

# Measuring Student Progress in Grades 3-8 English Language Arts and Mathematics

August 2014



## **Highlights: New York students are making progress.**

- **New York has completed the fourth year of a 12-year Common Core phase-in, which culminates in the requirement that the Class of 2022 pass Common Core Regents Exams at the proficient / college- and career-ready level.**
- **In 2014, there was significant statewide progress in Math, including every need/resource group (i.e., urban, suburban, and rural).**
- **There was slight progress in ELA, and performance was variable across need/resource groups.**
- **Gains were made to close the achievement gap for African-American and Latino students, particularly in NYC.**
- **For our students and their teachers, these score results are one component of a rigorous and relevant course of study for the remaining eight years of the phase-in.**

# Only 37.2% of our students exit their fourth year of high school ready for college and careers.

New York's 4-year high school graduation rate is 74.9% for All Students however, the achievement gaps are disturbing.

## June 2013 Graduation Rate

### Graduation under Current Requirements (Completion)

	% Graduating
<b>All Students</b>	74.9
American Indian	62.2
Asian/Pacific Islander	80.6
Black	59.7
Hispanic	59.2
White	86.5
English Language Learners	31.4
Students with Disabilities	48.7

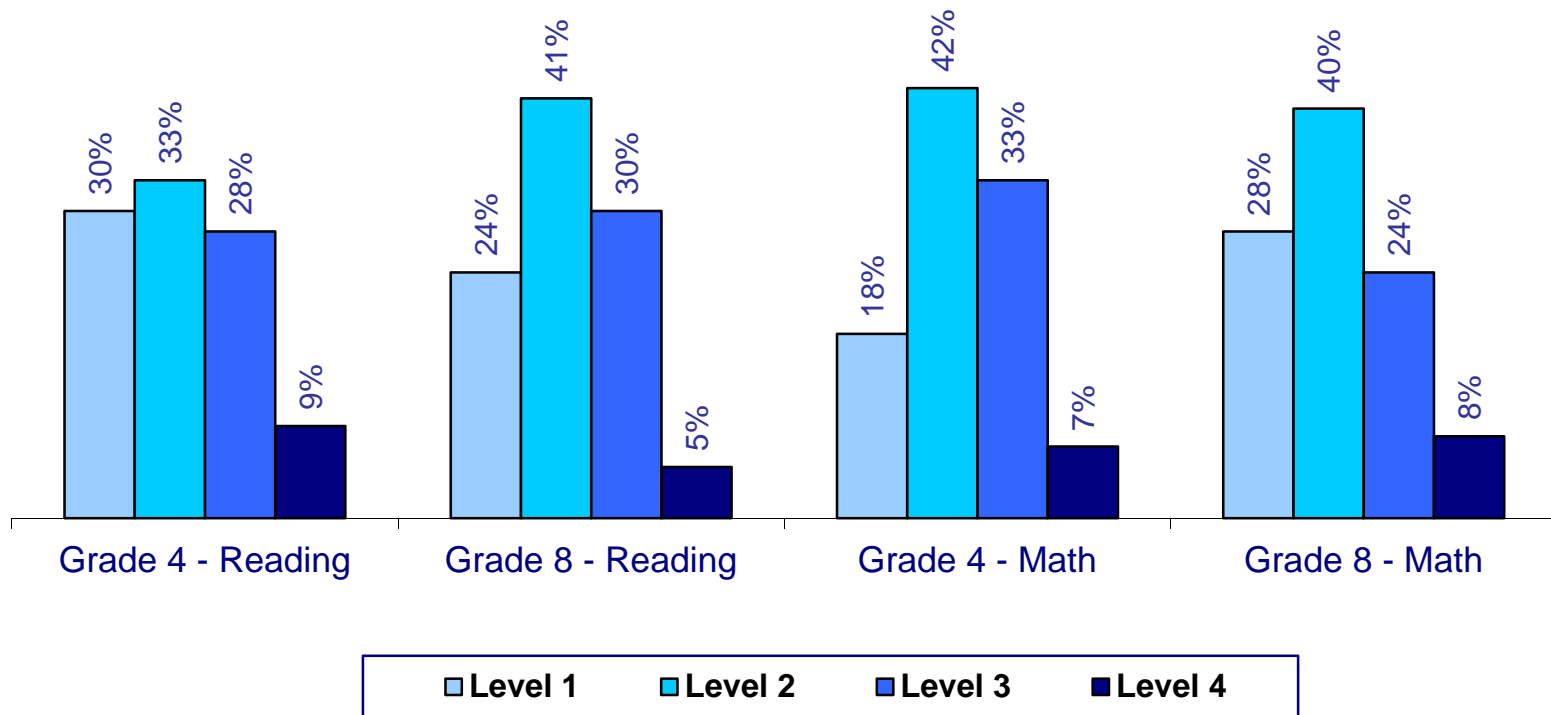
### Calculated College and Career Ready\* (Readiness)

