

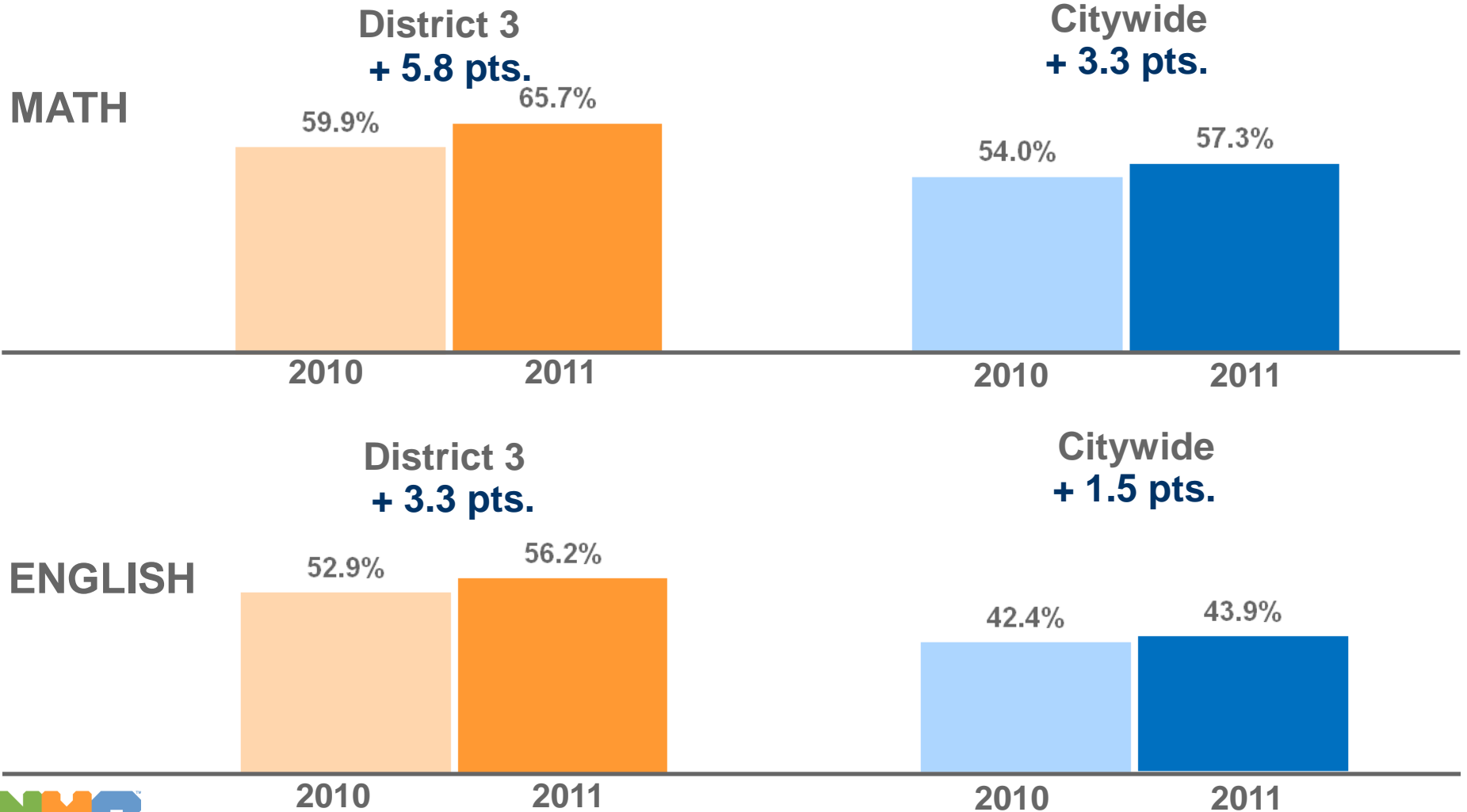
Supporting College and Career Readiness:

Moving to the Common Core Standards in NYC

District 3 CEC Public Meeting
November 2011

PERCENT OF NYC STUDENTS EARNING LEVELS 3+4 IN MATH AND ELA: DISTRICT 3 AND CITYWIDE

Percent of Students Meeting/Exceeding New State Standards on New York State Grades 3-8 Tests

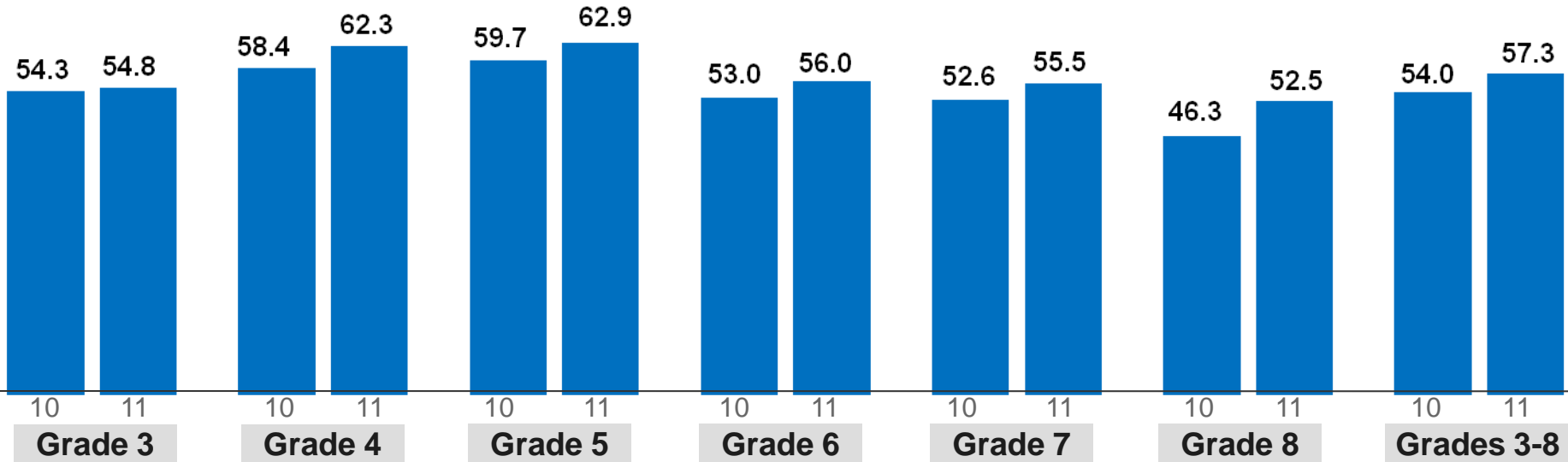


Note: In 2010, NYSED increased the scale score required to meet each of the proficiency levels. In addition, in 2011, NYSED lengthened the exams by increasing the number of test questions.

