



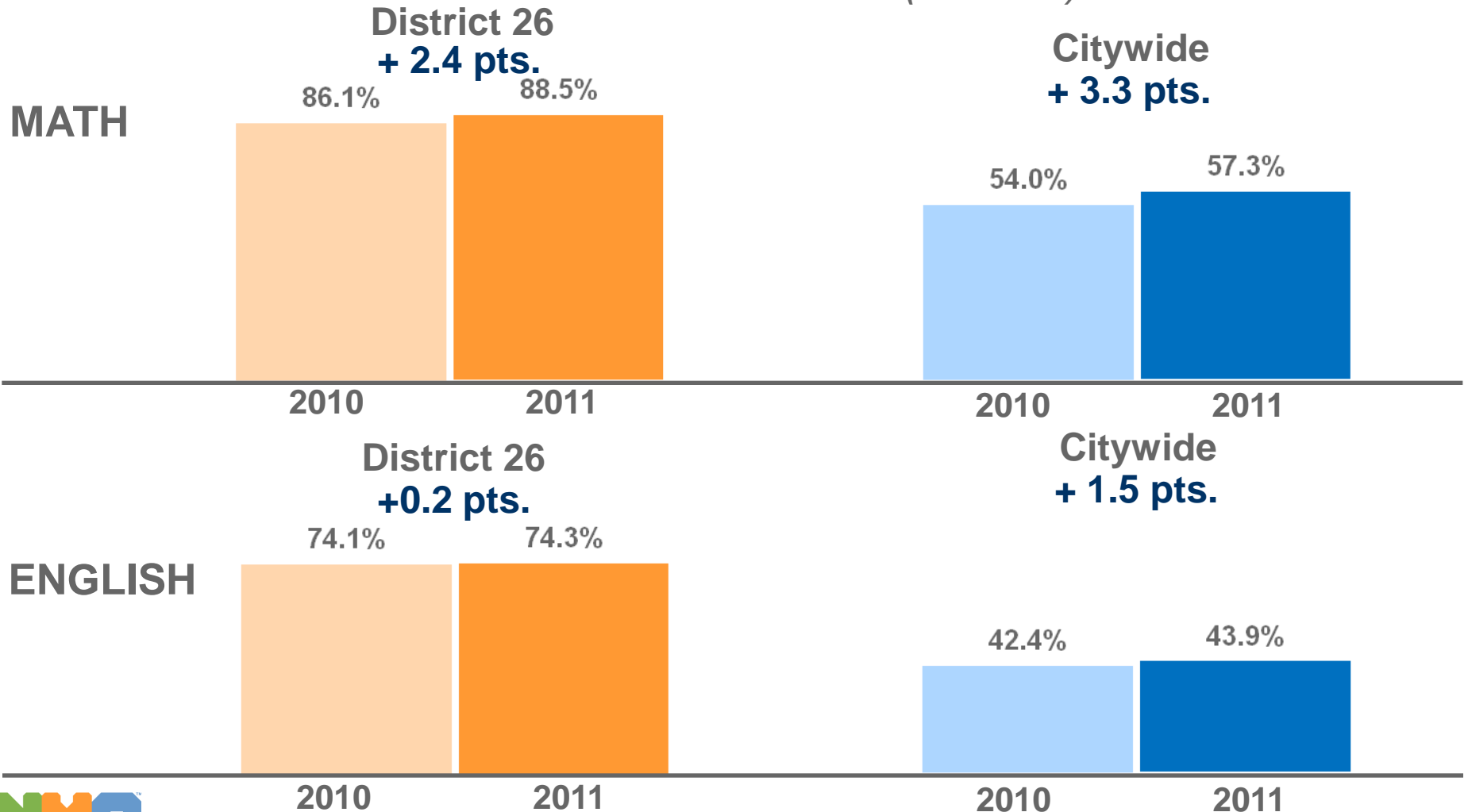
# Supporting College and Career Readiness:

## Moving to the Common Core Standards in NYC

District 26 CEC Public Meeting  
October 2011

# PERCENT OF NYC STUDENTS EARNING LEVELS 3+4 IN MATH AND ELA: DISTRICT 26 AND CITYWIDE

2010 & 2011 Percent of Students Meeting/Exceeding New York State Standards on New York State Grades 3-8 Tests (Levels 3+4)

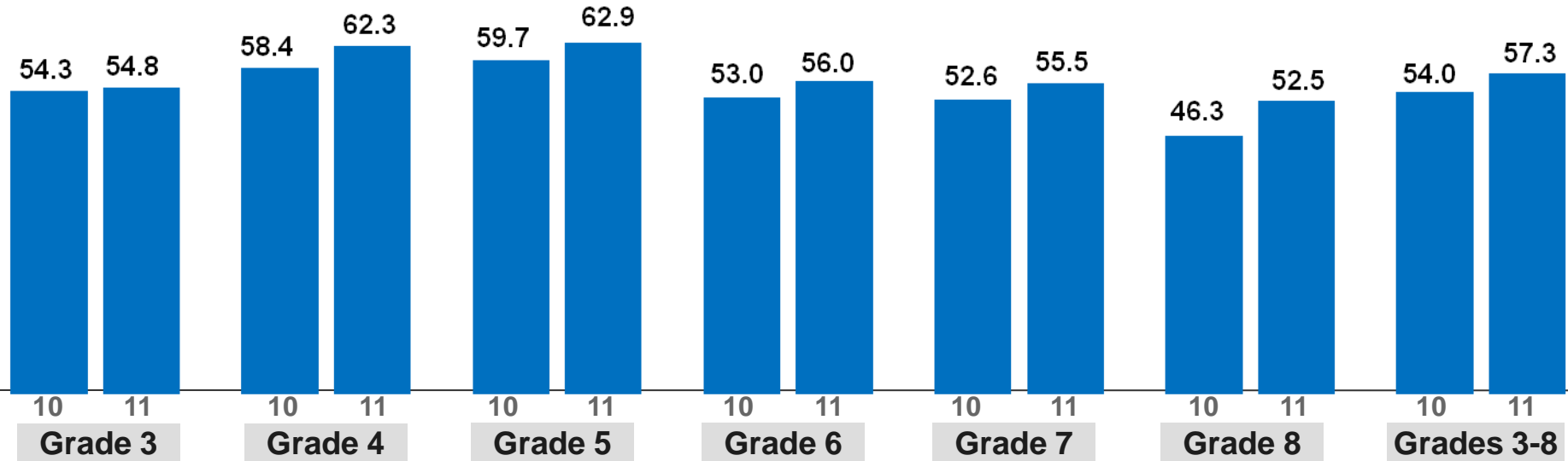


Note: In 2010, NYSED increased the scale score required to meet each of the proficiency levels. In addition, in 2011, NYSED lengthened the exams by increasing the number of test questions.

