance around how to leverage Core Curriculum materials (i.e., Everyday Mathematics and Impact Math) to teach the Common Core standards
Video on aligning mathematics performance tasks to the Common Core standards	Video that walks through the process of aligning a mathematics task to the Common Core standards. For more guidance on assessing the quality and alignment of instructional materials to the Common Core standards, mouse over Tasks, Units and Student Work , click on Submit Tasks and view the mathematics and literacy graphic organizers
Instructional Shifts	
Location: <i>About Common Core</i> tab	
Name	Description
Common Core Instructional Shifts: Mathematics	Overview of the instructional shifts that are required by the Common Core standards
Making Connections in Math: Selected Common Core Standards and Instructional Shifts	Professional development activity about how the instructional shifts and selected standards impact our work
Major Work of the Grade	
Location: <i>EngageNY</i> Common Core Toolkit, PARCC Web Site	
Name	Description
Math Content Emphases	Overview of the major, supporting and additional clusters at each grade level (grades K-12) http://engageny.org/resource/math-content-emphases/
PARCC Model Content Frameworks for Mathematics	Overviews of the major work in each grade and the connections among the content emphases within and across grades (3-11) http://parcconline.org/parcc-content-frameworks

Scope and Sequence Guidance for Mathematics for 2012-13 School Year

Background

As schools transition toward a fully Common Core-aligned curriculum in math, the NYCDOE will identify and develop resources for support. This summer, the New York State Education Department (SED) will begin to provide a Common Core-aligned scope and sequence and accompanying curriculum materials for grades PK-12 in ELA and math. As the [new state curriculum is completed](#), the DOE will assess the need for additional curriculum resources and determine how to use the DOE's Core Curriculum to best support schools. The DOE has created and posted Common Core-aligned tasks and instructional supports on the [Common Core Library](#) and will continue to do so this summer and throughout the 2012-13 school year. At the same time, the writers of the Common Core are establishing criteria for full curricular programs and textbooks aligned to the new standards in mathematics. *During this period of transition, the DOE is providing a **flexible set of supports** so that educators can choose which supports make sense based on their school's current curriculum and context.*

A coherent curriculum that teachers know well is critical to student success in math. The DOE encourages schools to maintain that stability as they transition. Each option below has strengths and challenges for teachers. School leaders will need to assess which option best supports their teachers and students in order to make this transition effectively.

Feedback on this document

This guidance document is a draft document intended to support educators in grades K-8 as they think about how to “reorganize math content to teach fewer topics and allow for more time to focus on the major work of the grade” as indicated in the [2012-13 citywide instructional expectations](#). As such, we encourage you to provide feedback to let us know if and how this document is used and how we can strengthen these supports. We will be arranging feedback sessions to gather input throughout the month of June. If you are interested in attending a session or would like to provide feedback via email, please email commoncorefellows@schools.nyc.gov.

Support Options Available on the Common Core Library (under *The Common Core Classroom*)

1. **Core Curriculum Alignment Guidance for *Everyday Mathematics*:** This guidance document outlines how each of the textbook's lessons aligns to the Common Core grade-level content standards and the mathematical practices. It also indicates whether the standards covered in each lesson are within major, supporting, or additional clusters, based on the [Math Content Emphases](#)¹. Finally, it provides guidance around how schools may choose to spend instructional time to support a focus on the major work of the grade, which the [SED has indicated](#) will be the focus of next year's grades 3-8 State exams.

Is this right for my school? Schools that follow *Everyday Math* closely and do not plan to utilize the State curriculum may be best served continuing to use *Everyday Math* and referencing the *Core Curriculum Alignment Guidance* to allow for more time spent on topics that align to the Common Core.

¹ For a listing of content emphases by cluster, refer to <http://engageny.org/resource/math-content-emphases>. For additional guidance—including key advances by grade, opportunities for in-depth focus, connections between content and practice standards, etc.—refer to http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics_Fall%202011%20Release.pdf.