CITYWIDE RESULTS IN MATH

2010 & 2011 PERCENT OF STUDENTS MEETING OR EXCEEDING STATE STANDARDS (LEVELS 3+4) IN MATH

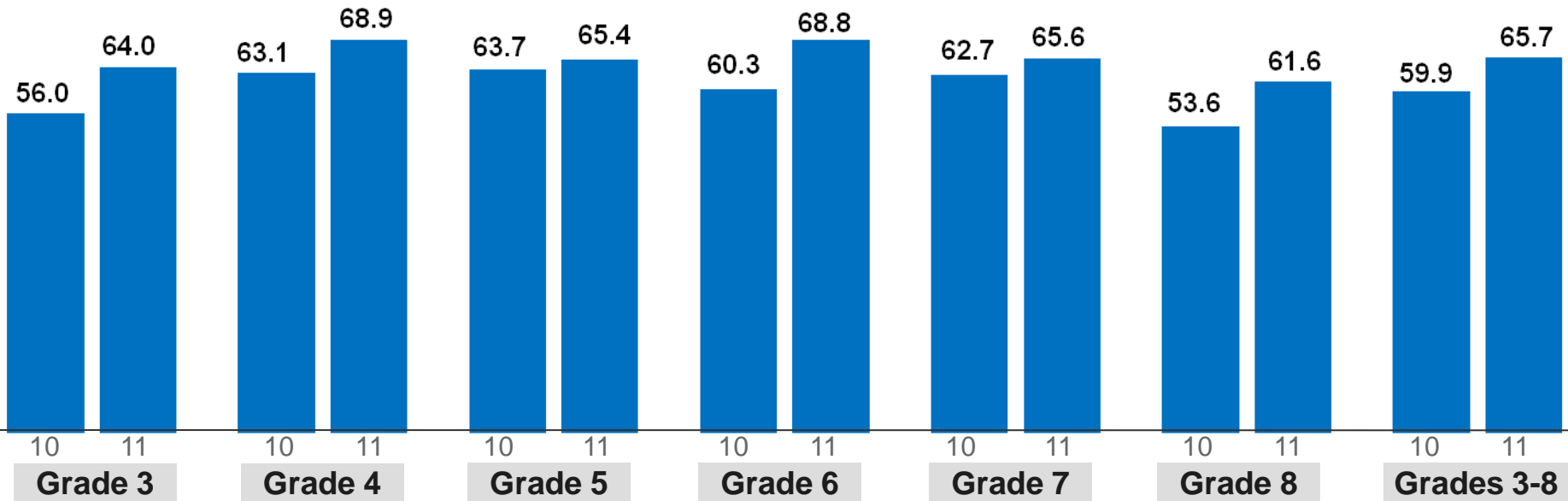
	3	4	5	6	7	8	3-8
2010-2011 Change MATH (pts)	+0.5	+3.9	+3.2	+3.0	+2.9	+6.2	+3.3



DISTRICT 3 RESULTS IN MATH

2010 & 2011 PERCENT OF STUDENTS MEETING OR EXCEEDING STATE STANDARDS (LEVELS 3+4) IN MATH

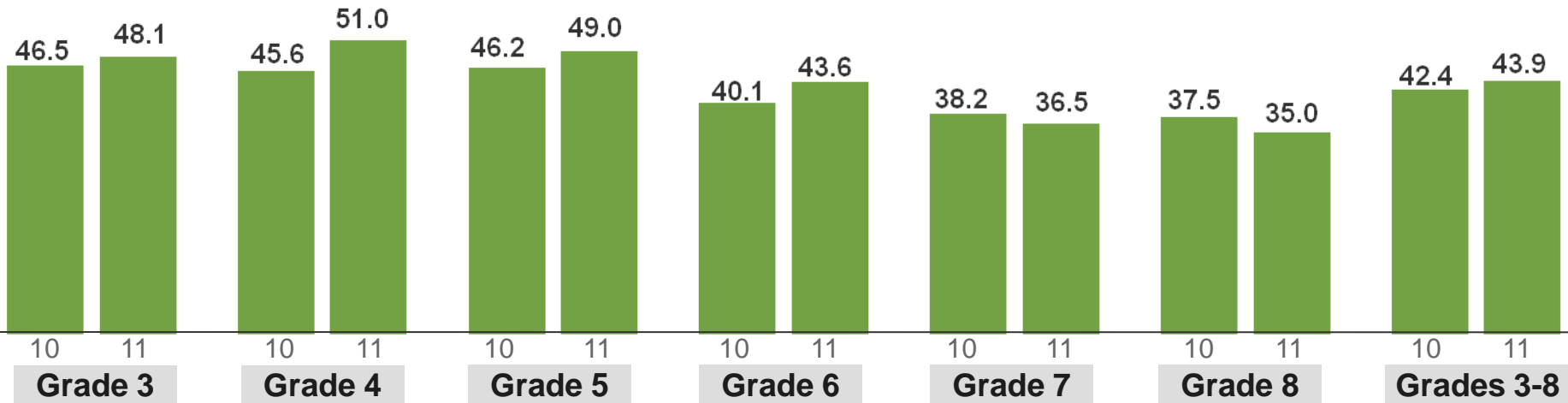
	3	4	5	6	7	8	3-8
2010-2011 Change MATH (pts)	+8.0	+5.8	+1.7	+8.5	+2.9	+8.0	+5.8