	% Graduating
<b>All Students</b>	37.2
American Indian	21.3
Asian/Pacific Islander	57.2
Black	14.2
Hispanic	18.0
White	50.4
English Language Learners	5.9
Students with Disabilities	5.4

\*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services

**New York's proficiency scores on the 2013 National Assessment of Educational Progress (NAEP) ranged from 32 to 40 percent, which aligns with the proficiency rates on New York's own tests of the Common Core Learning Standards.**



# Students and adults in the United States lag behind our international competitors on international assessments of academic skills.

- **On the Program for International Student Assessment (PISA), United States students performed:**
  - **24<sup>th</sup> out of 65 nations in Reading**
  - **36<sup>th</sup> out of 65 nations in Mathematics**
  - **28<sup>th</sup> out of 65 nations in Science**
- **A recent international study by the Program for International Assessment of Adult Competencies (PIAAC) shows that in key work-related skills – such as literacy, numeracy, and problem-solving skills – US adults scored below international averages:**
  - **Only 12 percent of US adults scored at the highest level of proficiency in literacy, compared with 22 percent in Finland and 23 percent in Japan.**
  - **In numeracy, US adults outscored only their peers in two countries—Italy and Spain—of the 23 in the study, with only 9 percent of adults rated at the highest proficiency level.**
  - **Only 6 percent of US adults scored at the highest proficiency level on problem-solving.**

Sources:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014024>

<http://www.edweek.org/ew/articles/2013/10/16/08report-b1.h33.html>

# New York is phasing in the Common Core over 12 years

**2010:** Board of Regents adopted Common Core

**2013:** Common Core Assessments administered in Grades 3-8 English Language Arts (ELA) and Math

**2014:** Roll-out of Common Core Regents Exams begins

- June 2014: Algebra I (ELA offered, but not required)
- June 2015: Geometry (ELA offered, but not required)
- June 2016: Algebra II and ELA (required for 1<sup>st</sup> time)

**Class of 2017:** First cohort of high school graduates required to pass Common Core Regents Exams for graduation at the current score of 65 (partial proficiency).

**Class of 2022:** First cohort of high school graduates required to pass Common Core Regents Exams for graduation at the aspirational college- and career ready score (proficiency).

***Transition to New York Common Core Assessments is a 12-year phase-in***

# Hundreds of New York educators helped develop the New York Common Core Assessments

## New York educators are represented on the following panels:

- **New York State Content Advisory Panels**
  - Spans early childhood and P12 through CUNY, SUNY and CICU faculty
- **Item Development, Item Review, Final Form Review**
- **Performance Standards (cut scores)**
  - P12 teachers, higher education faculty, and administrators

## These panels are informing:

- **College and Career Ready Determinations**
- **Test specifications, policies, and item development**
- **NYS policy-level and grade-level performance level descriptions**
- **Setting performance standards**