# CITYWIDE RESULTS IN MATH

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

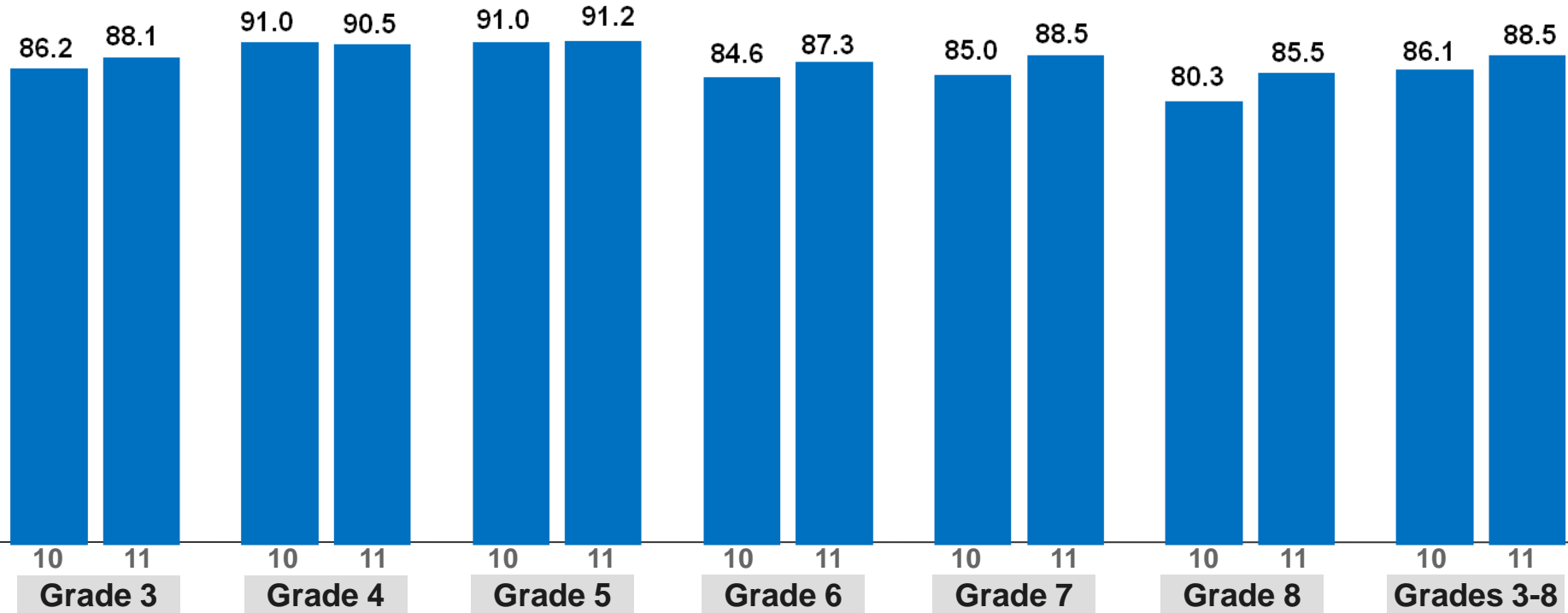
Grade	3	4	5	6	7	8	3-8
2010-11 Change MATH (pts.)	+0.5	+3.9	+3.2	+3.0	+2.9	+6.2	+3.3



# DISTRICT 26 RESULTS IN MATH

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

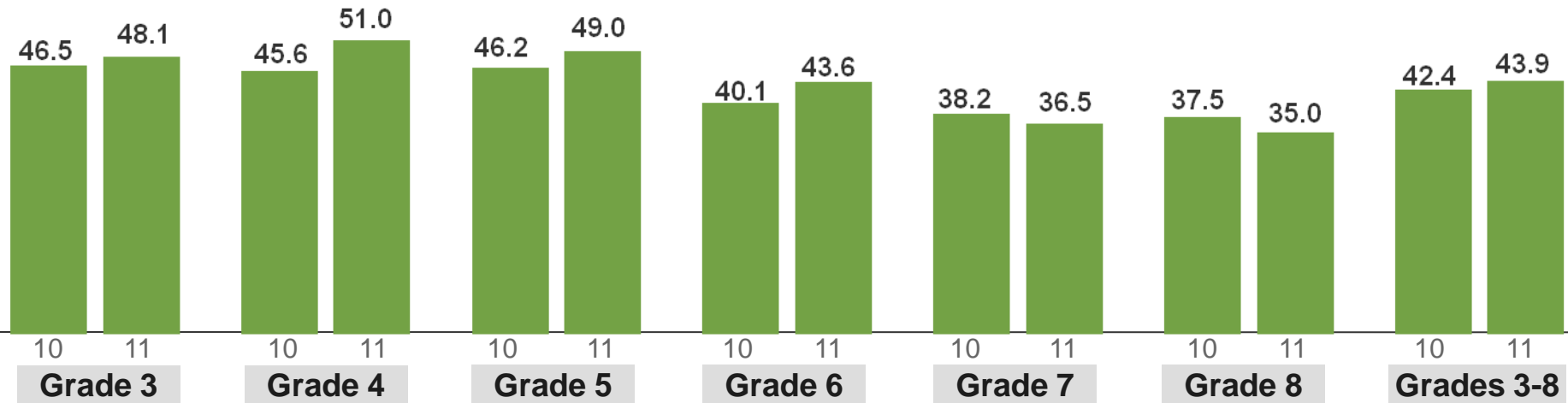
Grade	3	4	5	6	7	8	3-8
2010-11 Change MATH (pts.)	+1.9	-0.5	+0.2	+2.7	+3.5	+5.2	+2.4