CITYWIDE RESULTS IN ENGLISH

2010 & 2011 PERCENT OF STUDENTS MEETING OR EXCEEDING STATE STANDARDS (LEVELS 3+4) IN ENGLISH

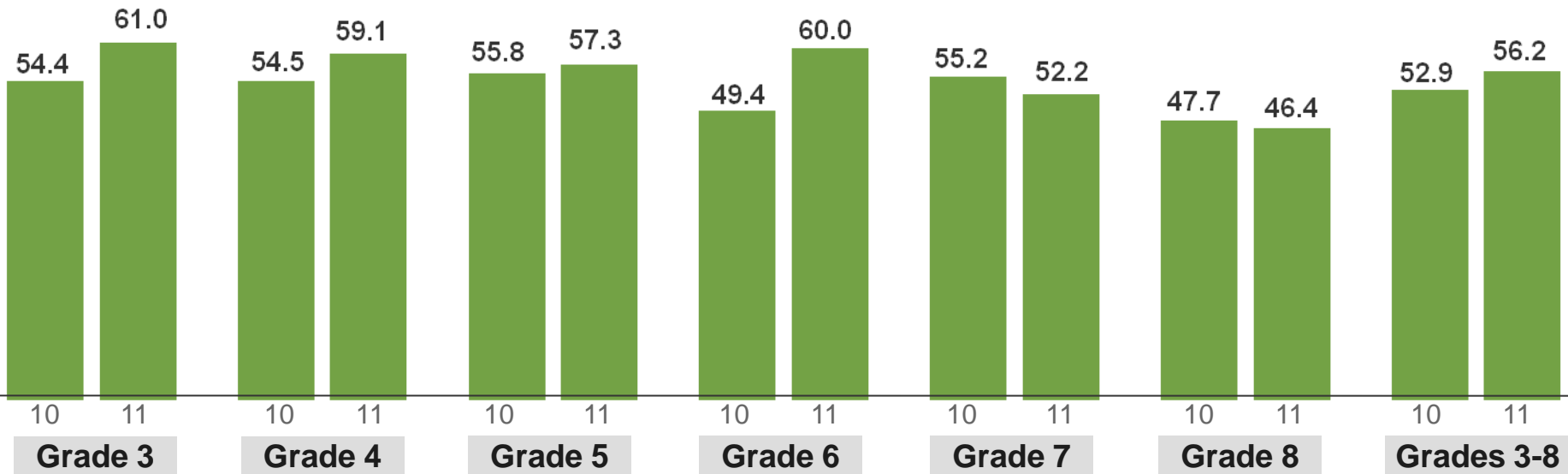
	3	4	5	6	7	8	3-8
2010-2011 Change ELA (pts)	+1.6	+5.4	+2.8	+3.5	-1.7	-2.5	+1.5



DISTRICT 3 RESULTS IN ENGLISH

2010 & 2011 PERCENT OF STUDENTS MEETING OR EXCEEDING STATE STANDARDS (LEVELS 3+4) IN ENGLISH

	3	4	5	6	7	8	3-8
2010-2011 Change ELA (pts)	+6.6	+4.6	+1.5	+10.6	-3.0	-1.3	+3.3



FOCUSING ON MIDDLE SCHOOL REFORM

- In successful middle schools...
 - > Literacy is a central focus across the curriculum
 - > There is stable, high-quality leadership
 - > Teams of teachers share responsibility for a manageable cohort of students
 - > There is a strong culture, discipline, and academic routines
 - > Every student and family is known well
- But middle school performance has stagnated for years on state and national tests, especially in literacy
- This fall, Chancellor Walcott announced a new focus on middle schools:
 - > Create 50 new middle schools over the next 2 years
 - > Re-focus our leadership pipeline efforts on middle school
 - > Turn around or phase out the lowest-performing middle schools
 - > Channel resources and supports to additional struggling middle schools
 - > Spend \$15M in Core Curriculum resources on nonfiction libraries for middle schools

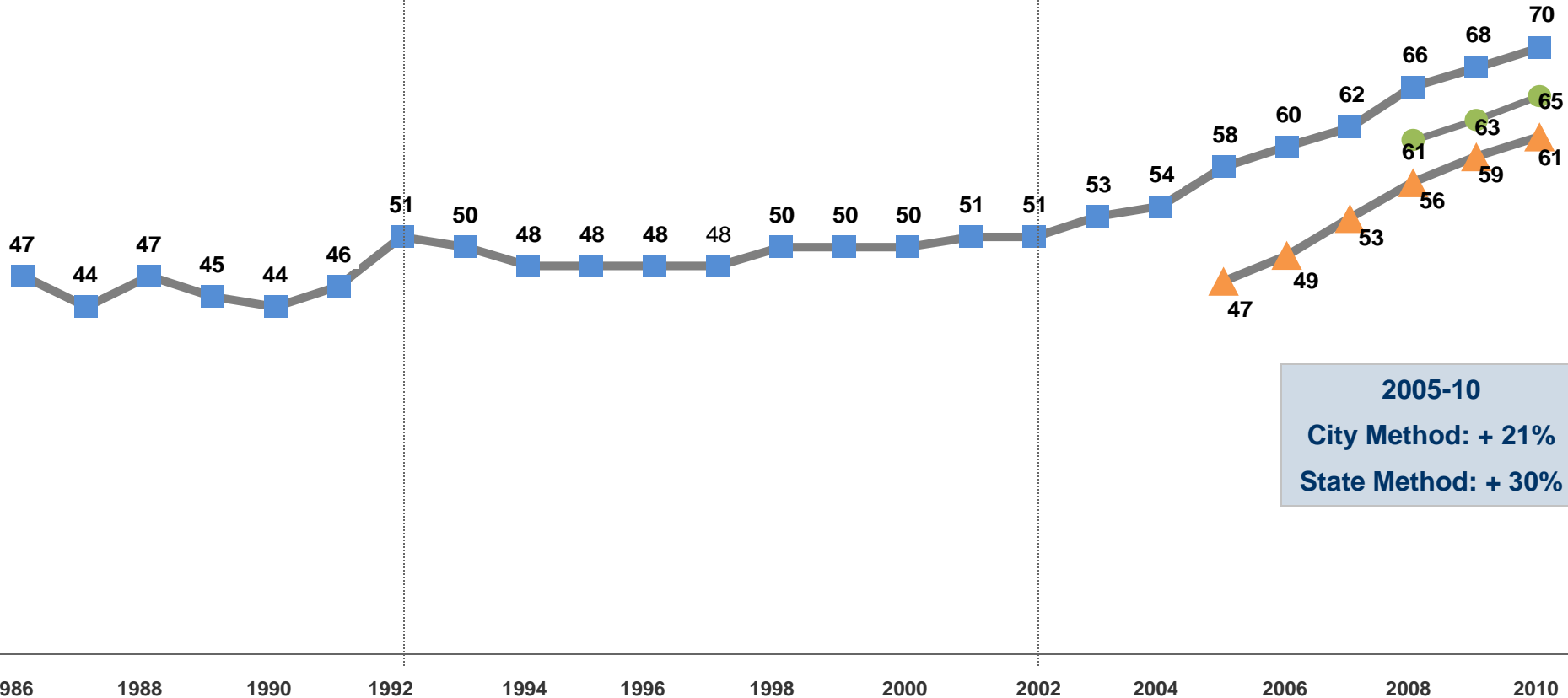
AFTER REMAINING NEARLY FLAT FOR 10 YEARS, NYC'S GRADUATION RATE HAS INCREASED BY 37% SINCE 2002

