

**NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability**

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	61-06-00-01-0004
District Name:	Ithaca City School District
School Name:	Beverly J. Martin Elementary School
School Address:	302 West Buffalo Street, Ithaca, NY 14850
Principal:	Denise Gomber
Accountability Phase/Category:	Improvement (year-1)- Focused
Area of Identification:	English Language Arts - African American Students; Students with Disabilities and Economically Disadvantaged Students
Date of On-site Review:	December 23, 2011

PART 1: MISSION STATEMENT

“To engage students in the curriculum and learning so that they are capable of pursuing academic cultural, and personal strengths, goals and interest within the school, community and the world in which they live.”

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS AND UTILIZATION OF DATA

FINDINGS:

- State Assessment data is used in the school’s Academic Improvement Plan for all students, and for the relevant subgroups. Five years of data are shown with appropriate targets set for the current school year.
- The English for Speakers of Other Languages (ESOL) teachers have evaluated the results from the NYSESLAT and are using this information to inform their instruction.
- The school has been closely monitoring attendance data to evaluate the effectiveness of several initiatives to promote good attendance and prompt arrival at school.
- All students participate in the District reading and writing assessments three times per year, as well as locally selected reading and writing assessments. All students participate in the new Districtwide mathematics benchmark assessment that will be given twice this year. The assessments being used are listed below:
 - Peel Writing Assessment, grades 1-5.

- Teachers College Writing Assessment, grades 3-5.
 - Phonological Awareness Literacy Screening (PALS), grades K-2.
 - Developmental Reading Assessment (DRA), grades 3-5.
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS), grades K-5.
 - Local Mathematics Benchmark Test, grades K-5.
- Reading and Writing assessment data is used by all grade level Professional Learning Communities (PLCs) to make decisions about instructional grouping. This information is also used during the Response To Intervention (RtI) process and to make recommendations for Academic Intervention Services (AIS).
 - Classroom level data was observed in very few instances. There was no evidence of the formative use of curriculum based assessments or student work in the notes of the PLCs.

RECOMMENDATIONS:

- The collection and analysis of State level data should continue to be used as one indicator of the school's progress overall.
- The ESOL teachers should continue to analyze the New York State (NYS) test data, but should also consider other common assessment methods that can be regularly used to monitor progress.
- Attendance and tardy data should continue to be monitored. Sharing this information with the staff will ensure that the supports put in place continue to be effective.
- The amount of time students spend taking diagnostic and benchmark assessments should not be excessive. An inventory of the assessments used should be conducted to check for redundant assessments and ensure that the information generated is worthy of the student and teacher time spent on the task. The inventory should also consider the content of the assessments to ensure all curricular areas are monitored, including science and social studies. A balanced assessment plan with an accompanying assessment calendar should be created.
- Grade level PLCs should continue to use the data generated by common assessments to monitor the progress of individual students and the effectiveness of interventions. The RtI process should continue to use the benchmarking data for ELA. Additional screening tools are necessary for mathematics.
- PLCs should use some of their meeting time to review student work or other curriculum based assessments. These data could be used as a basis for understanding how different methods of instruction influence student learning, in order to monitor and adjust instructional practices.

II. TEACHING AND LEARNING

FINDINGS:

- Schedules provided show that classes have 90-minute blocks designated for ELA instruction. The review team observed, however, that many classes did not appear to use a full 90 minutes for instruction dedicated to ELA. Persons interviewed by the review team suggested that current schedules have been

modified and no longer reflect actual implementation. This has a disruptive effect on how support staff can implement interventions and specially designed instruction.

