



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

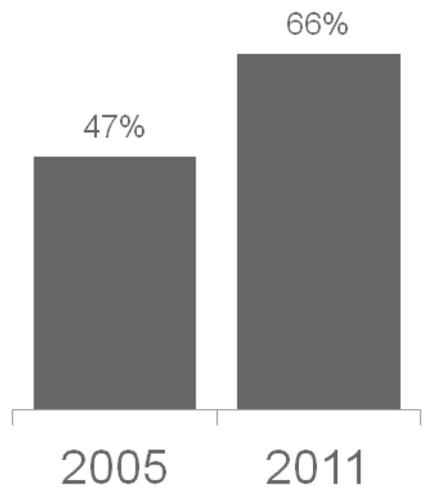
THE COMMON CORE IS A CRITICAL LEVER TO REACH COLLEGE & CAREER READINESS

DOMAIN	EXAMPLES
Common Core Learning Standards	<ul style="list-style-type: none"> Academic mastery that students demonstrate at every grade level
Academic & Personal Behaviors	<ul style="list-style-type: none"> Persistence Engagement Work habits/organizational skills Communication/collaboration skills Self-regulation
Academic Programming	<ul style="list-style-type: none"> Avoiding remediation by meeting CUNY entrance requirements Completing college and career course sequences Passing rigorous courses Graduating with additional credentials on diploma
College and Career Access	<ul style="list-style-type: none"> Exploring and understanding the range of appropriate college and career options Completing tasks required to apply to college Financial planning Planning meaningful experiences for the summer

MORE NEW YORK CITY STUDENTS ARE GRADUATING COLLEGE READY, BUT WE STILL HAVE A LOT OF WORK TO DO

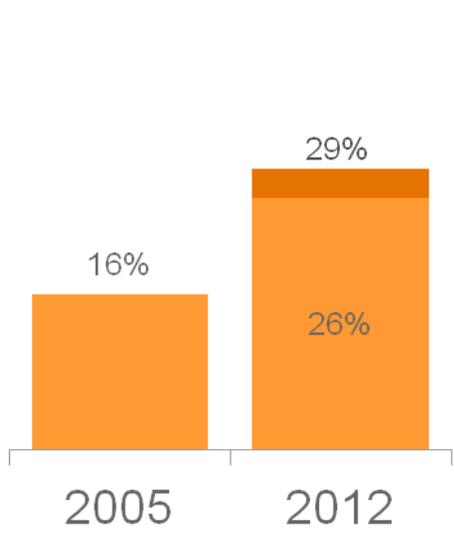
Graduation Rates % of Cohort Graduating in 4 years*

Increase 2005-11: +19 pts.



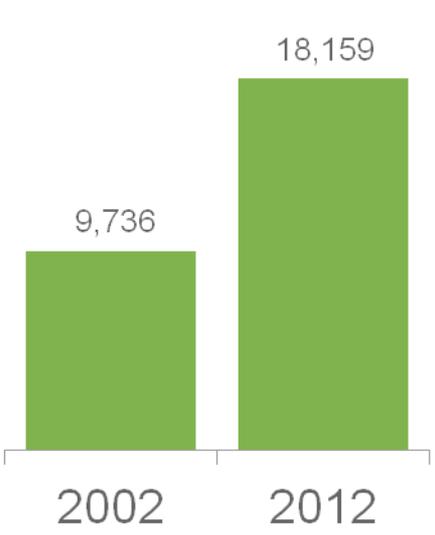
College Readiness % of Students in Cohort Graduating College Ready*

Increase 2005-12: +10 pts.