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

1986-1992: + 9%

1992-2002: + 0%

2002-2010: + 37%



2005-10
City Method: + 21%
State Method: + 30%

SIXTY NINE PERCENT OF DISTRICT 3 STUDENTS GRADUATE IN FOUR YEARS

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



*Includes August graduates.



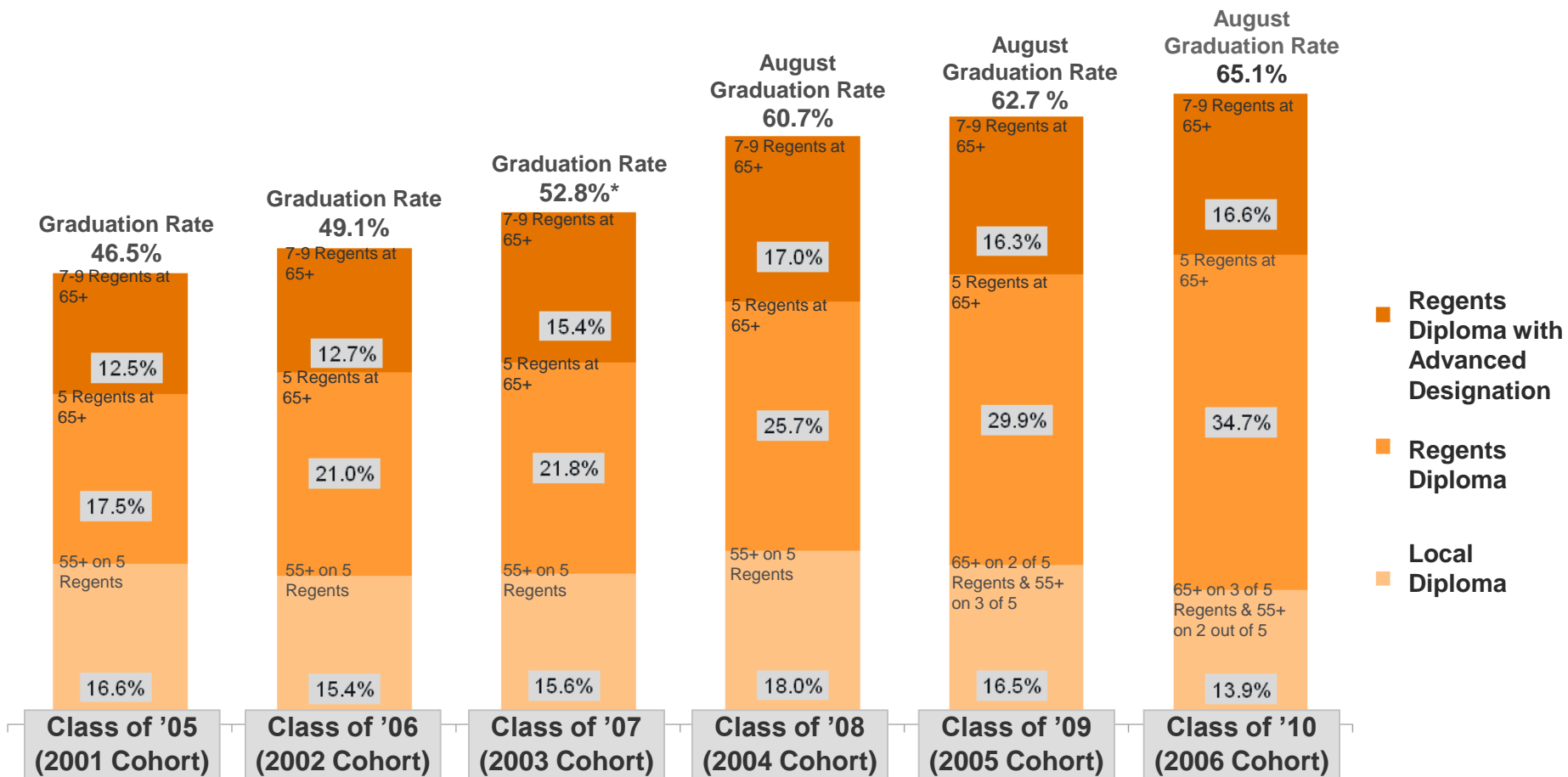
Department of Education

Dennis M. Walcott, Chancellor

Notes: The NY State method, used since 2005, includes Local and Regents Diplomas and all disabled students. It does not include GEDs and Special Education diplomas. Beginning with the Class of 2009, students must pass 2 out of 5 Regents with a 65 or above to receive a Local Diploma. August graduate data is only available for years 2008-2010.