# Every test question is reviewed by New York educators according to rigorous criteria

## Every item:

- Developed with NYS-certified teachers to measure Common Core Learning Standards
- Field-tested
- Reviewed multiple times in development cycle by multiple NYS-Certified Teachers
- Meets best practice for item quality, fairness and accessibility
- Meets rigorous criteria developed by NYSED
- Educator participation opportunities:
  - <http://www.p12.nysed.gov/assessment/teacher/home.html#teacher-op>



## **New York is using the same cut scores in 2014.**

- The Grades 3-8 ELA and Math performance standards recommended by educators through the 2013 standard setting process were maintained on the 2014 tests.
- Year-to-year comparisons provide a measure of student progress on our rigorous learning standards.

## **This summer, New York educators are using the 2014 results when planning for the 2014-15 school year.**

- In July, the Regional Information Centers (RICs) released secure instructional reports that displayed for teachers the raw score performance of each of their students on each test question and on each learning standard measured by the 2014 test.
- Instructional reports allow for percentage comparisons at the class, school, district, and regional levels.
- In August, 50% of test questions were released, with detailed explanations for correct and incorrect responses.
- Released test questions help teachers and families better understand how the standards were measured and the reasons why students may have responded incorrectly.

## **2014 scores are presented as same-student year-to-year matched results.**

- **2014 results are presented for students who participated in all test books in both 2013 and 2014 (“matched students”).**
- **This matched approach displays the year-to-year results of the exact same students in 2013 and 2014.**
- **This matched approach is consistent with New York’s USED waiver from No Child Left Behind and New York’s teacher/principal evaluation system.**
- **When results are combined across grades, comparisons are based on matched students enrolled in grades 3-7 in 2013 and grades 4-8 in 2014.**

\*Unmatched results will be available at <http://data.nysed.gov>.

# Student Cohorts

Year-to-year same-student cohort comparisons will be important at the local level over the next 8 years through full Common Core implementation beginning with the Class of 2022.

2014 Enrollment	Graduating Class
Grade 3	Class of 2023
Grade 4	Class of 2022*
Grade 5	Class of 2021
Grade 6	Class of 2020
Grade 7	Class of 2019
Grade 8	Class of 2018

\* The Class of 2022 is the first cohort of high school graduates required to pass Common Core Regents Exams for graduation at the aspirational college- and career-ready score (proficiency).

## **New York will once again rise to the challenge of higher standards.**

- **Eight years after the phase-out of the local diploma began, the graduation rate for the 2009 cohort continued to increase.**
- **New York schools, teachers, students, and parents met the challenge posed by the phase-out of the local diploma.**
- **Eight years from now, the 2022 cohort will graduate with the requirement to meet aspirational college- and career-ready learning standards.**
- **With proper planning and support, New York schools, teachers, students, and parents will once again rise to the challenge.**