# CITYWIDE RESULTS IN ENGLISH

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

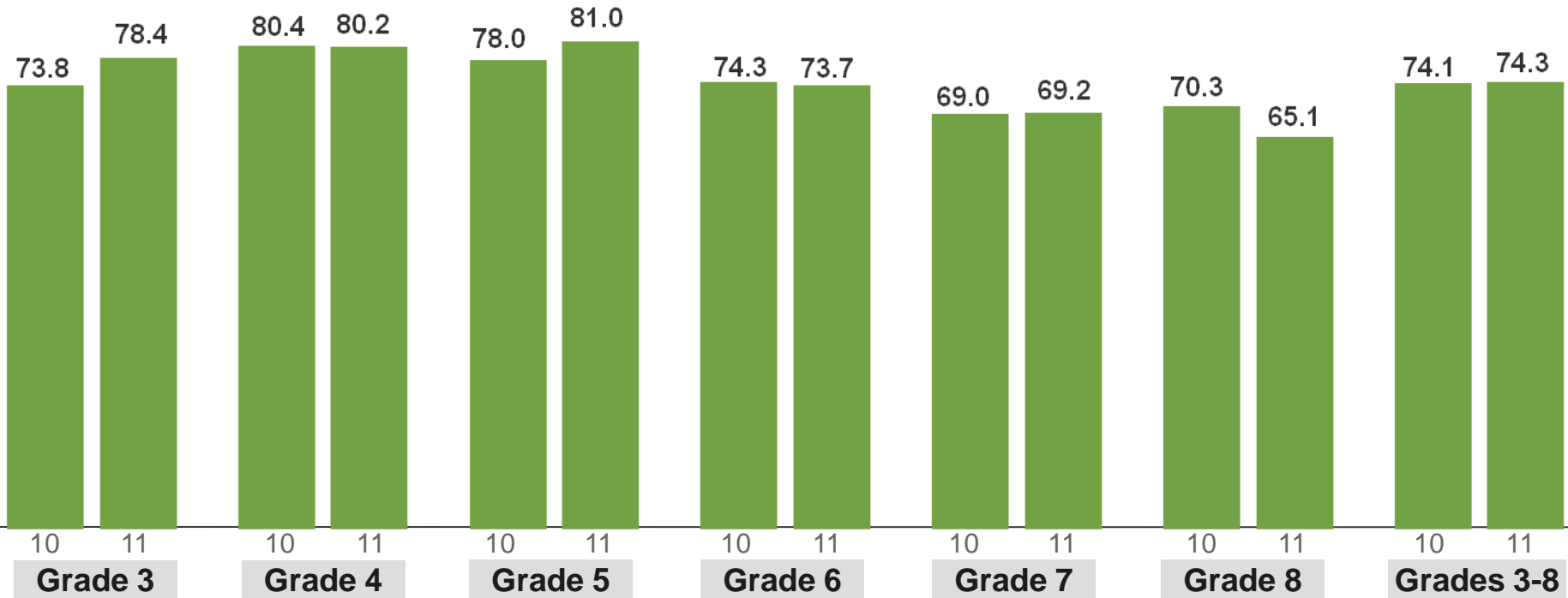
Grade	3	4	5	6	7	8	3-8
2010-11 Change ELA (pts.)	+1.6	+5.4	+2.8	+3.5	-1.7	-2.5	+1.5



# DISTRICT 26 RESULTS IN ENGLISH

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

Grade	3	4	5	6	7	8	3-8
2010-11 Change ELA (pts.)	+4.6	-0.2	+3.0	-0.6	+0.2	-5.2	+0.2



# 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
- On September 20, 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

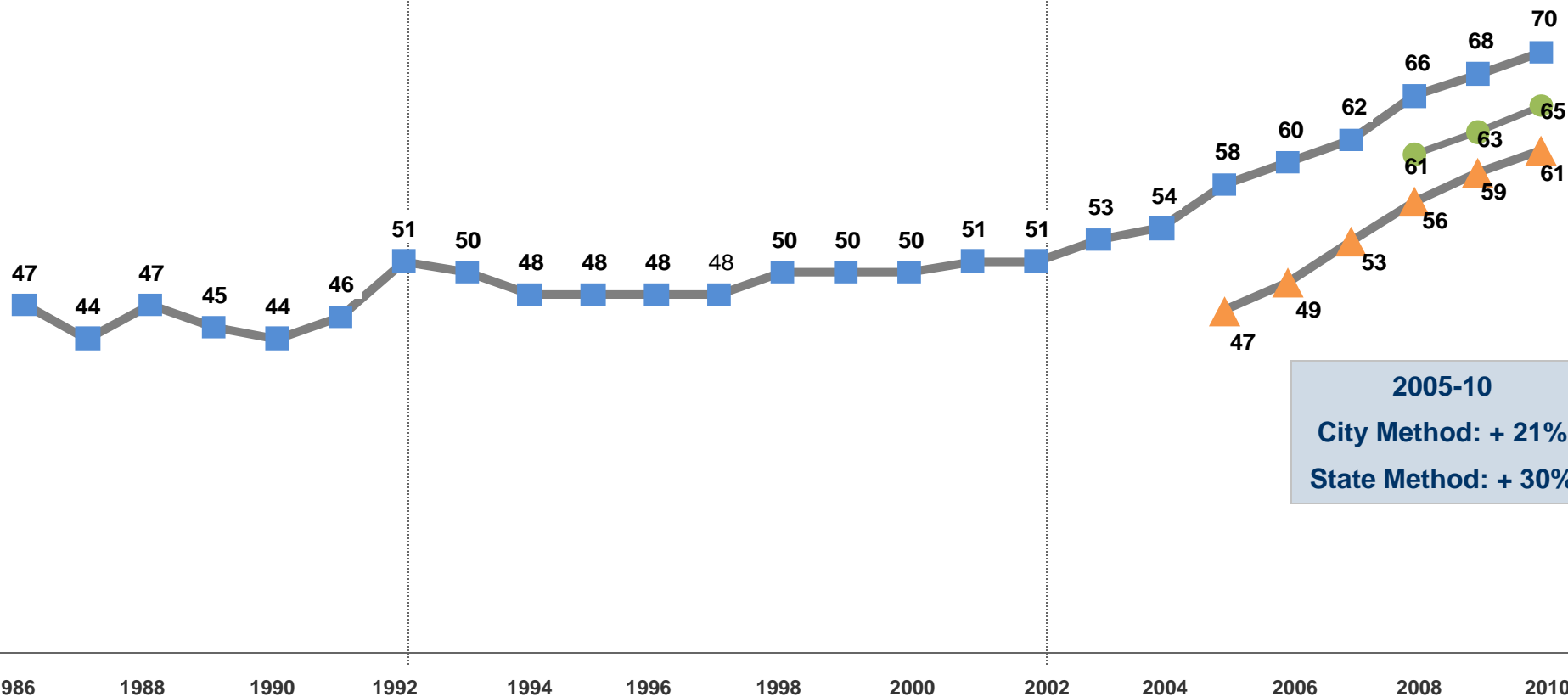
# AFTER REMAINING NEARLY FLAT FOR 10 YEARS, NYC'S GRADUATION RATE HAS INCREASED BY 37% SINCE 2002