CITYWIDE MORE STUDENTS ARE EARNING REGENTS DIPLOMAS AFTER FOUR YEARS

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

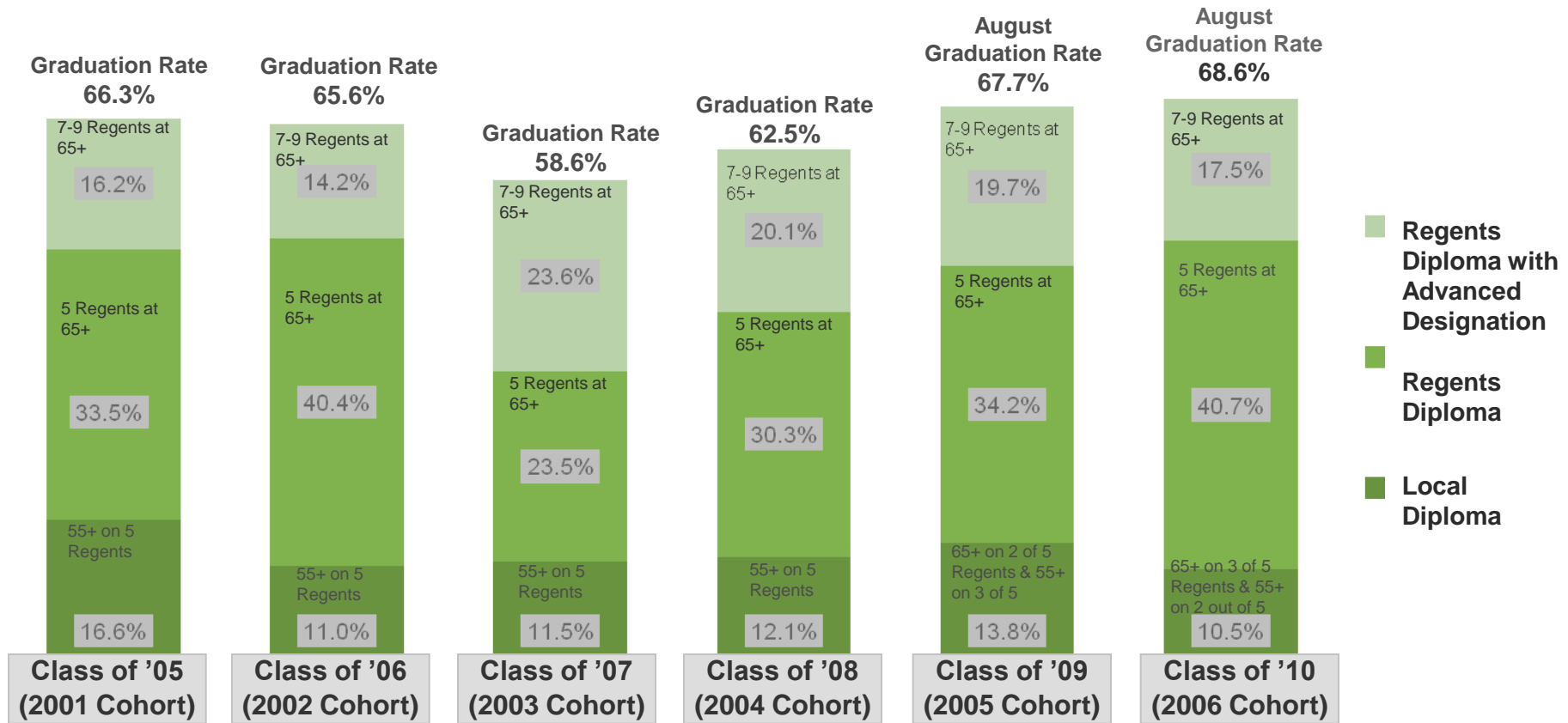


Required Regents Exams are: English, Math, US History & Government, Global History, and Science; Additional Requirements for Regents with Advanced Designation: Science, Mathematics, and Language Other Than English (LOTE)

Note: Totals reflect data available at the time of reporting provided by NYS; August graduate data is only available for cohorts 2004-2006. The overall rate may not equal the sum of each diploma type due to rounding. *Final year NYS did not include August graduates

IN DISTRICT 3 MORE STUDENTS ARE EARNING REGENTS DIPLOMAS AFTER FOUR YEARS

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



Required Regents Exams are: English, Math, US History & Government, Global History, and Science; Additional Requirements for Regents with Advanced Designation: Science, Mathematics, and Language Other Than English (LOTE)