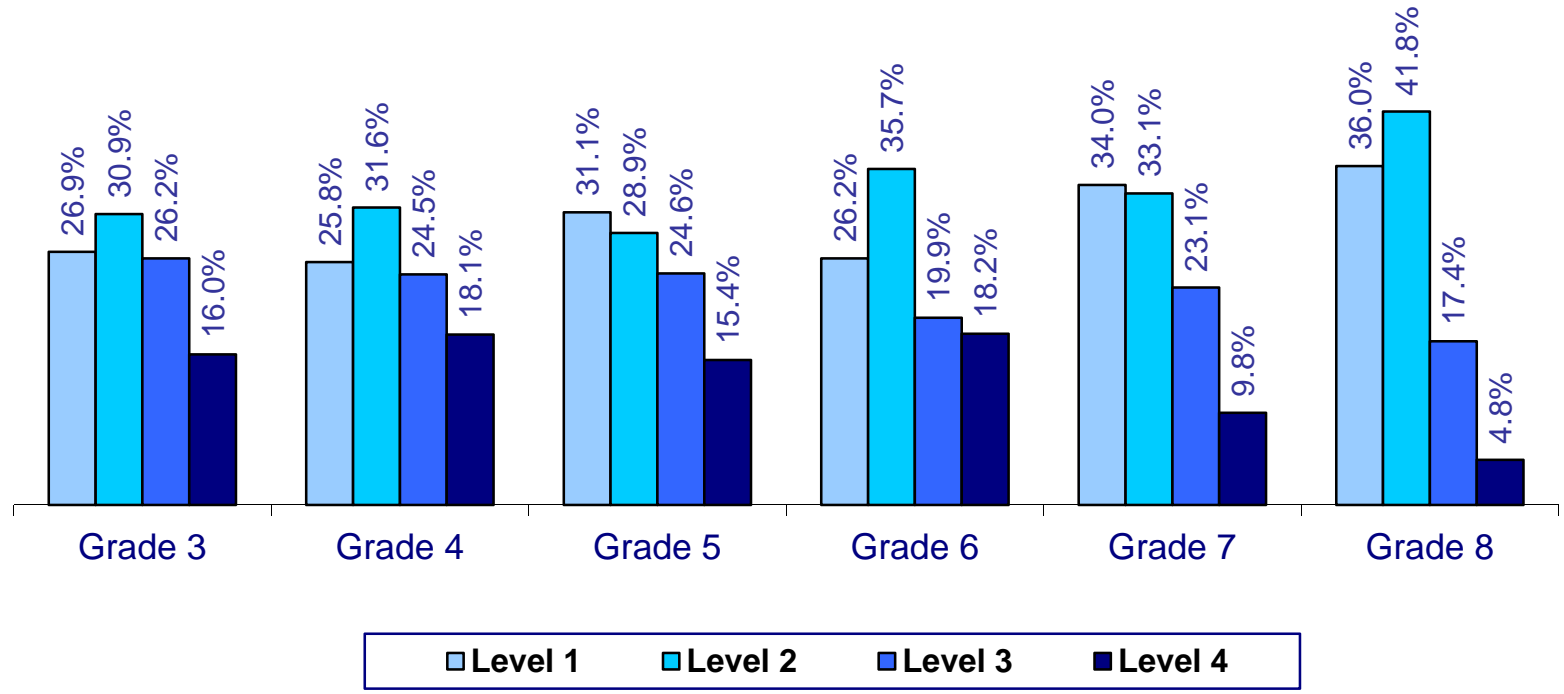
**For Grades 3-8 ELA and Math, students at Levels 2 and above are on track for current graduation requirements. Students at Levels 3 and above are on track to graduate at the aspirational college- and career-ready level.**

<b><u>Grades 3-8 ELA and Math</u></b>
<b>Level 4: Student <u>excels</u> in the Common Core Learning Standards for this grade level</b>
<b>Level 3: Student is <u>proficient</u> in the Common Core Learning Standards for this grade level (on track to achieve at the aspirational college- and career-ready level, first required for Regents Diploma purposes with the Class of 2022)</b>
<b>Level 2: Student is <u>partially proficient</u> in the Common Core Learning Standards for this grade level (on track to meet current New York high school graduation requirements)</b>
<b>Level 1: Student is <u>well below proficient</u> in the learning standards for this grade level</b>

# 2014 Grades 3-8 Math Results



The percentage of math students statewide that met or exceeded the proficiency standard (Levels 3 or 4) in each grade level ranged from 22.2 to 42.6.



The percentage proficient in Grade 8 is lower than other grades because of a USED waiver that, for the first time in 2014, eliminated unnecessary double testing and allowed approximately 50,000 accelerated math students to participate in high school math Regents Exams instead of the grade-level math test.