- In many classrooms observed by the review team whole-group instruction consisted of fragmented teacher led activities, with little use of research-based instructional practices. Persons interviewed by the review indicated varied literacy instructional approaches are used, such as CAFÉ, Sustained Silent Reading (SSR), literacy centers, and literature circles. Read-alouds and Reading A-Z were observed by the review team during instructional time. Reading engagement during the ELA blocks more closely reflected SSR and independent reading and lacked clear instructional components. Specialized instruction in phonics with a variety of research-based materials by reading and special education teachers was observed by the review team in pull-out sessions as well as “push-in” settings. Interviews suggest that the amount of time for these sessions may not be sufficient. The review team observed no explicit comprehension instruction, and it was noted that there were few resources for teaching comprehension skills and strategies.
- Writing samples that were displayed in some classrooms did not appear to be rigorous. The review team observed a variety of inconsistent instructional practices. Some lessons included effective mini-lessons, with a clear focus, followed by an independent work time and teacher conferences. Other lessons included time for independent writing with no instructional component.
- Interviews conducted by the review team suggest common instructional planning time for co-teachers occurs at few grade levels within the existing schedule. Time during these meetings tends to focus more on “housekeeping” issues, allowing for little time to be spent on instructional design or individual plans for students. Time co-teachers use to collaboratively plan tends to happen during off-school hours.
- The majority of texts being accessed by students for reading instruction were fiction. The leveled library contains about a four to one ratio of fiction to non-fiction texts.
- Documentation reviewed by the team suggests that RtI procedures are in place to meet students’ individual needs. Interviews conducted by the team suggest that the majority of RtI interventions are behaviorally focused. The provided Tier 1 examples of RtI academic interventions appear to be targeted and manageable, but vary significantly in success rates. These examples did not identify any explicit instructional strategies used for the interventions other than modeling and rote practice. Data is used for interventions from assessments such as PEELS, DIBELS, PALS, DRA2, ICSDE 3-5 Reading Assessment, and the NYS ELA Exam.
- The school exhibits a safe and disciplined learning environment. The written code of conduct is displayed in all classrooms. There is a clear focus by all staff on appropriate behavior in the learning environment. The review team found evidence from RtI documentation that demonstrates schoolwide interventions for students exhibiting difficulties with behavior. The entire school community planned and implemented a schoolwide intervention for chronic tardiness with great success at the beginning of the school year.
- Clearly stated learning outcomes in student friendly language were not evident during lessons observed by the review team. Students were being assessed during lessons; however, criteria for success were not clearly stated. Feedback was often provided by means of “teachable moments” rather than specifically stating whether or not learning targets were met.

- Documentation revised by the team suggests that teachers are using the ICSD Curriculum Calendars for both reading and writing. The review team did not observe instruction that was closely aligned to the curriculum calendars. Curriculum calendars for reading and writing are currently being updated to align with the Common Core Learning Standards (CCLS). Curriculum calendars for other content areas were not provided.
- The Principal and one teacher attended inquiry-team training led by the TST BOCES Network Team in August of 2011. The review team was not provided evidence that information obtained through this training was disseminated to teachers. Most teachers interviewed by the review team were unaware of the BOCES Network Teams, their purpose, and their availability as a resource.
- There is an Extended Day program for all elementary students to attend after-school from 2:00-5:00. This program is organized by ICSD, the BJM Enrichment Program, Inc., as well as community resources and higher education. Homework assistance and learning focused on mathematics, literacy, social studies, science, and the arts are emphasized.
- Teachers for English language learners (ELLs) use *English in My Pocket* to provide specialized instruction at the primary level. Students meet in small groups to focus on targeted skills such as decoding and fluency, vocabulary, comprehension skills, and critical thinking. This occurs during ELA instruction and core+ time. Schedules identify that push-in support is also being provided for ELLs during a variety of content blocks. The review team observed consistent and adequate use of effective strategies to enhance English language acquisition and development during two ELL pull-out sessions.

RECOMMENDATIONS:

- Confirm that schedules allow for 90 minutes for ELA instruction. This 90 minute block should be committed to explicit literacy instruction. Confirm that support staff schedules align with current classroom schedules. Confirm that schedules are being followed through walkthroughs and observations.
- Review the various literacy approaches being used throughout the school. The instructional framework should include an agreed-upon, evidence-based approach to literacy instruction. Determine one literacy philosophy to adopt and provide consistency across and between grade levels. More explicit instruction and mini-lessons should occur during the designated ELA block. These could include, for example, conferencing, strategy groups, or guided reading. Provide PD around strategies for explicit comprehension instruction and examine current resources for teaching comprehension skills and strategies, especially within the nonfiction genre. Consider increasing resources that can be utilized to support explicit instruction for comprehension. Review schedules for possibilities that would allow for increased time allotted for effective small-group phonics instruction.
- Ensure that teachers and students have significant exposure to grade level writing exemplars. Revisit the CCLS to align literacy instruction and tasks to the rigor of the new standards in writing. Ensure that writing instruction includes mini-lessons with clearly identified learning targets and opportunities for students to confer with the teacher.
- Ensure that co-teachers and support staff, such as special education, ESOL, and reading teachers have time to meet and plan with classroom teachers regarding specifically designed instruction and

interventions to meet the needs of students. Continue to develop common instructional planning time for co-teachers.