2. **Scope and Sequence Samples for grades K-8:** This document provides a high-level Common Core-aligned scope and sequence that demonstrates a focus on the major work of the grade, which the [SED has indicated](#) will be the focus of next year’s grades 3-8 State exams. It represents one way that a school may choose to organize and teach the full range of the standards before the state test. It is not aligned to any particular text or curriculum resource and is not based on any additional information about next year’s tests. As the State releases its new curriculum, we will reorganize this document as necessary so that schools can use the State curriculum along with existing resources to support them in teaching a Common Core-aligned curriculum.

***Is this right for my school?** Schools that do not use *Everyday Math* or *Impact Math*, or who have structures in place to support teachers in developing units or using the forthcoming state curriculum, may choose to use the scope and sequence samples alongside their existing resources. To use this document, schools would need to use available resources to plan the units and lessons necessary to address the standards articulated in the scope and sequence sample. As the State curriculum becomes available, schools can also use that curriculum to fully support teaching the standards and units.*

3. **Mathematics Overviews for *Impact Math*:** This document is built from the scope and sequence samples and shows how *Impact Math* can support addressing the standards included. However, the resources within each unit are not sequenced but rather listed by standard. Given the significant shifts in sequence from the textbooks, using this document would require sequencing available resources listed within units appropriately, and augmenting as necessary, to teach units that fully address the standards represented. As the State releases its curriculum we will reorganize this document as necessary so that schools can use the State curriculum along with existing resources to support them in teaching a Common Core-aligned curriculum.

***Is this right for my school?** Schools that use *Impact Math* but would like to think about how to reorganize instructional time to allow for a greater focus on the Common Core through omission of certain concepts and lessons and use of additional resources to fully address the Common Core may choose to use this resource. To use this document, schools would need to have structures in places to support teachers in using the mathematics overviews and the resources available to plan the units and lessons necessary to meet the standards articulated. As the State curriculum becomes available, schools can also use that curriculum to support fully teaching the standards and units.*

Teacher Effectiveness Resources in ARIS Learn

ARIS Learn provides tools and resources to help educators improve classroom instruction. Teachers and school leaders can utilize ARIS Learn to take self-assessments, view learning opportunities to deepen their understanding of competencies and engage with norming resources to foster a shared understanding of teacher practice. You can access ARIS Learn by logging into ARIS (arisnyc.org) with your DOE Outlook username and password and selecting the “Learn” tab at the top of the screen. Use the tabs in ARIS Learn to find *Self-Assessments*, *Learning Plan* tools, and *Learning Opportunities*. These tools and resources can help you engage with the aspects of the 2012-13 citywide instructional expectations that involve building a shared understanding of Charlotte Danielson’s *Framework for Teaching*, and using it to guide formative classroom observations and effective feedback to teachers.

Self-Assessments: This tool allows teachers to identify their areas of strength and weakness according to the Danielson competencies. Self-Assessments are private unless a teacher chooses to give access to a supervisor or colleague. If more than five teachers in a school complete a self-assessment, principals can run an aggregate report that shows the trends across teachers. Such information can help school leaders provide professional development in areas of need identified by teachers. It can also help school leaders see how teachers’ perceptions and school leaders’ classroom observations are aligned. Find the tool in Learn under the **Self-Assessments** tab.

Learning Opportunities (LOs) provide collections of professional development resources such as interactive modules, articles, and videos to support school leader and teacher development. Find these resources under the **Learning Opportunities** tab, and search by entering the number or name below in the keyword search box. These Learning Opportunities provide an overview of specific competencies highlighted in the 2012-13 citywide instructional expectations. Each Learning Opportunity contains a module that can be used to deepen school leaders’ and teachers’ understanding of the recommended competencies.