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%



Department of Education

Dennis M. Walcott, Chancellor

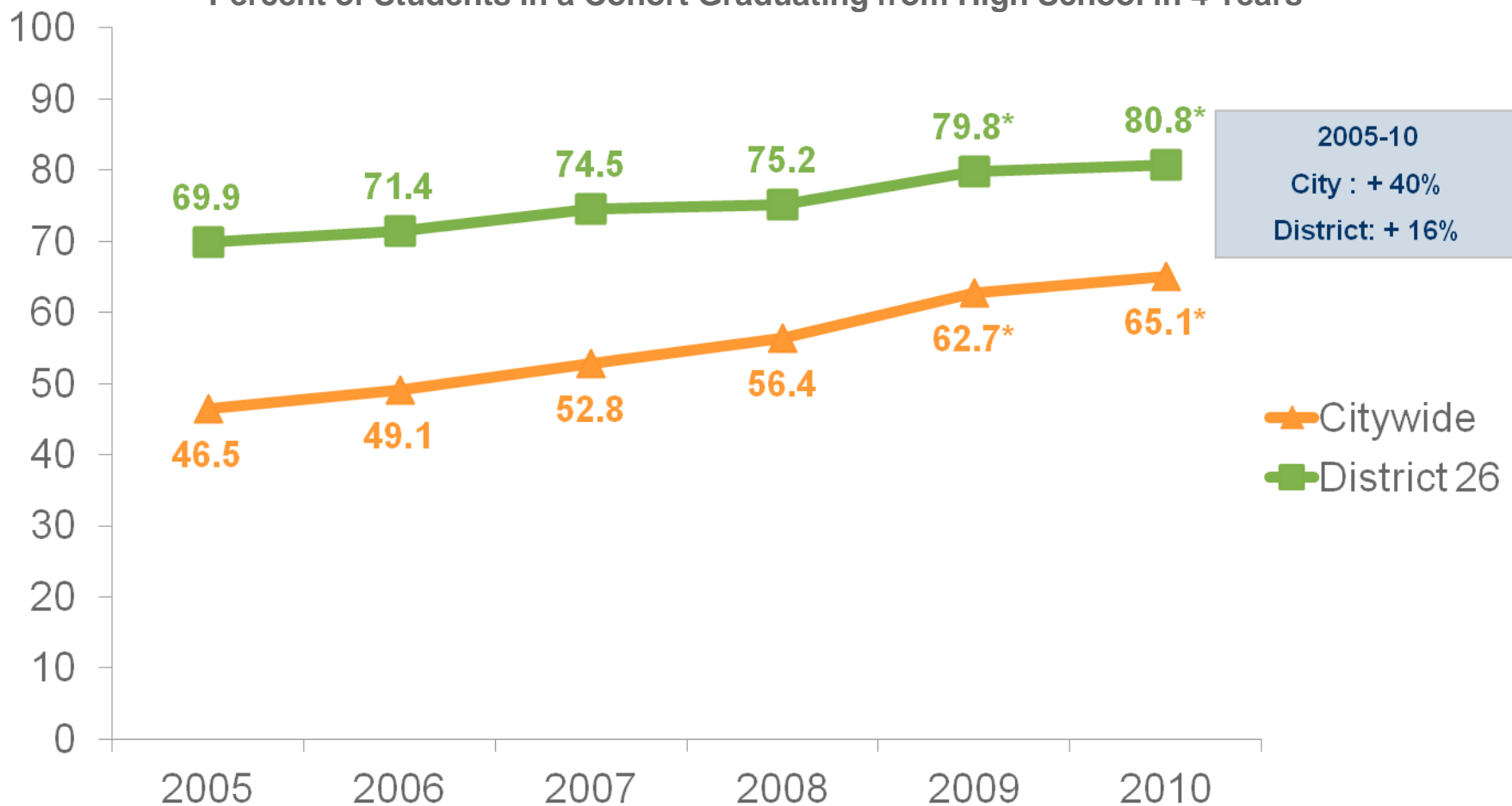
■ NYC Calculation Method ▲ NY State Calculation Method ● NY State Calculation Method (Including August Grads)

Notes: NYC traditional calculation includes Local and Regents Diplomas, GEDs, Special Education diplomas, and August graduates. It does not include disabled students in self-contained classrooms or District 75 students. The NYS calculation, used since 2005, includes Local and Regents Diplomas and all disabled students. It does not include GEDs and Special Education diplomas.



# EIGHTY-ONE PERCENT OF DISTRICT 26 STUDENTS GRADUATE IN FOUR YEARS

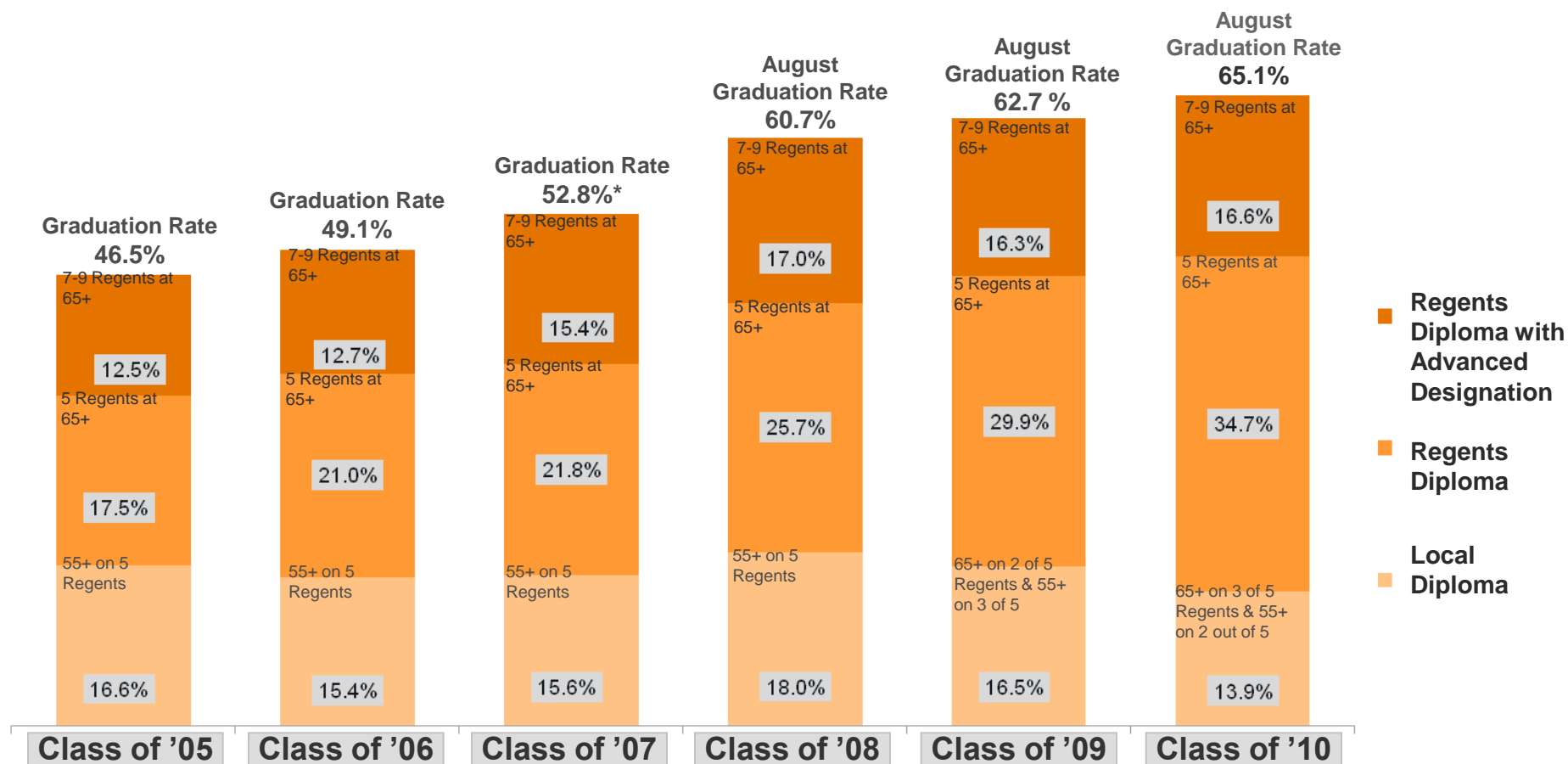
Percent of Students in a Cohort Graduating from High School in 4 Years