- Increase the amount of leveled non-fiction text within the school. More leveled nonfiction texts and challenging nonfiction instructional texts should be embedded within the content areas. Encourage student use of non-fiction texts of topical interest during independent reading. Review classroom libraries to ensure a balance of fiction and non-fiction texts.
- Continue to develop specially-designed explicit instruction for students at all tiers. Consider reevaluating RtI academic goals, aligning them with clear explicit interventions. These interventions should be an alternative instructional strategy, rather than a repetition of previous whole class instruction. Review ways to consistently monitor progress through a variety of assessments. Continue to develop common formative assessments and identify how the data will be consistently used to drive interventions.
- Continue to provide a safe and disciplined learning environment by implementing interventions for students both behaviorally and academically. Consider building on the success of the tardiness intervention, and apply processes to a schoolwide academic goal.
- Ensure that learning targets for all instructional activities are clearly written in student friendly language and consistently referred to throughout the lesson. These learning targets should be directly aligned with the CCLS. A variety of formative assessments should be conducted throughout the lesson to ensure students are moving towards the desired learning outcome. Methods for recording data as it relates to the learning outcome should be considered. Clear feedback should be provided to students as it relates to the learning target and criteria for success.
- Continue to align curriculum calendars with the CCLS and be sure that every teacher has access to the aligned curriculum. Teachers should identify CCLS that are being addressed through lesson plan development. Monitor the development of these aligned lesson plans through formal and informal reviews, observations, and walkthroughs. Develop curriculum calendars for other content areas and ensure consistent implementation of these calendars occurs. Consider developing a scope and sequence of units in all content areas.
- Consider ways to share information obtained through the TST BOCES Network Team through faculty meetings, PLCs, or in other informal ways as needed. Consider utilizing the resources offered through the TST BOCES Network Team for professional development (PD).
- Continue to offer the Extended Day Enrichment Program for students. Consider aligning content activities with the Common Core Learning Standards. Consider methods for communicating academic goals set for individual students between the classroom teacher and the program staff.
- Continue to provide effective targeted instruction for ELLs during pull-out sessions. Through observations, ensure that ELL teachers are effectively providing support in classrooms and giving students access to the grade-level curriculum. Consider making modifications to existing classroom lessons in place of alternate, less rigorous tasks for ELLs. These activities should ensure both linguistic and academic comprehension and mastery.

III. SCHOOL LEADERSHIP

FINDINGS:

- The Principal and an assistant from the BJM supervision team have split the grades in half, and each supervises some primary and some intermediate levels.
- The school has a fully articulated mission, vision, set of values and a Community Agreement that has been expanded with student input. Academic Priority Goals related to the school's accountability status are also included. An attestation letter and notice to the parents (11-17-11) of the school's accountability status was documented. A focus on balanced literacy, the teaching and learning framework, Marzano's High Yield Strategies, Bloom's Higher Order Thinking and Rtl is documented.
- A collaborative leadership culture exists for shared decision-making related to academic and social outcomes for students. This is evidenced through PLCs, staff meetings focused on learning outcomes, and a leadership team that meets twice monthly and is paid service credit.
- The school leader makes great efforts to communicate with all constituencies: teachers and staff through a weekly newsletter, and parents and community through a page in the PTA newsletter. She is highly visible and celebrates each success with faculty, staff, students, and parents.
- The school leader has a regular cycle of formal classroom observations and walkthroughs to monitor curriculum and instruction. The elementary schedule has been formalized and includes 90 minutes of literacy and one hour of mathematics daily. Push-in support is available on a regular and consistent basis.
- The school leader promotes a culture of continuous improvement through book reads, faculty meetings devoted to formal trainings, and conference and workshop attendance. Topics have included Data Analysis, Common Core Standards, PLC's, Response to Intervention, Cognitive Engagement, Balanced Literacy, Building Classroom Culture, differentiated instruction, and cultural competencies.