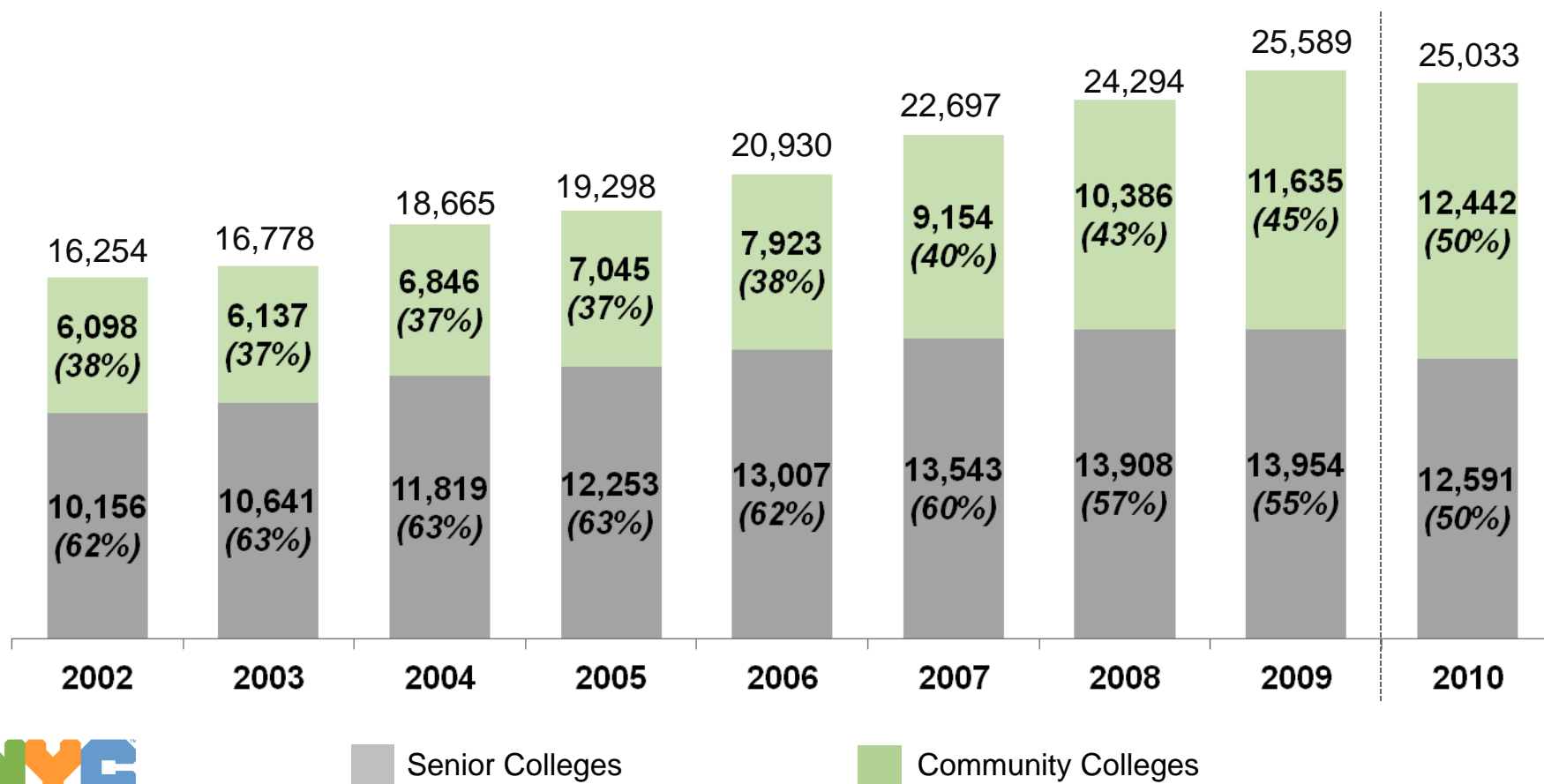
Note: Totals reflect data available at the time of reporting provided by NYS; August graduate data is only available for cohorts 2004-2006. The overall rate may not equal the sum of each diploma type due to rounding. *Final year NYS did not include August graduates