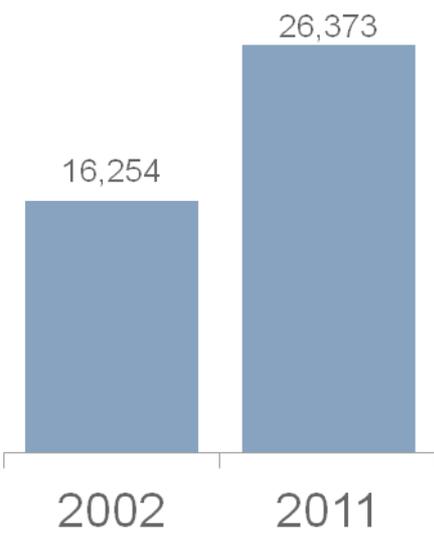
AP Performance # of Students Passing at Least 1 Exam**

Increase 2002-12: +87%



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

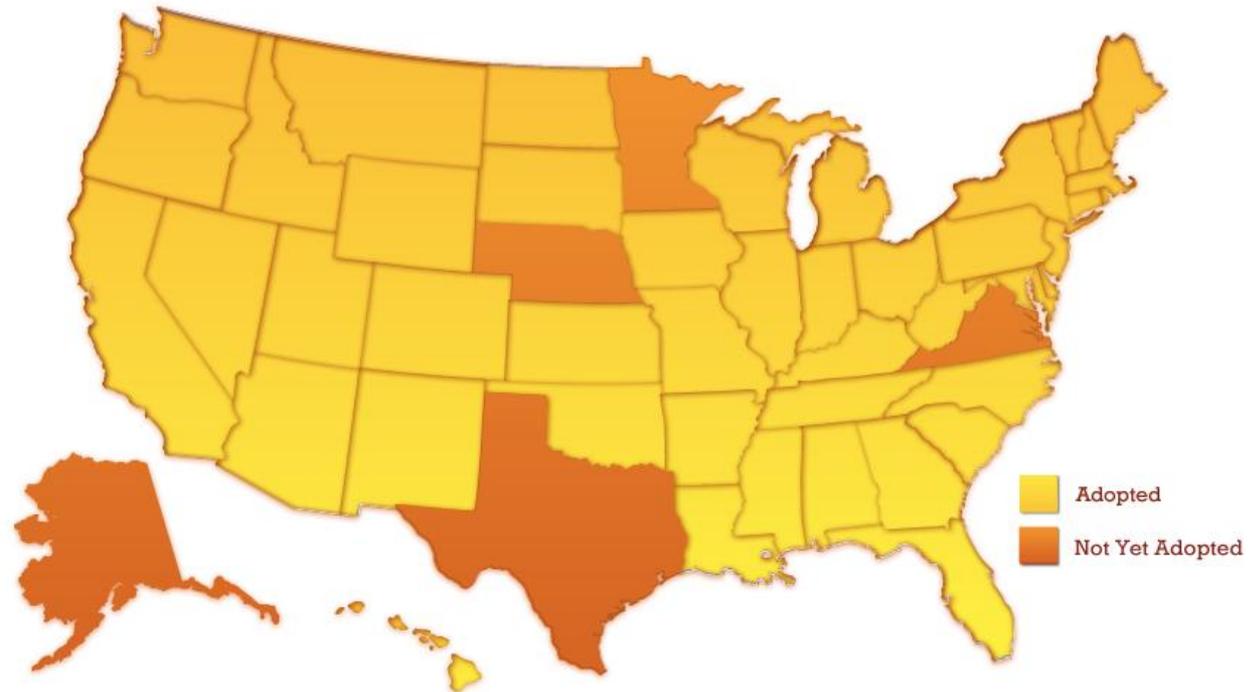
Increase 2002-11: +62%



* August graduate data is only available for the classes of 2008-2011.
 **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. The Progress Reports' 2012 definition of 29% includes results on the ACT and the CAT.
 ***2002 data are from the College Board's 2004 College Bound Seniors Report. CB updates their historic data annually to adjust for revised data on students. Data reported are the most recent comprehensive information available to NYCDOE; 2012 data are from the College Board's 2012 College Bound Seniors Report.
 ****Includes all students who when they enrolled 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.