\*Includes August graduates.

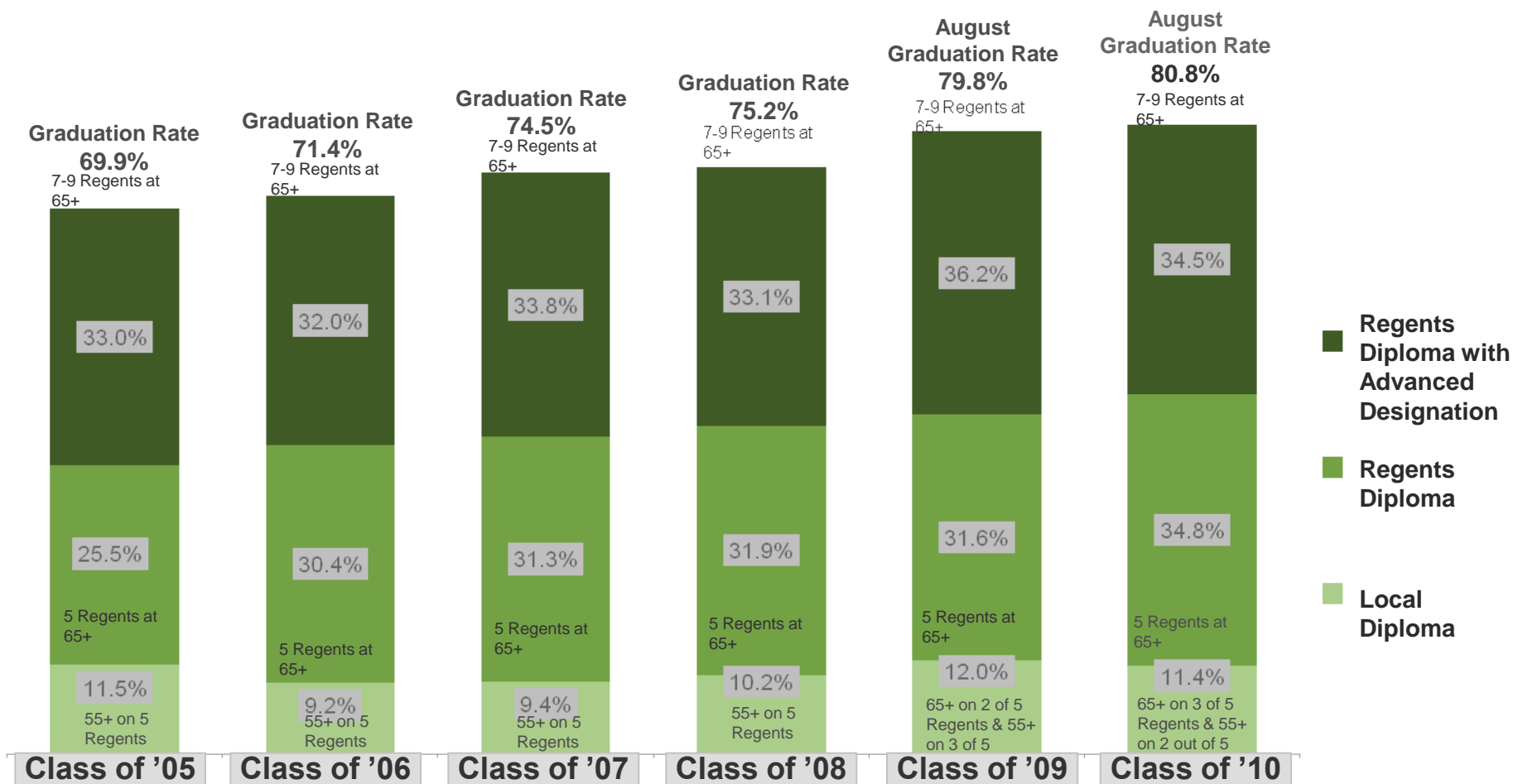
# CITYWIDE MORE STUDENTS ARE EARNING REGENTS DIPLOMAS AFTER FOUR YEARS

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



# MORE DISTRICT 26 STUDENTS ARE EARNING REGENTS DIPLOMAS AFTER FOUR YEARS

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



Department of Education

Dennis M. Walcott, Chancellor

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)