COLLEGE READINESS: ENROLLMENT AT CUNY BY NYCDOE STUDENTS

Total Number of DOE Graduates* Enrolling in CUNY as First Time Freshman

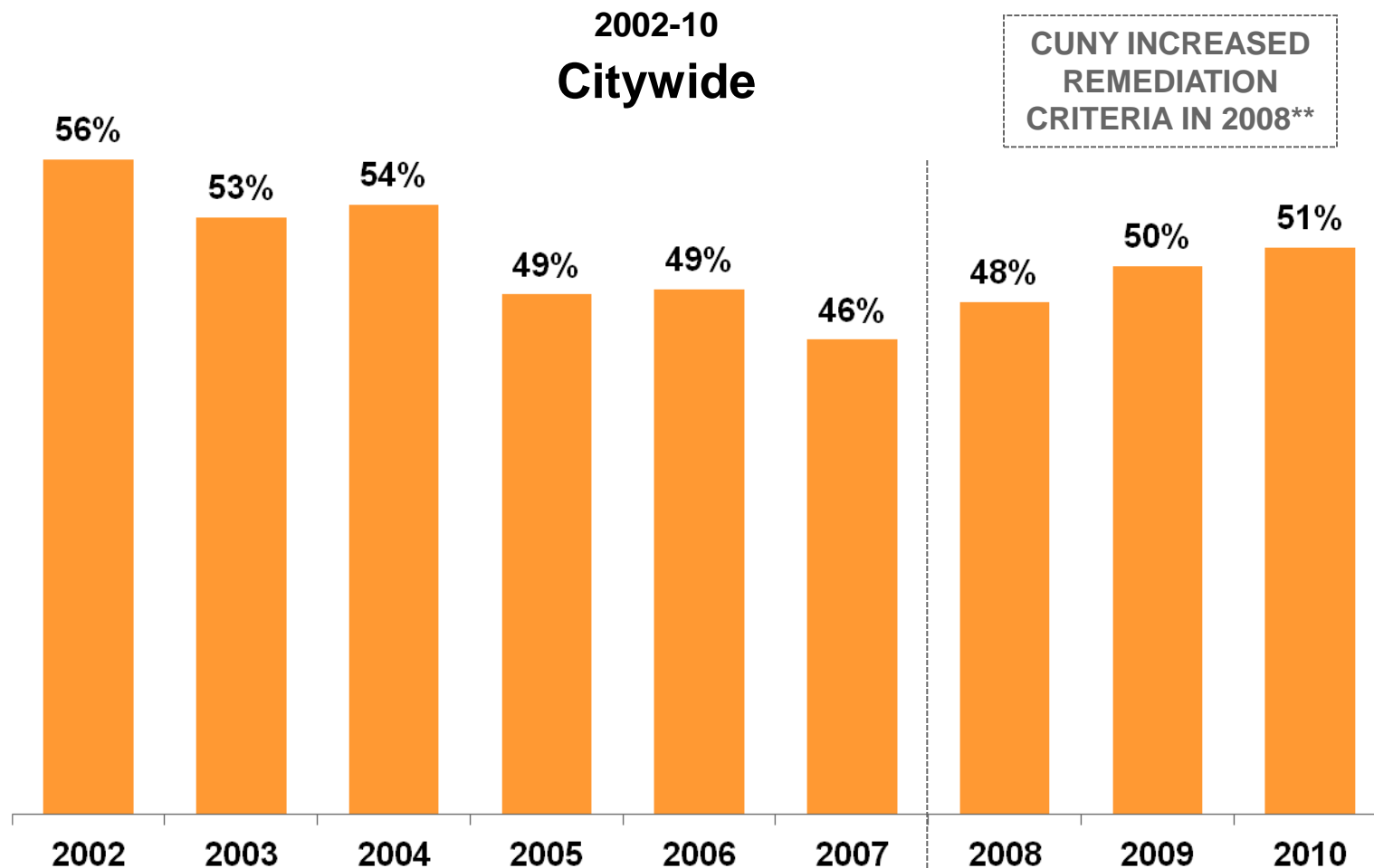
2002-10
Citywide

Note: In 2010, CUNY saw a decrease in overall first-time freshman enrollment following a change in enrollment policy: from rolling admissions to a formalized application deadline.



STILL, TOO MANY STUDENTS ARE NOT READY FOR COLLEGE

Percent of DOE Graduates* Enrolling in CUNY as First Time Freshman In Need of Remedial Coursework**



Note: Students entering baccalaureate programs at senior colleges who initially needed remediation completed remediation over the summer or, if SEEK or ESL, were exempt from the baccalaureate admissions policy. Some senior colleges also enroll students in Associate's programs.

Source: CUNY Office of Institutional Research and Assessment, *init_remedial_need_by_hs_type.xlsx*, 07/21/11. *Includes all students who report to CUNY that they have graduated from a NYC high school (at any point in time). **Students in need of remedial coursework did not meet CUNY proficiency standards or pass the CUNY Assessment tests. In 2008, CUNY instituted more rigorous requirements for requiring remediation. <http://www.cuny.edu/academics/testing/cuny-assessment-tests/faqs.html#1>; http://gcpages.qc.edu/provost/Cur_stud/SBotman-memo.pdf



Department of Education

Dennis M. Walcott, Chancellor

HIGHER EDUCATION LEVELS INCREASE INCOME OPPORTUNITIES

Most of the fastest-growing 21st century jobs require postsecondary degrees

Average income based on education levels:

High School Dropout	\$20,250
High School Diploma	\$27,960
2-year College Degree	\$36,400
4-year College Degree	\$48,100
Professional Degree	\$87,780

THE COMMON CORE STATE STANDARDS INITIATIVE

Goal: Prepare students to graduate from high school ready for college and careers

- The Common Core standards are:
 - > Aligned with college and workplace expectations
 - > Focused on developing higher-order skills to solve complex problems
 - > In line with other high-performing countries
 - > Based on evidence and research
- **New York State** is one of 45 states to have adopted the Common Core State Standards
- **New York City** is among the leading districts in the nation in beginning to integrate these standards into classrooms

WHY ARE THE COMMON CORE STANDARDS IMPORTANT?

- The Common Core standards provide a clear roadmap for teachers, parents, and students about what students should know and be able to do at each grade level—from pre-K to 12
- These new, higher standards will:
 - > Drive changes in curriculum
 - > Lead to new, more challenging state tests
 - > Require teachers to strengthen their classroom instruction to make sure students are on track for college and careers

KEY COMPONENTS OF THE COMMON CORE: LITERACY

- Literacy-building as a shared responsibility for all teachers (including history/social studies, science, and technical subjects)
- Increased attention to teaching reading of nonfiction texts and more complex text over time
- More focus on teaching research skills and incorporating evidence from the text
- Emphasis on writing to argue, inform, and explain in the upper grades to prepare students for college-level writing

KEY COMPONENTS OF THE COMMON CORE: MATH

- Fewer topics to simplify both understanding the big ideas and making connections between topics
- More emphasis on taking time to understand math concepts deeply, not just rushing to get the answer
- Focus on mastery of complex concepts through hands-on learning
- Emphasis on solving “real-world” problems in the upper grades

HOW NEW YORK STATE TESTS WILL CHANGE

- New York and 24 other states are working together to develop new tests in English and math
- This group is called the Partnership for Assessment of Readiness for College and Careers (PARCC)



NY STATE TEST ITEM

5TH GRADE MATH (2010)

Randa ate $\frac{3}{8}$ of a pizza, and Marvin ate $\frac{1}{8}$ of the same pizza.
What fraction of the pizza did Randa and Marvin eat?

- A $\frac{5}{8}$
- B $\frac{3}{8}$
- C $\frac{1}{4}$
- D $\frac{1}{2}$

EXAMPLE COMMON CORE PERFORMANCE TASK

5TH GRADE MATH

Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

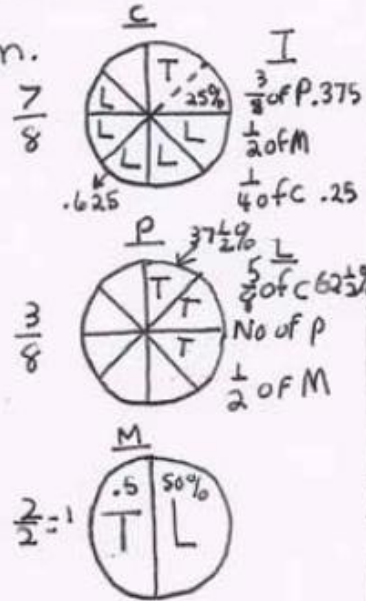
EXAMPLE ANNOTATED STUDENT WORK

Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

I will find who is correct, Tito or Luis.
I will make a diagram.

Key	
T	Tito
L	Luis
C	cheese
P	pepperoni
M	mushroom
↑ pizzas	



Tito ate
 $\frac{3}{8} + \frac{1}{2} + \frac{1}{4} = ?$
 $\frac{3}{8} + \frac{4}{8} + \frac{2}{8} = \frac{9}{8} = \boxed{\frac{1}{8}}$

Luis ate
 $\frac{5}{8} + \frac{1}{2} = ?$
 $\frac{5}{8} + \frac{4}{8} = \frac{9}{8} = \boxed{\frac{1}{8}}$

you have to find how to have 8 in the denominator so you add equivalent fractions

Answer: Luis was right because they both ate $\frac{1}{8}$ pizza

The student is able to make sense and persevere in solving the problem. The student demonstrates correct reasoning of proportional parts of a whole, correctly assigns each boy pizza pieces, and finds the correct equivalent fractions to state a correct answer. The student verifies her/his answer with decimals and percents and brings prior knowledge of statistics to the solution.