THE COMMON CORE STANDARDS ARE INTENDED TO BETTER PREPARE 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

STRENGTHENING INSTRUCTION IS A MULTI-YEAR PROCESS

2009-10

- New York State adopts Common Core Learning Standards

2010-11

- New York City launches Common Core pilots in 100 schools
- Teacher Effectiveness Pilot begins with 20 schools and over 700 teachers

2011-12

- All schools implement citywide instructional work aligned to the Common Core

2012-13

- All schools lead increased instructional work aligned to the Common Core
- New York State assesses Common Core in grades 3-8

2013-14

- New York State assesses Common Core in Algebra I, Geometry, ELA Regents
- DOE offers Common Core-aligned curriculum options
- All schools fully align their curricula to the Common Core

2014-15

- New York City students take State PARCC* assessments

WE HAVE TAKEN MANY STEPS TO SUPPORT TEACHERS WITH THE COMMON CORE

Common Core Library

- 196,000+ unique users
- Visitors from every state and dozens of countries since launch in March 2011
- Over 2 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 Lab Schools

- Teachers 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

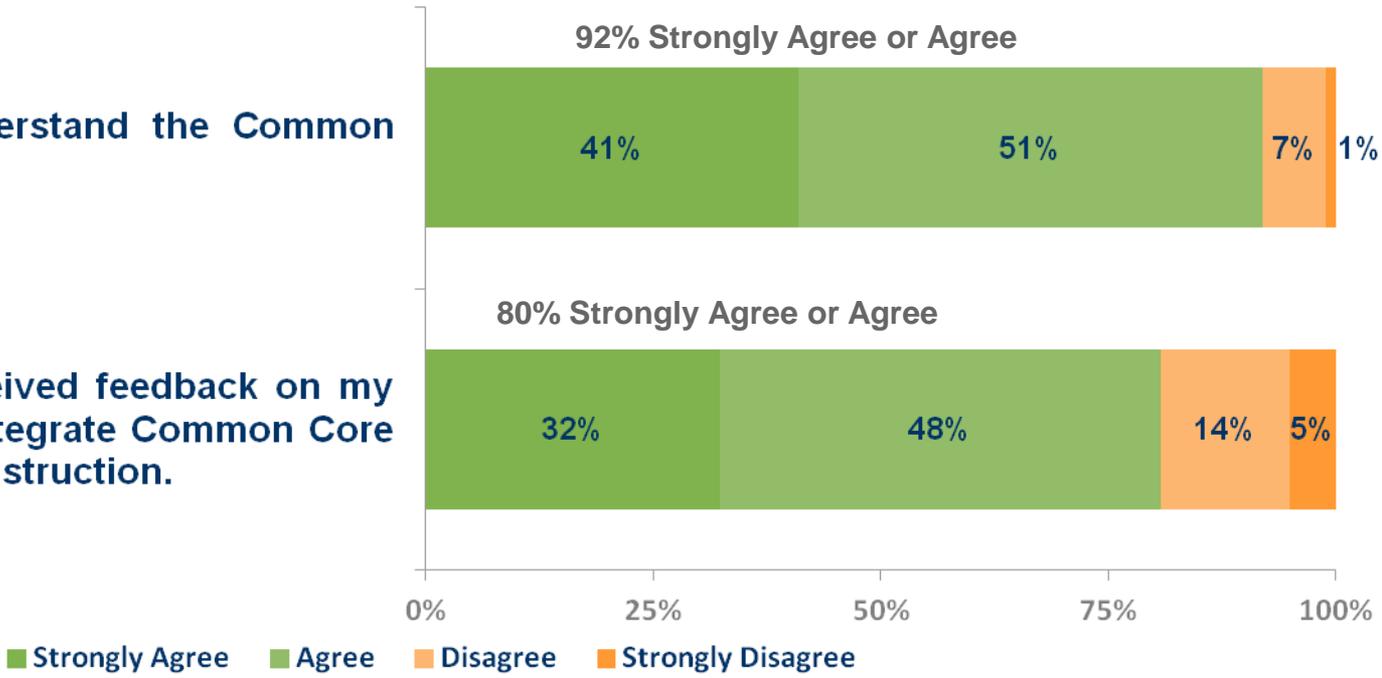
- Network teams have grown to include 4 general achievement coaches and 1 achievement coach focused on special education reform who work closely with schools



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.