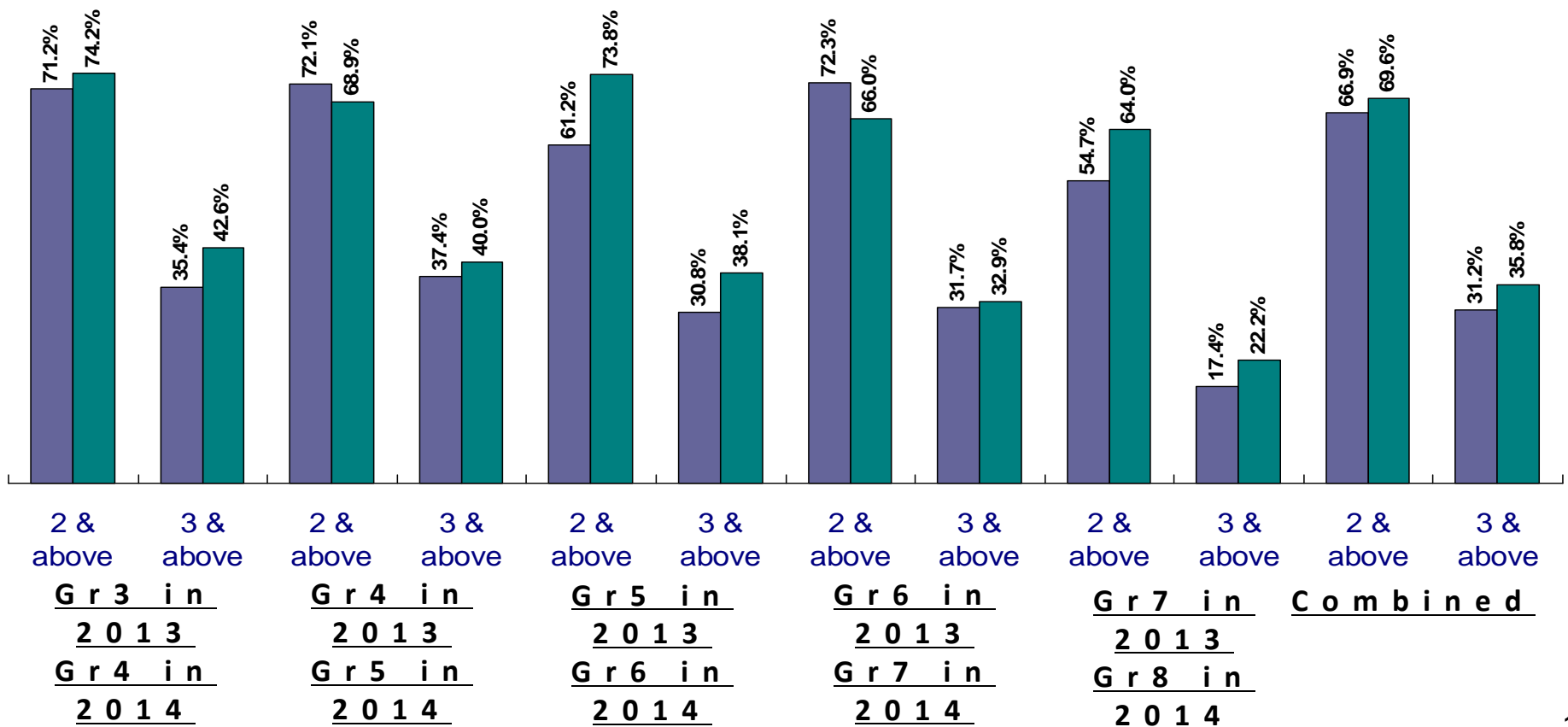


**Students statewide made significant progress in Mathematics.**  
**The percentage of students who met or exceeded the proficiency standard (Levels 3 or 4) increased from 31.2 to 35.8 combined across all grades. The percentage at Levels 2 and above increased from 66.9 to 69.6 combined across all grades.**

■ 2013 ■ 2014

*Percentage of Matched Students scoring at Level 2 and above and Level 3 and above*