- [An Introduction to Designing Coherent Instruction \(LO #136\)](#)
- [An Introduction to Using Questioning and Discussion Techniques \(LO #127\)](#)
- [An Introduction to Using Assessment in Instruction \(LO #130\)](#)

Resources for School Leaders and Teachers to Develop a Shared Understanding: The resources below are spotlighted to help school leaders develop a common language and understanding of what quality teaching looks like. The first resource, “Providing Teacher Feedback,” features a module on effective written and oral feedback to teachers. “Strengthening Teacher Practice” provides facilitation guides to help school teams develop a shared understanding of the Danielson *Framework*, and “Norming Resources for School Leaders and Teachers” guides school teams to deepen their knowledge of the *Framework* through viewing classroom video footage and aligning evidence to the rubric.

- [Providing Teacher Feedback \(LO # 389\)](#)
- [Strengthening Teacher Practice \(LO # 518\)](#)
- [Norming Resources for School Leaders and Teachers \(LO # 560\)](#)

College and Career Readiness Benchmarks

The DOE has developed a set of College and Career Readiness Benchmarks that define the qualities and achievements students need in order to be ready to enroll, persist and succeed in college and postsecondary training opportunities and gain entry into a meaningful career. The benchmarks, divided into four domains, are derived from the work of national researchers in college readiness, youth development, pedagogy and academic success, including Dr. David Conley and Dr. Carol Dweck, and align with the DOE’s ongoing work. Having a common understanding of successful student characteristics, choices and actions can help us on the road to our goal of preparing students for life after high school.

Domains of College and Career Readiness	This Domain Includes:
1. Common Core Learning Standards	<ul style="list-style-type: none"> Literacy standards, pre-K – 12 Math standards, pre-K – 12
2. Academic & Personal Behaviors (see below for more information)	<ul style="list-style-type: none"> Persistence Engagement Work habits and organizational skills Collaboration and communication skills Self-regulation
3. Academic Programming	<ul style="list-style-type: none"> Course taking Credit accumulation Regents test scores CTE courses and certifications
4. College and Career Access	<ul style="list-style-type: none"> College and career exploration Getting in Money matters Summer matters

Academic and Personal Behaviors

This domain, noted in the [2012-13 citywide instructional expectations](#) and in the [draft 2012-13 Quality Review rubric](#), includes the learning habits and skills that support academic readiness as well as the social-emotional qualities that support resilience and college/career persistence. This domain is the focus of the “Developing Student Mindsets” breakout session at the Chancellor’s Principal Conference. Additional information to support schools in developing students’ academic and personal behaviors will be posted on the Common Core Library in the coming months.

Behavior	Description
Persistence	Persistence is needed to support long-term commitment to educational goals through a positive mindset and self-efficacy.
Engagement	Engagement supports achievement in school by increasing students' social-emotional connection to the environment as well as their social confidence.
Work Habits/ Organizational Skills	Strong work habits and organizational skills support successful navigation of college and careers.
Communication/ Collaboration Skills	Communication and collaboration are essential skills in successful college and career transitions.
Self-Regulation	Self-regulation is key to resilience. Students must develop coping skills, self-control, and confidence to work through challenges.