The student models with mathematics. The area model/diagram of the pizzas is accurate, labeled, and a key defines Tito, Luis, and the types of pizzas. The student uses the diagram to record some of her/his extended thinking to percents and decimals.

WHAT WE ARE DOING TO GET STUDENTS READY

- Training and resources for educators citywide
- Training and support to ensure access to the Common Core for all students, including students with disabilities and English Language Learners
- Every student will engage in a rigorous, Common Core-aligned literacy and math task as part of a curriculum unit
 - > **In literacy:** Students will read and analyze nonfiction texts and write opinions and arguments in response
 - > **In math:** Students will engage in a challenging task that requires them to solve “real-world” problems and/or figure out the reasoning behind arguments to get to a solution

ACCESSING COMMON CORE RESOURCES

- The NYC Department of Education's Common Core Library:
<http://schools.nyc.gov/Academics/CommonCoreLibrary>
- The standards themselves and info on the Common Core State Standards Initiative: <http://corestandards.org>
- Guides to the Common Core from the National Parent Teacher Association (PTA): <http://pta.org/4446.htm>

Home

Why Common Core?

See Student Work

Professional Learning

Share Your Ideas

Family Resources

[DOE Home Page](#) > [Academics](#) > [Common Core Library](#) > [Family Resources](#)

Family Resources



Families play a vital role in students' educational journeys. By staying involved in your child's education and exploring future pathways together, you can help your child reach his or her full potential.

For our students to succeed in a rapidly changing world, they need to learn to think creatively, solve problems, make effective arguments, and engage in debates. Over the next few years, New York and more than 40 other states will transition to a new set of learning standards designed to prepare all students, from pre-kindergarten through grade 12, for success in college and careers. Over time, teachers will integrate these new standards, called the Common Core, into their classrooms.

The Common Core standards provide us with a powerful opportunity to develop students' critical thinking skills and push them to become lifelong learners. This year, as our schools continue to work to ensure all students achieve at high levels, students will get the chance to engage in these new, higher standard through reading and analyzing nonfiction texts and using math to solve complex, real-world problems.

RESOURCES FOR FAMILIES

- › [Parents and Families Page](#)
- › [National PTA Guides to the Common Core](#)

ELEMENTARY SCHOOL/EARLY CHILDHOOD PROGRESS REPORT OUTCOMES IN DISTRICT 3

School	2011 Grade	2011 Percentile	2010 Grade
P.S. 199 Jessie Isador Straus	A	85	A
P.S. 009 Sarah Anderson	A	81	B
Young Diplomats Magnet Academy (P.S. M242-Gwendolyn Powell Brown Computer School)	B	75	C
P.S. 087 William Sherman	B	53	B
P.S. 166 The Richard Rodgers School of The Arts and Technology	B	42	D
P.S. 145, The Bloomingdale School	C	31	B
P.S. 075 Emily Dickinson	C	26	C
P.S. 163 Alfred E. Smith	C	13	C
P.S. 208 Alain L. Locke	D	4	C
P.S. 084 Lillian Weber	F	1	C
The Early Childhood Discovery and Design Magnet School (P.S. 185 John M. Langston)	C	n/a*	C

* As an early childhood school, P.S. 185 does not have a comparable percentile rank.

MIDDLE SCHOOL / K-8

PROGRESS REPORT OUTCOMES IN DISTRICT 3

School	School Type	2011 Grade	2011 Percentile	2010 Grade
The Anderson School	K-8	A	99	A
Special Music School	K-8	A	97	A
M.S. M247 Dual Language Middle School	Middle	A	97	A
Mott Hall II	Middle	A	97	A
P.S. 165 Robert E. Simon	K-8	A	93	B
Community Action School - MS 258	Middle	A	89	A
J.H.S. 054 Booker T. Washington	Middle	B	72	B
The STEM Institute of Manhattan (P.S. 241 Family Academy)	K-8	B	63	C
M.S. 256 Academic & Athletic Excellence	Middle	B	62	C
P.S. 076 A. Philip Randolph	K-8	B	61	C
M.S. M245 The Computer School	Middle	B	57	B
P.S. 180 Hugo Newman	K-8	B	56	C
M.S. 250 West Side Collaborative Middle School	Middle	B	49	A
P.S. 333 Manhattan School for Children	K-8	B	42	C
M.S. 243 Center School	Middle	B	41	B
West Prep Academy	Middle	C	29	n/a*
P.S. 191 Amsterdam	K-8	C	22	C
P.S. 149 Sojourner Truth	K-8	C	18	B
Wadleigh Secondary School for the Performing & Visual Arts	Middle	D	4	C
Frederick Douglass Academy II Secondary School	Middle	F	3	C

* West Prep Academy was a new school, and new schools do not receive a Progress Report grade in their first year.

HIGH SCHOOL PROGRESS REPORT OUTCOMES IN DISTRICT 3

School	2011 Grade	2011 Percentile	2010 Grade
Urban Assembly School for Media Studies, The	A	98.2	A
High School for Law, Advocacy and Community Justice	A	90.6	A
Beacon High School	A	85.5	A
Fiorello H. LaGuardia High School of Music & Art and Performing Arts	A	73.4	A
Manhattan / Hunter Science High School	B	52.3	B
Frederick Douglass Academy II Secondary School	C	32.8	C
High School of Arts and Technology	C	19.0	B
High School for Arts, Imagination and Inquiry	C	13.6	B
Wadleigh Secondary School for the Performing & Visual Arts	D	10.3	B
Manhattan Theatre Lab High School	F	1.8	C

QUESTIONS?