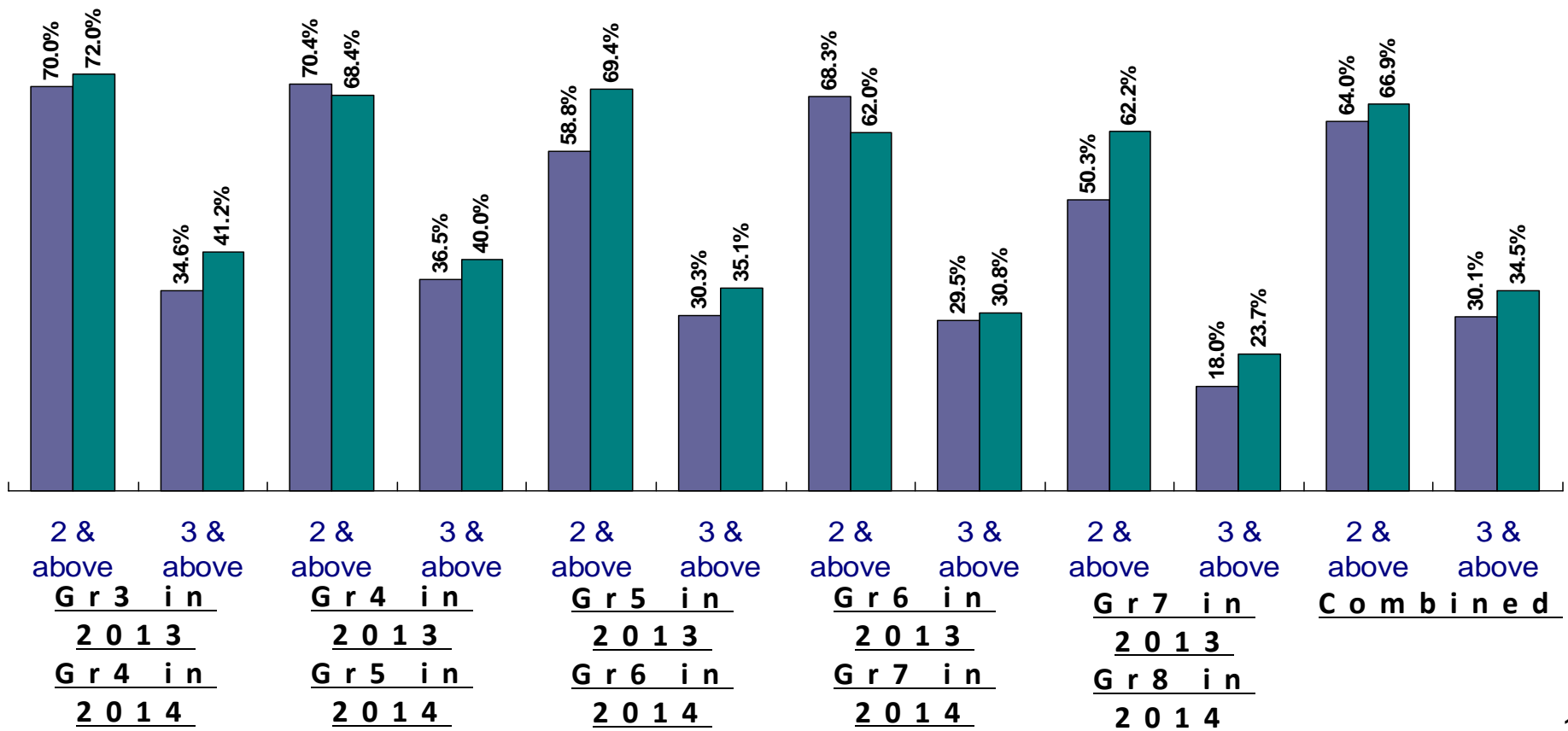
*In Each Grade and Combined for 2014 and 2013*



**Students in New York City made significant progress in Mathematics. The percentage of students who met or exceeded the proficiency standard (Levels 3 or 4) increased from 30.1 to 34.5 combined across all grades. The percentage at Levels 2 and above increased from 64 to 66.9 combined across all grades.**