Resources to Support the Special Education Reform

Professional Development		
Resource	Description	Location
Network (Special Education Achievement Coach, ASE, YD)	Your network team can support you and your teachers by providing professional development on topics such as RTI, Understanding Challenging Behavior (FBAs and BIPs), High-Quality IEP Development, Flexible Programming, and more	http://intranet.nycboe.net/SpecialPopulations/school+support+specialists.htm
Positive Behavioral Interventions and Supports (PBIS)	A decision-making framework that guides selection, integration and implementation of the best evidence-based practices for improving important academic and behavior outcomes for all students	http://www.pbis.org/
Technical Assistance Center on Disproportionality (TACD)	Located at NYU, TACD address disproportionality by providing professional development trainings, coaching, training follow-ups, materials, and resources to school districts across New York State to address the disproportionate assignment of various subgroups to special education	http://steinhardt.nyu.edu/metrocenter/tacd
Teachers College Inclusive Classrooms Project (TCICP)	TCICP strives to support teachers' development of their own classroom practices to teach diverse learners	http://www.tcicp.com/
Strategies, Techniques, Options, Prior to Placement (STOPP)	District 75's STOPP program provides hands-on assistance to community schools through individual consultation in classrooms, professional development in behavior management and crisis intervention. The goal of STOPP is to educate students who exhibit challenging behaviors in the least restrictive environment possible in their home zoned schools	http://schools.nyc.gov/Offices/District75/Departments/STOPP
Online Resources		
Resource	Description	Location
Special Education Intranet Page	The primary intranet page for finding materials to support students with disabilities and the reform. Use the navigation bar on the left to access key documents, the toolkit and other important resources, such as the flexible programming options guide and the SE Reform Reference Guide	http://intranet.nycboe.net/SpecialPopulations/SpecialEd
Toolkit for supporting Students with Disabilities	Links to presentations to use for trainings, webinars and other resources on the topics of the reform, including Universal Design for Learning, IEPs, flexible programming, behavioral supports, and transition services	http://intranet.nycboe.net/SpecialPopulations/SpecialEd/pd
One-pager for families	A one-page document, translated into 10 languages, that summarizes the NYCDOE's special education reform	http://schools.nyc.gov/AboutUs/faq/
Special Education Reform Reference Guide	A concise reference guide with information on enrollment, capping, ensuring appropriate recommendations, human resources, funding and specialized programs	http://intranet.nycboe.net/SpecialPopulations/SpecialEd
CAST Web site for UDL	Site that provides extensive information on Universal Design for Learning, including tools, videos and research	http://www.cast.org/udl

2012–13 Periodic Assessment Overview

As schools transition to full implementation of the Common Core and prepare for the changes to the State tests, the Periodic Assessment portfolio is also evolving to help meet schools' data and assessment needs.

Expectations for Assessment Practice

In prior years, schools were expected to administer formative assessments at least three times throughout the year. In 2012-13, schools will be expected to demonstrate strong formative assessment practice – deeply integrating assessment into curriculum, planning, and instruction. These expectations will be reflected in more detail in Quality Review indicator 2.2. The central expectations are:

- Teachers and teams align assessments to key standards and curricula to provide actionable feedback to teachers and students.
- Teachers and teams periodically administer common assessments and use information to adjust curriculum and instruction.
- Teachers integrate checks for understanding and student self-assessment into instruction to determine next steps.

Schools are encouraged to consider a variety of assessment types in their planning. The framework below can help schools consider the purpose of assessments at key points throughout the school year.

- **Baseline assessments** gauge students' starting point at the beginning of a year, course, or unit.
- **Checks for understanding** within a unit provide teachers with immediate feedback to adapt/adjust instruction.
- **End of unit assessments**, including performance tasks, measure students' mastery of key concepts and standards taught within a unit. These assessments can be curriculum embedded or independent.
- **Benchmark assessments** gauge student mastery of key concepts and standards over time throughout the school year to inform instructional, curricular, and professional development decisions. Effective schools use common benchmark assessments to create a common measure of student progress across classrooms.

The resources provided as a part of the Periodic Assessment portfolio will support these assessment types, focusing primarily on baseline and benchmark assessments. Schools may use the assessment resources provided by the DOE, assessments created at or purchased by their school, or a combination of both. During the selections window in June, schools can sign up for access to certain assessments, or provide a brief description of their assessment plans.

New Common Core-Aligned Resources

Grades 3-8 math baseline assessments are beginning-of-year diagnostic assessment measures student readiness for the major work of the current grade. The assessment determines the degree to which students are proficient in the work of the previous grade, as it relates to the major work of the current grade. The assessment includes multiple choice items only.