RECOMMENDATIONS:

- Utilize the time of the school leadership team so they are in the core classrooms to monitor implementation of the CCLS, adjusting instruction when data suggests a need to do so and implementing effective instructional practices. The team should follow up with feedback. Processes for rituals and discipline in the school are embedded and need less of their attention.
- Re-examine mission and vision to make academic achievement more of a central focus. Continue the emphasis on targeted programs. Focus on monitoring how the training in these areas is being implemented in each classroom and follow up. In general, avoid introducing new programs until the current programs and instructional strategies are fully implemented.
- Utilize the school leadership team to help focus PLC meetings so that data dialogues; improving instructional practice; and mapping out coherent and consistent curriculum, aligned vertically and horizontally with the CCLS in literacy and mathematics, occur.

- Continue to use successful venues to emphasize academic priorities and make data reports more accessible to teachers. Use staff partners in communicating successful outcomes and practices and weekly memos to communicate expectations regarding PLC's to help organize the work that will facilitate school improvement.
- Have school leaders spend more time in the classroom and at planning meetings to monitor and motivate effective curriculum and instructional practices. Attention should be paid to time on task; adherence to scheduled classes; content laden, explicit instruction; integration of content into ELA instruction; a focus on the purposes of reading; more non-fiction reading; more writing instruction; and reading comprehension, particularly at the upper grades. CCLS should be referenced in lesson plans that should reflect learning outcomes, rather than just activities.
- Continue to expand partnerships with those who can support improvement: parents, universities, BOCES, central office, and Special Education School Improvement Specialist (SEIS). Explore how staffing (human resources capital) might best be used.

IV. Infrastructure for Student Success

FINDINGS:

- The school structures time in and out of school to support student learning. Upon teacher recommendation, students may qualify for ongoing tutoring and mentoring through the Golden Opportunities (GO) program. The extended day Academic Plus program (run by BJM Enrichment Programs, Inc.) serves approximately 70 students after school throughout the school year. The GIAC after school program, which shares a building and playground with the school, also serves students, and GIAC staff communicates regularly with school staff. All of these programs provide time for student homework. Academic Plus and GIAC include enrichment activities meant to address or develop student interests and teach embedded academic skills or content.
- The allocation of support services to students is not optimally organized. Review team observers noted a great deal of movement in and out of the classrooms, of both students and adults. The transitions seemed disruptive and resulted in lost instructional time, especially for transitioning students.

RECOMMENDATIONS:

- Continue to build supports around documented "gaps" and provide extra time and program supports for those students needing them. The historical emphasis on meeting student social and emotional needs and developing students social and behavioral skills has made it possible to begin this shift to more focused academics while not abandoning what has been achieved in the behavioral realm.
- There should be an extended audit to include all student support services, including special education. Organize services so that transitions in and out of the classroom are minimized.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- Documentation reviewed by the team suggests schoolwide PD opportunities for staff members are occasionally identified based upon the use of data, Action Team recommendations, and District-determined priority areas. For example, item analysis of student performance on ELA 3-5 assessments led to the creation of a schoolwide ELA SMART goal for 2011-12 that included specific mention of PLCs and book studies to provide ongoing training and support to ameliorate student learning gaps. However, there is no mention of specific PD content to provide a direct connection between student learning gaps and what staff needs to learn/know/be able to do. Furthermore, evidence reviewed by the team suggests a lack of classroom-based, formative assessment practice to both monitor the progress of student learning and assist with the identification of PD needs for staff members.
- The District's centralized goals, a trio of research-based strategies, heavily influence the school PD calendar. The three components are as follows: 1.) the Teaching and Learning Framework --cognitive engagement, higher order thinking skills, and Marzano's high yield strategies; 2.) Professional Learning Communities (PLCs); and, 3.) Human Capital --leadership capacity building. However, it is unclear whether these Districtwide goals were identified based upon the use of data, including classroom observations. Furthermore, it is unknown whether the effectiveness of the centralized PD program offerings is currently being measured.
- In addition to District/centralized PD offerings, locally-developed Affinity Groups, which are facilitated by school staff, offer a degree of differentiation and allow for some teacher choice in PD. Foci that either build upon or are in addition to the District priority areas include literacy leadership; technology integration; and human rights and culturally responsive teaching. The locally-designed PD appears to focus on strengthening teacher pedagogical skills, but it is unclear whether teacher content knowledge is targeted or enhanced. Additionally, it is unknown whether the effectiveness of the school PD program is currently being measured.
- Documentation reviewed by the team suggests an array of PD is provided through a combination of release day workshops, grade level meetings, and book study groups. However, interviews by the review team suggest a recent decline in high-quality, ongoing, classroom-based PD to address the needs of students with disabilities. Interviews also suggest that differentiated PD is inadequate for instructional personnel, particularly paraprofessionals, and other service providers.
- Documentation and interviews reveal that regular team planning meetings, including grade and classroom level, exist but are infrequently used to analyze student work and adapt instruction. Overall, evidence suggests that time is allocated for assessment creation and implementation, but collaborative analysis of assessment items to uncover student learning gaps and plan instructional responses is lacking.
- Documentation entitled "BJM Professional Development Activity" indicates that mentoring training was provided at the start of the 2010-11 academic year, but there is no indication that mentoring training has been made available in the 2011-12 PD calendar. Furthermore, there is no indication that new teacher mentoring is embedded into teacher daily schedules or that classroom observations are an integral part of the school mentoring program.