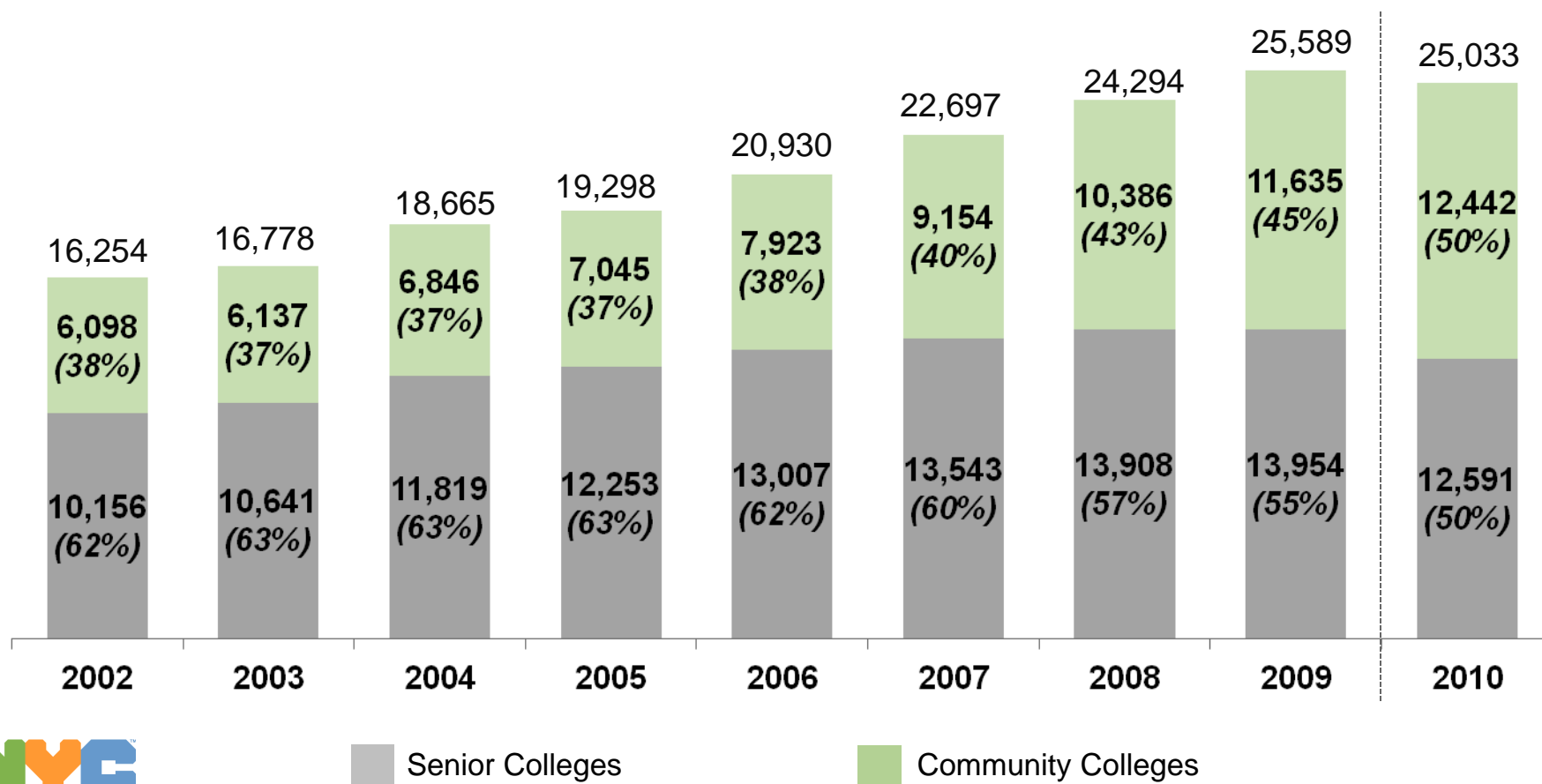
Note: Totals reflect data available at the time of reporting provided by NYS; August graduate data is only available for cohorts 2004-2006. The overall rate may not equal the sum of each diploma type due to rounding. \*Final year NYS did not include August graduates

# COLLEGE READINESS: ENROLLMENT AT CUNY BY NYCDOE STUDENTS

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

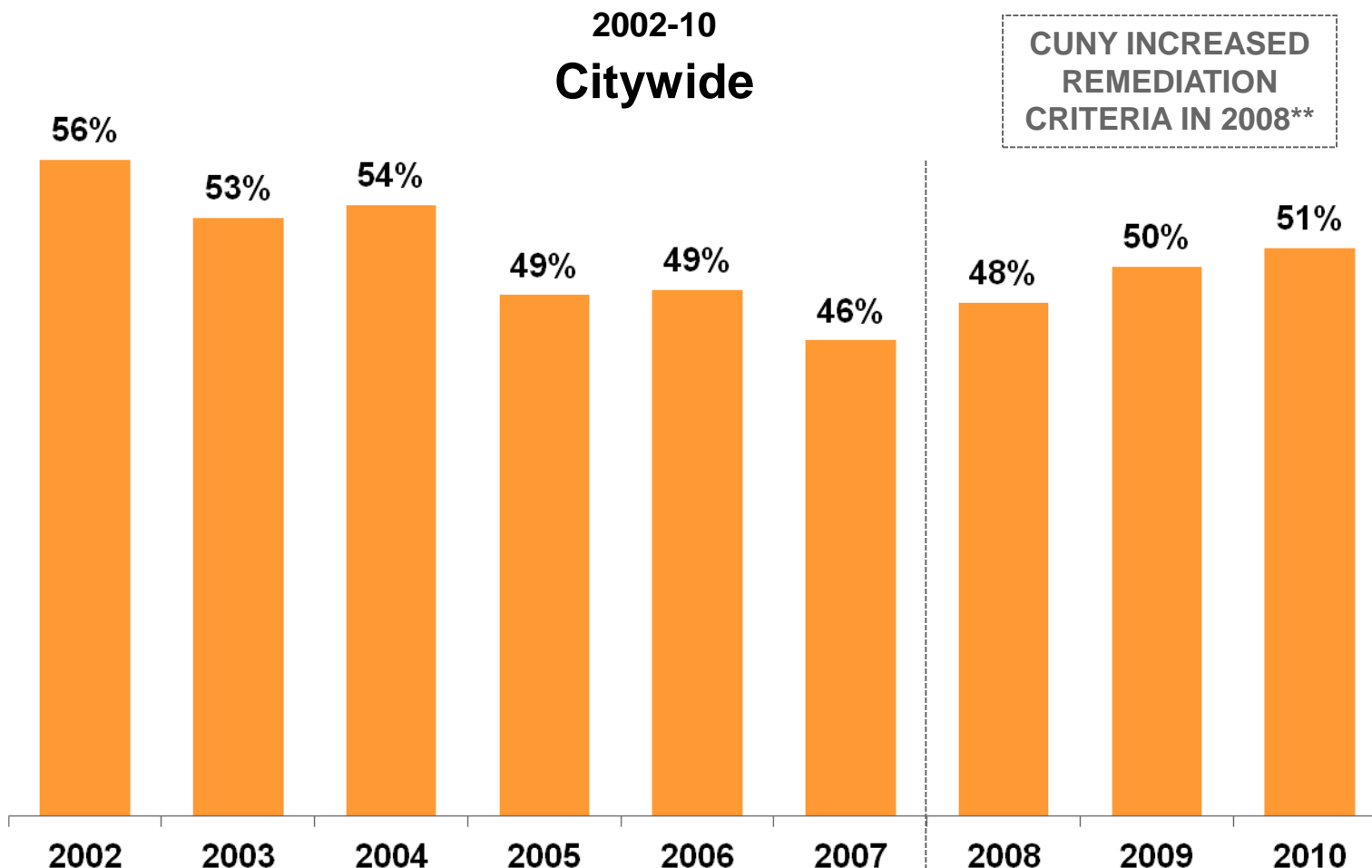
2002-10  
Citywide

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://qcpages.qc.edu/provost/Cur\\_stud/SBotman-memo.pdf](http://qcpages.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 21<sup>st</sup> 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 44 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

## 5<sup>TH</sup> GRADE MATH (2005)

12. Pierre is making an apple crumb pie using the items below.

APPLE CRUMB PIE 	
Crumb	Filling
$\frac{3}{4}$ cup flour	4 cups sliced apples
$\frac{1}{3}$ cup sugar	$\frac{1}{3}$ cup sugar
$\frac{1}{4}$ cup butter	$\frac{1}{2}$ cup raisins

How much total sugar must Pierre use to make the pie crumb and filling?