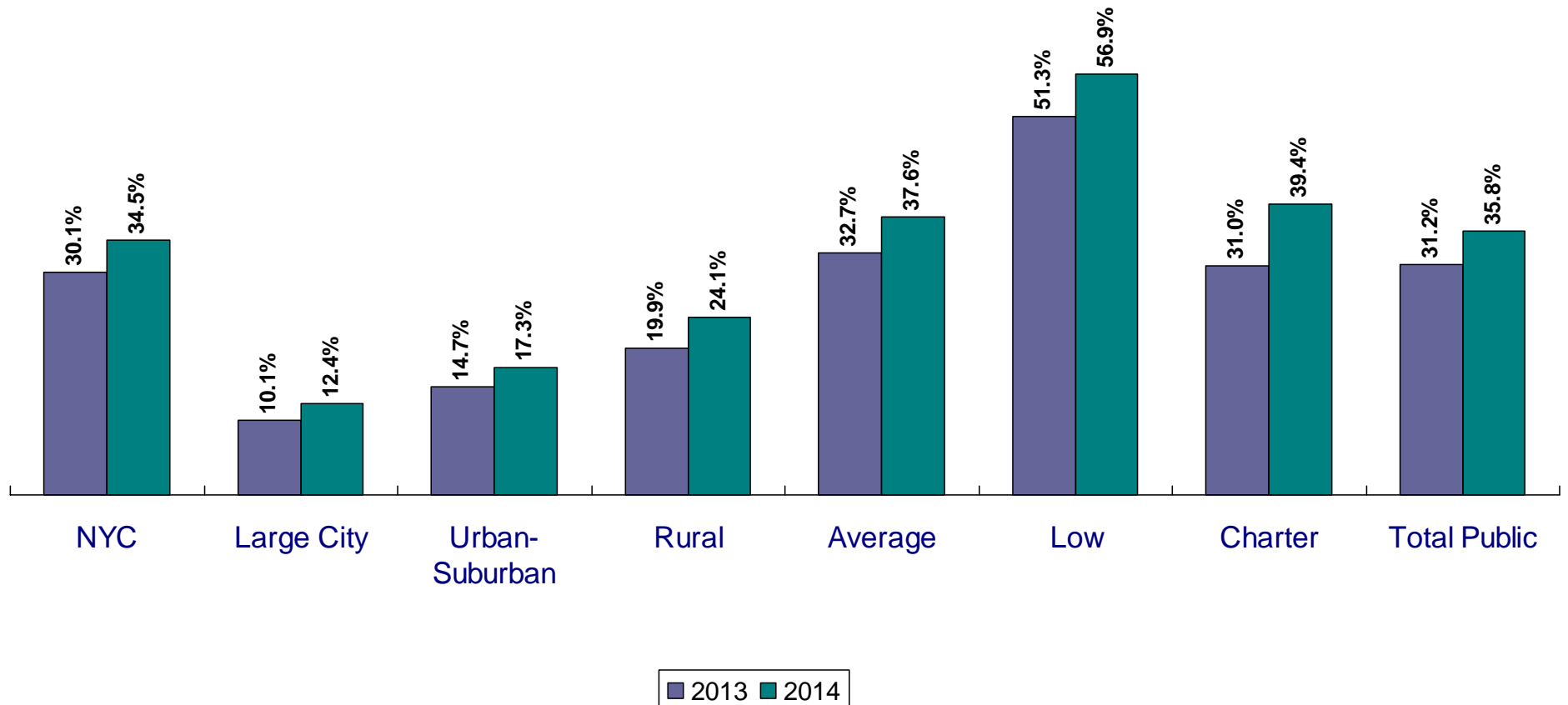
■ 2013 ■ 2014

*Percentage of Matched Students scoring at Level 2 and above and Level 3 and above  
In Each Grade and Combined for 2014 and 2013*