RECOMMENDATIONS:

- Determine PD needs based on multiple sources of data – summative, formative, classroom observations, teacher surveys, etc. Plan differentiated PD content that fosters curricular connections and increases teacher content knowledge. Provide high-quality PD that includes the presentation of theoretical underpinnings and demonstration of instructional strategies aligned to student learning gaps; include ample opportunity for teachers to practice strategies and reflect upon instructional outcomes. When possible, include classroom coaching with feedback. Provide PD that yields a shared definition of formative assessment; implementation processes for effectively managing formative assessment data collection; and methods for scaffolding new learning.
- Continue to offer locally-determined, differentiated PD choices that complement District priority areas and are aligned to student learning gaps and instructional/curricular gaps. Develop a data-driven system for measuring the effectiveness of PD offerings.
- Continue to provide a degree of teacher choice in PD. However, assist teachers with strategies to explicitly tie individually determined learning goals to student needs. The process of generating student-centered PD goals should be explicitly modeled, consistently reinforced, and repeatedly practiced throughout the school year to clearly establish the process as an expectation for continued professional growth.
- Increase effective application of strategies learned in PD workshops, conferences, and meetings by following up with in-class modeling and coaching, provided by a school leader, a consultant or specialist, or an internal teacher-leader. Continue and expand the individualized PD interactions between the District's Primary Literacy Staff Developer and teachers. Consider including all instructional personnel, such as paraprofessionals. There should be a deliberate effort to provide ongoing, job embedded, PD and continued support of the co-teaching model resulting in more effective inclusion initiatives.
- Provide ongoing PD that includes modeling of effective data-driven instruction and assessment processes. Use grade level team meetings to engage in Learning from Student work dialogue, analysis of assessment data, and planning appropriate lessons and interventions.
- Continue to provide schoolwide PD that builds teacher capacity for Common Core-aligned lesson and unit writing, delivery, and critical reflection. Provide opportunities for teachers and school leaders to collaboratively look at resultant student work and to work toward a collectively determined definition of proficiency compared with student work samples provided in the Common Core Appendix C. Plan ongoing, job-embedded PD based on student learning gaps and instructional gaps. Conduct a needs assessment regarding current data driven instruction/inquiry and plan a PD calendar that builds upon existing, high-quality PLC practices in the school. Provide ongoing PD focused on the new performance evaluations for teachers; foster professional conversation regarding quality teaching and learning.
- Ensure that regular times for mentors and mentees to co-plan and co-assess student work is built into the school schedule. Mentors and mentees should be allowed to attend PD together. The mentoring program need not be limited solely to beginning teachers. Other new staff and teachers who would benefit from mentoring relationships could be included in the mentoring program. The school's leadership might consider developing a year-long observation schedule for mentees to observe both mentors' classrooms and other colleagues' classrooms.