Grades 3-8 ELA and Math benchmark assessments are assessments designed to periodically measure student progress on a set of learning objectives aligned to the Common Core. They include multiple item types: multiple choice, constructed response, and performance tasks. Because so many Common Core standards require critical thinking and problem solving skills that cannot be fully assessed through multiple choice questions, these assessments will include fewer multiple choice questions and will not be available in a multiple choice only version. The assessments reflect PARCC Model Content Frameworks and Instructional Shifts.

- In ELA, there is a high proportion of informational texts and an emphasis on reading and writing grounded in evidence from texts.
- In math, there is an emphasis on the major work of the grade with a focus on fewer topics. Benchmark assessments are aligned to math curriculum guidance and sequence of standards that the DOE will release on the Common Core Library in June 2012.

Common Core-aligned tasks are currently available in the Acuity task bank and additional tasks will be added through the summer and fall. The task bank includes those on the Common Core Library, as well as other DOE-provided tasks that vary in length and cover a variety of skills. Tasks include rubrics and student exemplars. Schools can order tasks using the Custom Test Ordering Tool in the Additional Help section of Acuity.

FAQs

1) Are schools required to use DOE periodic assessments?

Schools are not required to use DOE periodic assessments. Schools may use any assessments that fit into their school-based assessment strategy and meet the expectations for formative assessment practice outlined in the Quality Review. Schools can indicate their plan to use different assessments in the Periodic Assessment Selection Tool. It is no longer necessary to fill out a separate application to be a part of the Design Your Own assessment cohort.

2) What does it mean that the 3-8 math baseline and 3-8 ELA/math benchmark assessments are aligned to the Common Core?

The math baseline assessments are aligned to the Common Core in that they assess Common Core topics from the *previous* grade that indicate readiness for the major work of the *current* grade. However, they are multiple choice assessments, meant to be administered quickly so that teachers can get a read on student's starting point. Because the item types are all multiple choice, they will not assess the deep conceptual thinking required by the Common Core. They will provide educators with a baseline indication of key topics students have and have not learned upon entering a grade.

The 3-8 ELA and math benchmark assessments are aligned to the Common Core in that they will assess the major work of the grade, follow the scope and sequence of a Common Core aligned curriculum, and reflect the instructional shifts for the Common Core. They will follow the scope and sequence of the Common Core aligned curriculum that is based on the PARCC Content Frameworks and will be published on Common Core Library in June 2012. These assessments include constructed response items and performance tasks in addition to multiple choice items and will be able to better assess the deeper thinking demanded by the Common Core. However, they will not include the kind of longer, more innovative item types required to fully assess the Common Core and expected from the PARCC assessments in future years. These assessments will not reflect a change in test format or item type – they will align to Common Core Standards within the structure and format of the assessments with which NYC educators are familiar.

3) Why do the ELA and math benchmark assessments require students to answer open-ended questions? What are the implications for scoring?

The benchmark assessments for grades 3-8 are aligned to the Common Core and many of the standards cannot be assessed by multiple choice items. Accordingly, the benchmark assessments will be comprised primarily of constructed response items, in addition to a small number of multiple choice items (approximately 8-10 multiple choice items per assessment). Unlike in previous years, there will be no option for multiple choice only assessments.

Scoring open ended items can be a powerful way for teachers to understand how well students are learning the kinds of critical thinking and problem solving skills required by the Common Core. However, scoring open ended student work can be time-consuming, especially for teachers with a high student load. Teachers are encouraged to administer the benchmark assessments only if they plan to review student work and use that information to adjust instruction. Educators may choose to analyze the student work from the benchmark assessments without entering scores into Acuity. Scoring open ended items and entering the data into Acuity is not required. However, if scores are not entered, complete reports will not be available in the platform.