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

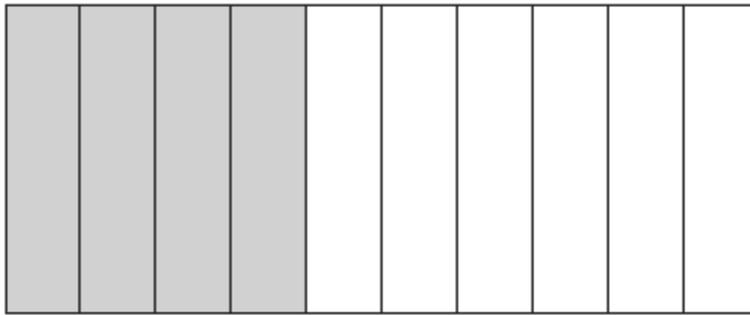
- No Speaking & Listening section

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

GRADE 4 MATH: 2010 NEW YORK STATE TEST ITEM

- 21** The diagram below shows a rectangle divided into equal sections. What fraction of the rectangle is shaded?



- *One-step problem*
- *Only one way to generate a solution*

- A** $\frac{1}{2}$
- B** $\frac{1}{4}$
- C** $\frac{2}{3}$
- D** $\frac{2}{5}$

GRADE 4 MATH: SAMPLE 2013 COMMON CORE-ALIGNED STATE TEST ITEM

8

A high school basketball team scored a total of 108 points in their final game. Joanne scored exactly $\frac{1}{3}$ of all the points the team scored, and Renee scored 23 points. How many points were scored by the rest of the team?

- A 36
- B 49
- C 59
- D 85

- *Multi-step problem*
- *Multiple ways to generate a solution—greater conceptual understanding is required*

GRADE 8 ENGLISH LANGUAGE ARTS: 2009 NEW YORK STATE TEST ITEM

32. The author of the passage says that he lost Rufus as a useful working animal during a summer heat spell. Explain why the author makes this comment about his dog. Use details from the passage to support your answer.

- *Text is relatively simple—5th grade text on an 8th grade test*
- *Students are asked to find details from the text to support a straightforward comment made by the author*

GRADE 8 ENGLISH LANGUAGE ARTS: SAMPLE 2013 COMMON CORE-ALIGNED STATE TEST ITEM

11. Describe how the author's attitude toward the doll symbolizes her changing attitude toward learning words throughout the story. Use two details from the passage to support your answer.

Write your answer in complete sentences.

- *Text is more challenging (e.g., sentence structure and vocabulary)—8th grade text on 8th grade test*
- *Students need to understand the concept of symbolism and develop their own interpretation of the text*

WHAT THE NEW TESTS MEAN FOR YOUR CHILD

- We expect these new tests to be more difficult to pass, at first.
- This change is important. Students, teachers, and parents need to understand where students are on the path to graduating prepared for college and a good job.
- A score that is different from past years will not mean that your child isn't learning or working hard enough.
 - > These are new tests, and they will create a new baseline.
- With time, support, and hard work, our students will rise to the challenge.

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.
- 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 levels. 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.

HOW STRUGGLING STUDENTS ARE BEING SUPPORTED

- 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
 - > Helps identify reading skills early on where elementary school students are struggling—before they start falling behind
- Updated 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
 - The DOE has provided over \$20 million directly to schools (through Title III) to provide supplemental support for English language learners
 - Over the last two years, more than 14,000 educators have participated in ELL-related training

CHANCELLOR WALCOTT RELEASED RESOURCES FOR PARENTS & PRINCIPALS

- These resources include:
 - > Introductory video from the Chancellor
 - > Letter from the Chancellor to parents
 - > Information on Accountability, Assessments, and Student Supports
 - > Chancellor’s Webinar on the Common Core standards
 - > Agendas, facilitator guides and activities, and sample State test questions for parent meetings

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