VI. FACILITIES AND RESOURCES

FINDINGS:

- Beverly J. Martin is a well-maintained older building. Halls, cafeteria and gym are clean. Lavatories are kept clean throughout the day and have adequate supplies. The cafeteria is bright, with murals painted on the walls, and the gym is large with adequate space for running and indoor games. In addition, the building has a stage area in the Library Media Center, with a stepped floor and balcony for seating.
- Classrooms vary in size, but appear adequate and in some cases large. Classrooms are generally well organized, with student work displayed and, in many cases, various areas of the room suggesting use of a center approach. Several classrooms featured a creative blend of outside materials, even including a boat in one case. Some minor safety concerns were observed by the review team, such as ragged edges on items that might cause scratches or cuts. There does appear to be some shortage of specialist space, with multiple specialists sharing space and sometimes conducting two small group lessons in the same space at the same time.
- The building book room holds a large number of leveled books, although there is a predominance of fiction titles. Classroom libraries vary in size and quality. Some classrooms have large, well-organized collections of leveled books that include fiction and non-fiction. Others have fewer titles, sometimes not organized in ways that make it easy for students to choose an appropriate title or level. Overall, fiction also predominates in classroom libraries.
- The school has a well-designed Library Media Center, which houses an adequate collection of fiction and non-fiction titles. The Library Media Center does not house computers, other than two used to access the library catalog. Materials are available in multiple languages, reflective of the student population. The librarian reports that funds have been reduced in recent years, and at the current level of funding, maintaining new titles in the collection will be difficult.
- At the time of the site visit, the building had one technology lab, featuring very outdated Macintosh computers that were reported to “crash” or be inoperable on a frequent basis. There were also no headphones available in the lab, which made it a bit challenging for multiple students to be in the lab using the audio features of a program such as Reading A-Z.
- The building has one SMART Board and six LCD projectors. Teachers report that access to the LCD projectors is not always available when they need them, and they tend to be most heavily used by only a few teachers. Classrooms appear to have about two computers in each room. In some cases students were using these computers; in others at least one seemed to be used mostly by the teacher for attendance recording and other productivity tasks. Observers saw no evidence of assistive technology in use.
- Reading teachers expressed concern that they do not have adequate materials, especially to teach comprehension skills. One teacher was observed using workbook materials that she had purchased herself and copied for student use. There do appear to be a large number of early literacy and phonics materials, especially the Family Reading Partnership’s “Love those Letters” materials. Many classrooms had "Love those Letters" alphabet strips on every desk and large versions on the wall, and "Love those Letters" cards and books were in use by reading specialists and classroom teachers alike. There is some

concern about the use of materials with varied visuals associated with letters (older alphabet materials with different pictures than the "Love those Letters" materials).

RECOMMENDATIONS:

- Continue to maintain the building as a clean, bright, and attractive learning environment.
- Check to be sure that all classroom environments are physically safe for students and the relatively minor safety concerns are addressed. Review use of building spaces to see if there are any options to expand the instructional space available to specialists.
- Increase the number of non-fiction leveled texts available in the book room as well as in classroom libraries. Review classroom libraries to be sure all classrooms have adequate leveled texts, that there are enough nonfiction texts, and that the texts are organized in a way that makes them appealing and easily accessible to students.
- Review funding for library resources and consider increasing funding for purchase of new titles, especially nonfiction titles. Continue investigating cost-effective ways to provide audio books to students. Continue providing access to families after school and encouragement with family library nights.
- Review technology needs and resources in the building, especially in light of recent upgrades, to ensure that technology is adequate for use with programs like Reading A-Z and other educational software or online programs. Review usage of existing LCD projectors and create a system that allows equitable access to this resource.
- Consider having BOCES do an Assistive Technology Evaluation. In addition to purchasing appropriate assistive technology, attention needs to be focused on purchasing appropriate software and on sufficient PD.
- Work with reading teachers and other specialists to assess current materials for balance of text types and skill areas. Consider purchasing additional materials for comprehension instruction. Also review alphabetic materials for visual matches and decide whether to continue using materials with varying visuals.

PART 4: CONCLUDING STATEMENT

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning, and the development of the Comprehensive Educational Plan (CEP) for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12 Common Core Learning Standards, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.