Key Dates

Periodic Assessment Information Sessions – Webinars	through June 19, 2012
Periodic Assessment Information Sessions – In Person	through June 16, 2012
Periodic Assessment Selection Window	June 4 - 20, 2012

Selections Support

Periodic Assessment Information Sessions

The PA team will hold information sessions in May and June to inform schools about resources and tools available through the 2012-13 Periodic Assessment portfolio to support schools with their transition to the Common Core. Educators will reflect on the current school year, identify their assessment and instructional needs for the upcoming school year, and have the opportunity to discuss their assessment planning, strategies, and decisions with other educators. Clusters and networks may arrange a presentation for their schools, which can take place during a scheduled Network meeting, or advise their schools to attend a central session.

- **Network Sessions** – Please contact your network leader to find out if your network will host a session and to register.
- **Central Sessions** – Available in every borough, these sessions are open to educators from all schools.
- **Webinars** – Educators can sign up to attend a Webinar about the 2012-13 Periodic Assessment portfolio.

Please register at: <http://tinyurl.com/PASessions>

Selection Support Materials

The following resources are also available to help schools select periodic assessments and develop strategic assessment plans.

- **The Periodic Assessment Guide for New York City Schools** provides a comprehensive look at assessment options for 2012-13 and gives a step-by-step guide to making PA selections. The guide will be mailed to each school in early-June; an electronic is posted on the Periodic Assessment Web.
- The **Selections Support Line** is staffed by members of the PA team to answer any questions schools or Networks have about selecting Periodic Assessments. Reach us by phone at 212-374-6930 or by e-mail at periodicassessment@schools.nyc.gov.
- The **Periodic Assessment Web site** contains a wealth of information to support schools as they develop their strategic assessment plans <https://portal.nycenet.edu/Accountability/Assessment/PeriodicAssessments>.



**Options Institute, in partnership with the
NYC Department of Education’s Office of Postsecondary Readiness, presents the**

COLLEGE ACCESS SERIES

From helping families decipher financial aid packages to helping students make good-fit postsecondary choices, this series provides participants with the knowledge and resources to meet the postsecondary advising needs of their students.

Included in the series are the following six full-day sessions (full descriptions and dates on back):

- ♦ **Good-Fit I: Postsecondary Landscape**
- ♦ **Good-Fit II: Strategic Postsecondary Planning**
- ♦ **Good-Fit III: Strong College Applications**
- ♦ **Financial Aid Counseling I: Application Process**
- ♦ **Financial Aid Counseling II: Packages, Loans, & Gap**
- ♦ **Special Populations: Immigrant Students and the College Process**

Registration Details

Visit the following link by June 8th to complete the online registration:

<http://www.surveymonkey.com/s/doecollegeaccess2013>

Eligibility:

- This series is open to DOE employees who are college counselors or serve that function.
- Participants must commit to and attend all six workshops.
- Network youth development specialists are strongly encouraged to attend with school staff
- Preference for the three series starting in August will be given to staff of schools in clusters 1, 5 and 6.
- Supervisors of applicants will be expected to submit written support of staff participation and also to attend a supervisor action planning meeting on the final day of the series.

Costs: The cost of the series is being offset by private funds from Goddard Riverside and the OPSR. Schools are expected to contribute \$250 per participant for the complete series. These funds will be transferred through the Galaxy system. Network staff members can attend at no charge if at least 5 school-based participants from their network attend.

Testimonials

100% of past participants agreed or strongly agreed that their participation in this series increased the quality of their college access counseling.

Comments we’ve received about this series:

- ❖ “My knowledge of the college process increased tenfold!”
- ❖ “I feel so much more prepared to guide students for college and life beyond college.”
- ❖ “It was so refreshing to attend a workshop where I didn’t always know more than the presenters.”
- ❖ “The series is highly informative for college counselors, whether you’ve been a counselor for 2 years or 20 years.”
- ❖ “It is in the students’ best interest to have someone attend this series.”

Questions?