- $\frac{7}{12}$  cup
- $\frac{2}{6}$  cup
- $\frac{3}{4}$  cup
- $\frac{2}{3}$  cup

# EXAMPLE COMMON CORE PERFORMANCE TASK

## 5<sup>TH</sup> 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 COMMON CORE GRADING RUBRIC FOR 5<sup>TH</sup> GRADE MATH TASK (SUB-SECTION)

## CCSS Mathematics Content Standards Rubric

Students apply mathematical reasoning, knowledge, and skills in problems-solving situations and support their solutions using mathematical language and appropriate representations (data).

### Grade 5: Focus on decimals; 4 operations

Grade 5 CCSS Math Criteria by Strand	Novice	Apprentice	Practitioner	Expert (work is exceeding grade level expectations)
Number & Operations in Base Ten	<p>Consistently flawed understanding of decimals/place value</p> <p>Decimal representations not appropriate for task</p> <p>Incorrect computational strategies used or major inaccuracies in computation lead to an incorrect solution</p> <p>A correct answer may be stated, but is not supported by student work</p>	<p>Some parts of problem correct and those parts supported by student work (e.g., uses visual models to represent fractional or decimal parts of a whole)</p> <p>Mostly consistent understanding of place value and representation of decimals</p> <p>Displays some inaccuracies in computation</p>	<p><b><i>Clear and consistent application of place value and representation of decimals (e.g., to the thousandths, using money concepts, rounding)</i></b></p> <p><b><i>Some minor flaws performing 4 operations with whole numbers and decimals to hundredths, but does not affect outcome of a correct solution</i></b></p>	<p>All parts of problem correct, precise, and supported by student work</p> <p>Demonstrates higher order understanding of decimals and relating them to fractions, percents, or other abstract concepts beyond the scope of the specific task (e.g., explaining the solution or approach using alternative models)</p>
Operations & Algebraic Thinking			<p><b><i>Writes and interprets numerical expressions</i></b></p> <p><b><i>Analyzes patterns and relationships</i></b></p>	<p>Uses multiple representations of the same problem</p>

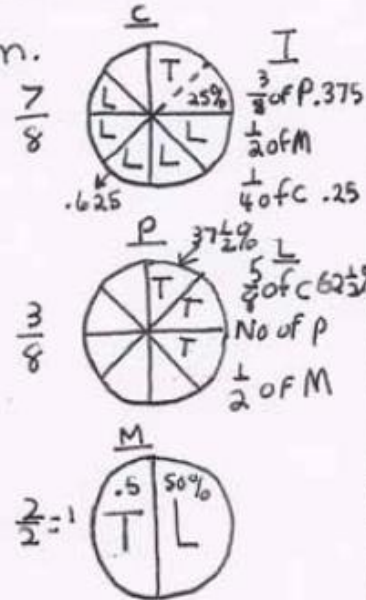
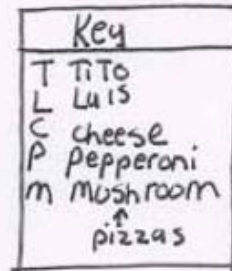
# EXAMPLE ANNOTATED STUDENT WORK

## 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.



Tito ate

$$\frac{3}{8} + \frac{1}{2} + \frac{1}{4} = ?$$

$$\frac{3}{8} + \frac{4}{8} + \frac{2}{8} = \frac{9}{8} = 1\frac{1}{8}$$

Luis ate

$$\frac{5}{8} + \frac{1}{2} = ?$$

$$\frac{5}{8} + \frac{4}{8} = \frac{9}{8} = 1\frac{1}{8}$$

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

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

## 2010-11:

- Training and resources for educators citywide
- Targeted work with expert partners and 100 schools

## 2011-12:

- 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



# SCHOOLS ARE RECEIVING SUPPORT WITH IMPLEMENTING THE COMMON CORE

## Sample tasks and resources available to all teachers in NYC

- Common Core-aligned tasks and curriculum units, with examples of student work
- Guidance for adapting tasks for all students, including students with disabilities and English language learners
- Case studies, work samples, and videos illustrating what this work looks like in action

## Professional development

- Training to ensure access to the Common Core for all students, including students with disabilities and English Language Learners
- In-school support for school leaders and teachers from network instructional coaches

# RESOURCES FOR FAMILIES ARE AVAILABLE IN THE ONLINE COMMON CORE LIBRARY

[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 standards through reading and analyzing nonfiction texts and using math to solve complex, real-world problems.

Through this page we will be sharing resources to help you stay involved in your child's education as the Common Core standards are introduced in classrooms. To learn more about the Common Core in New York City schools, ask your child's teacher. To view the National PTA's parent guides to the Common Core, visit <http://www.pta.org/4446.htm>. To learn more about the Common Core standards nationally, visit [www.corestandards.org](http://www.corestandards.org).



### RESOURCES FOR FAMILIES

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

# 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>

# NEXT STEPS FOR PARENTS

- **Today:** turn in any question cards
- **Tuesday, October 25:** Hear from one of the authors of the Common Core standards at a citywide public meeting
  - Seward Park High School (350 Grand Street, Manhattan) at 6 p.m.
- **During fall parent/teacher conferences:** ask to see a sample of your child's current work, and ask how you can support your child's learning at home

# ELEMENTARY SCHOOL PROGRESS REPORT OUTCOMES IN DISTRICT 26

School	2011 Grade	2011 Percentile	2010 Grade
P.S. 046 Alley Pond	A	98	A
P.S. 041 Crocheron	A	98	A
P.S. 133 Queens	A	97	A
P.S. 188 Kingsbury	A	97	A
P.S. 205 Alexander Graham Bell	A	96	A
P.S. 191 Mayflower	A	95	A
P.S. 173 Fresh Meadows	A	92	A
P.S. 203 Oakland Gardens	A	90	A
P.S. 186 Castlewood	A	90	B
P.S. 026 Rufus King	A	86	A
P.S. 159	A	86	A
P.S. 213 The Carl Ullman School	A	82	A
P.S. 018 Winchester	A	78	A
P.S. 162 John Golden	B	72	B
P.S. 094 David D. Porter	B	71	B
P.S. 221 The North Hills School	B	63	A
P.S. 098 The Douglaston School	B	61	B
P.S. 031 Bayside	B	45	A
P.S. 115 Glen Oaks	C	11	B