Contact the Options Institute (212-873-6600 x340, optionsinstitute@goddard.org),
or the Office of Postsecondary Readiness (OPSR@schools.nyc.gov)



COURSE DESCRIPTIONS

To start this summer, choose from the following three series options:

❖ Aug 7, 8, 9, Dec 11, Mar 5, Apr 9* ❖

❖ Aug 14, 15, 16, Dec 12, Mar 6, Apr 10* ❖

❖ Aug 21, 22, 23, Dec 13, Mar 7, Apr 11* ❖

(Several more series will begin later in the school year.)

All sessions will take place from 8:00 am - 3:00 pm at 59th Street and 9th Avenue in Manhattan

Good-Fit Colleges I, II, and III - August 2012

From knowledge of alternative programs and specific colleges to the ability to give effective feedback on applications, postsecondary advising requires counselors to have a wide range of skills and resources to support students effectively. Beginning with the broad view of college access on the national and state levels and then zooming in to the city, school, and student level, participants will gain not only important context but also concrete information and skills that college advisers need in order support their students to successful outcomes.

Key topics covered over these three-days:

- Assessing students for postsecondary options
- Post-secondary landscape and terminology
- Special admissions and support programs
- Assessing colleges and programs for quality
- Matching students with quality programs
- Supporting students to have balanced lists of good-fit options
- College application process & tips
- Recommendation letters
- Student essays

Financial Aid Counseling I: Application Process December 2012

Financial aid counseling is perhaps the most intimidating of the critical skills required of college counselors. Participants receive a thorough grounding in the financial aid landscape, a primer on financial aid terms and the costs of college, and an in-depth look at how to guide families through the financial aid process.

Key topics covered:

- Financial Aid overview & eligibility
- First three critical steps in Financial Aid assessment
- FAFSA & TAP application details & tips
- CSS PROFILE application tips
- Financial dependence & independence
- Dependency override
- Complex case scenarios

Financial Aid Counseling II: Packages, Loans, & Gap - March 2013

Helping students apply for financial aid is an important first step, but college advisers play an important role ensuring that young people can pay for college without burdening their future with untenable debt. In this seminar, participants learn to make sure that young people get the financial aid they deserve, make smart financial decisions, and know their options if they are left with a Gap.

Key topics covered:

- Sources of financial aid
- Analyzing & comparing financial aid packages
- Advising around healthy financial decisions
- Understanding loans
- Complex case scenarios

Special Populations: Immigrant Students and the College Process - April 2013

Undocumented students, non-immigrant visa holders, refugees and asylees all face different challenges in applying to, getting in to, and paying for college. This seminar, led by both legal and college access professionals, examines strategies and resources to help immigrant students through the college application and financial aid processes.

Key topics covered:

- Identifying & understanding student immigration status
- Adjustment of immigration status
- Impact of residency status on college admission and financial aid
- Counseling undocumented students and students with undocumented parent through the college process

*Supervisors of series participants will be invited to attend an action planning meeting with their staff on the final day of the series in April 2013.

Ever wonder about the outcomes of your students after they graduate from your school?

Find out by downloading your school's interactive *Where Are They Now?* Report from your ARIS private community.



- ✓ *View the most common schools attended by your former students and analyze their performance at the next educational level.*
- ✓ *Identify potential achievement gaps by gender, ethnicity, prior proficiency, and other comparison groups.*



Ernest Hemingway School (22MT22)
Middle School Report

This report provides information about your former middle school students' high school outcomes. You can use the fields to the right to select an 8th grade cohort as well as subpopulations to compare. To see additional subpopulations, click on the "Data" tab.

1. Select 8th Grade Cohort:
 2007-2008

2. Select Comparison Group:
 Gender

Choose a cohort and comparison group here.

3. View outcomes by comparison group (outcomes presented below are for former 8th graders with these characteristics):

Male Female

Note: Results representing fewer than 5 students are suppressed.

The "THEN" section establishes a baseline, showing information on the selected cohort when they exited the school.

The "NOW" section follows students that continued to a DOE school (or college) and shows their performance at their next institution.

THEN

80

8th graders in 2007-2008

of students

NOW

73

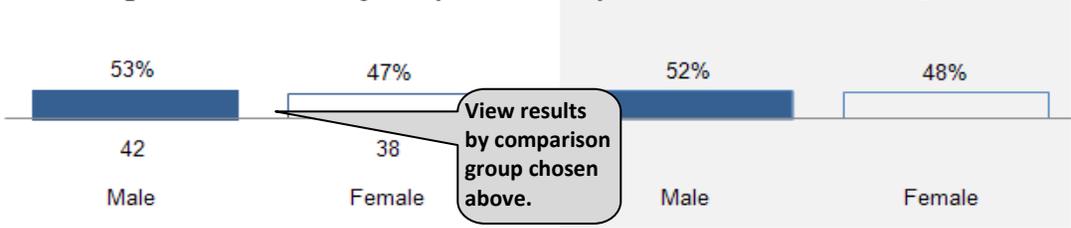
8th graders in 2007-2008 first entered 9th grade in a NYC High School in 2008-2009

NYC High School Outcomes

Most Common NYC High Schools Attended			
%	DBN	School Name	2010-2011 PR Grade
20%	22MT21	Zora N. Hurston High School	B
4%	22MT23	Robert Frost High School	A
4%	22MT24	JK Rowling High School	C
3%	22MT25	Suzanne Collins High School	A
2%	22MT26	Sir Arthur Conan Doyle High School	A

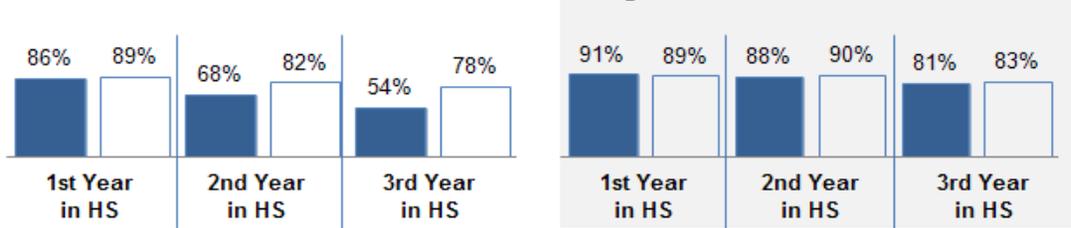
Your School **City**

Percentage of 8th Graders by Comparison Group (May not add to 100% due to missing data)

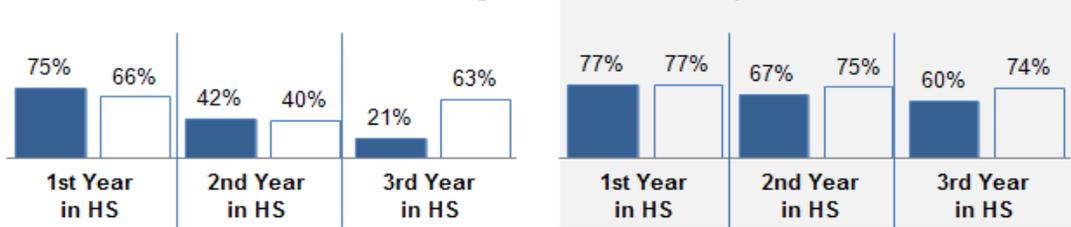


View results by comparison group chosen above.

Former 8th Graders' Annual Attendance Rate in High School



Percent of Former 8th Graders Earning 10 or More Credits per Year



Percent of Former 8th Graders Who Passed Required Regents Exams by 2009-2010

Subject	Your School		City	
	Male	Female	Male	Female
Any Math	20%	65%	65%	88%
English	1%	64%	59%	87%
Global History	3%	52%	55%	88%
US History	38%	44%	60%	80%
Any Science	16%	68%	61%	81%