# MIDDLE SCHOOL / K-8

## PROGRESS REPORT OUTCOMES IN DISTRICT 26

School	School Type	2011 Grade	2011 Percentile	2010 Grade
J.H.S. 067 Louis Pasteur	Middle	A	86	B
J.H.S. 074 Nathaniel Hawthorne	Middle	A	86	A
Irwin Altman Middle School 172	Middle	A	84	B
P.S./ IS 178 Holliswood	K-8	A	80	B
P.S. / I.S. 266	K-8	A	76	B
M.S. 158 Marie Curie	Middle	B	60	B
J.H.S. 216 George J. Ryan	Middle	B	55	A

# QUESTIONS?

# APPENDIX



# COMMON CORE VIDEOS

ELA & Literacy

<http://www.teachingchannel.org/videos/common-core-state-standards-for-ela-and-literacy?fd=1>

Mathematics

<http://www.teachingchannel.org/videos/common-core-state-standards-for-math?fd=1>

High School

<http://www.teachingchannel.org/videos/common-core-state-standards-high-school?fd=1>

Middle School

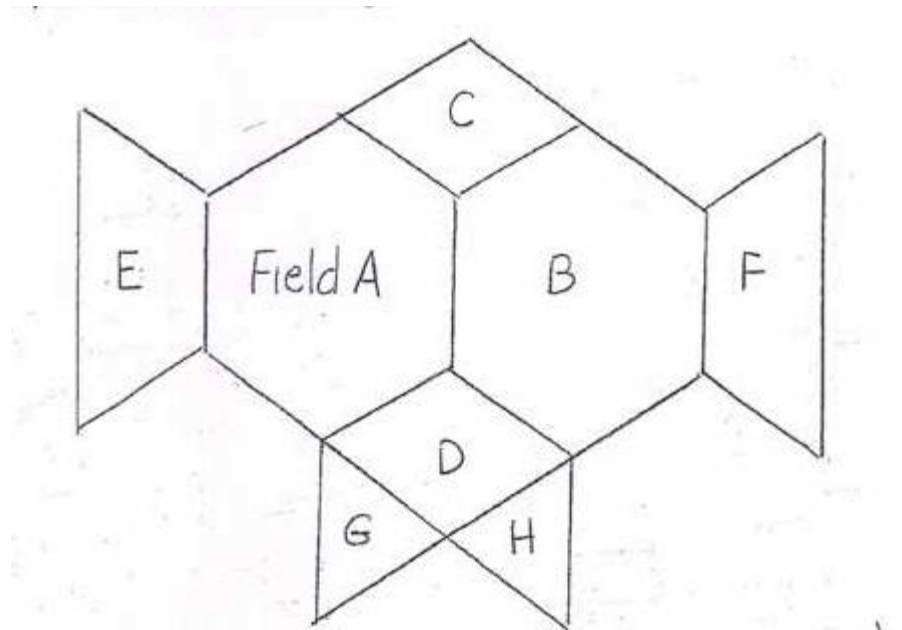
<http://www.teachingchannel.org/videos/common-core-state-standards-middle-school?fd=1>

Elementary School

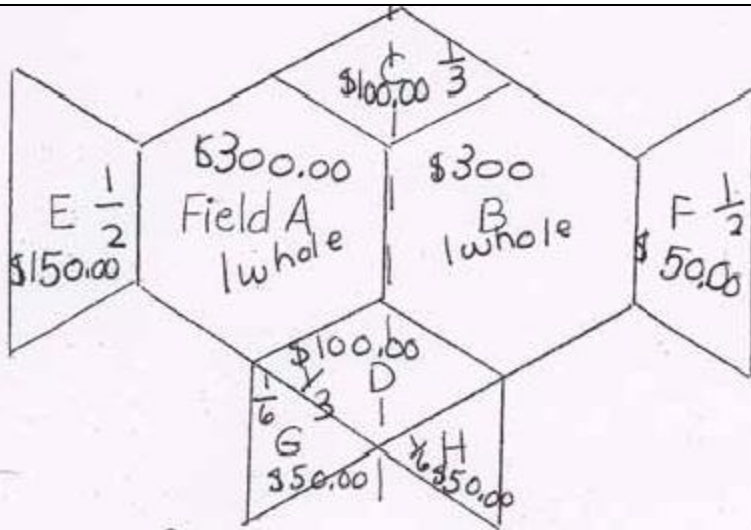
<http://www.teachingchannel.org/videos/common-core-state-standards-elementary-school--2?fd=1>

# EXAMPLE: GRADE 4 MATH PERFORMANCE TASK

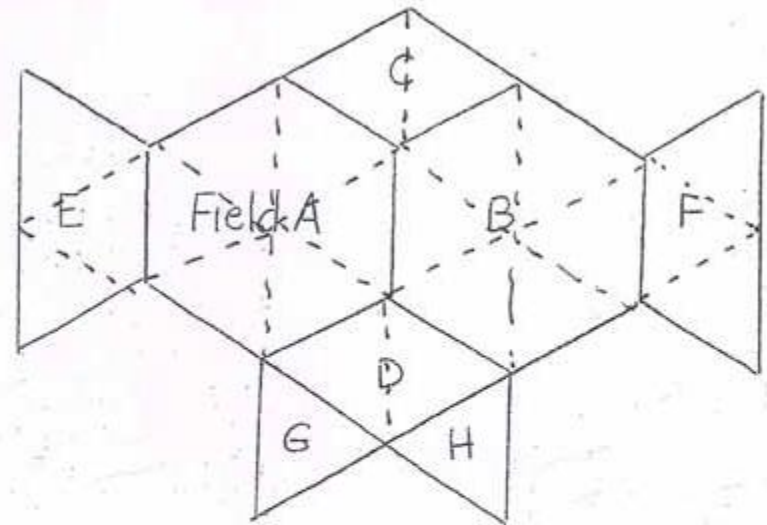
Farmer Fred's fields are worth twelve hundred dollars total. The fields are formed with the same properties as your pattern blocks. Each field's value is based on its size. What fraction of the total value is each field worth? How much is each field worth? **Show and explain** all of your mathematical thinking.



# EXAMPLE: MATH SAMPLE STUDENT WORK



I have to figure out what the fields are worth and the fraction of the fields. You can't solve this problem if you don't know fractions. I will make a table and write the answers on it.



I will find out the fraction and how much value each field is. I have to find how many sixths there are. I will use pattern blocks to figure it out and the diagram.