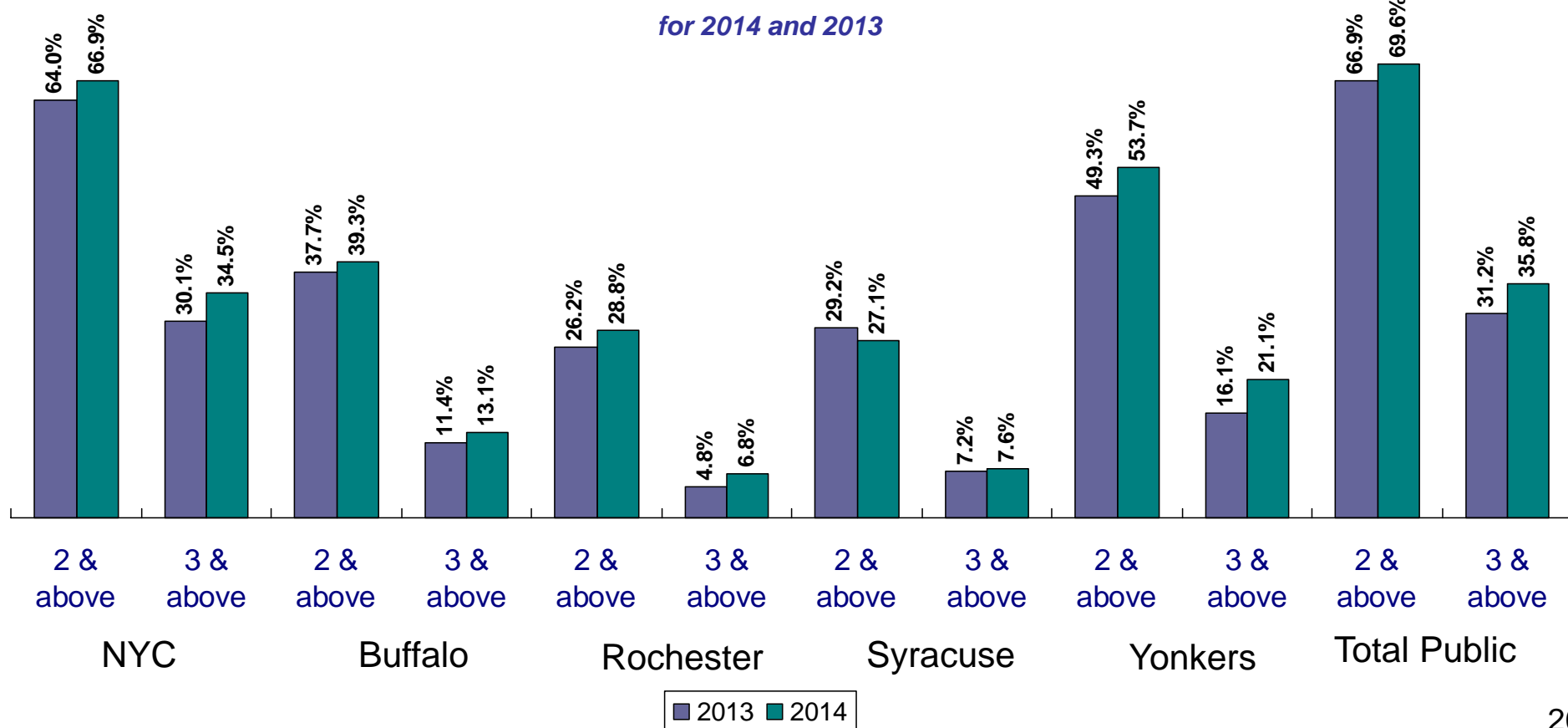
Although lower-need communities continued to outperform other areas of the State in Mathematics proficiency (Levels 3 or 4), there were year-to-year increases in all Need/Resource groups.

*Percentage of Matched Students scoring at Level 3 and above  
for 2014 and 2013*



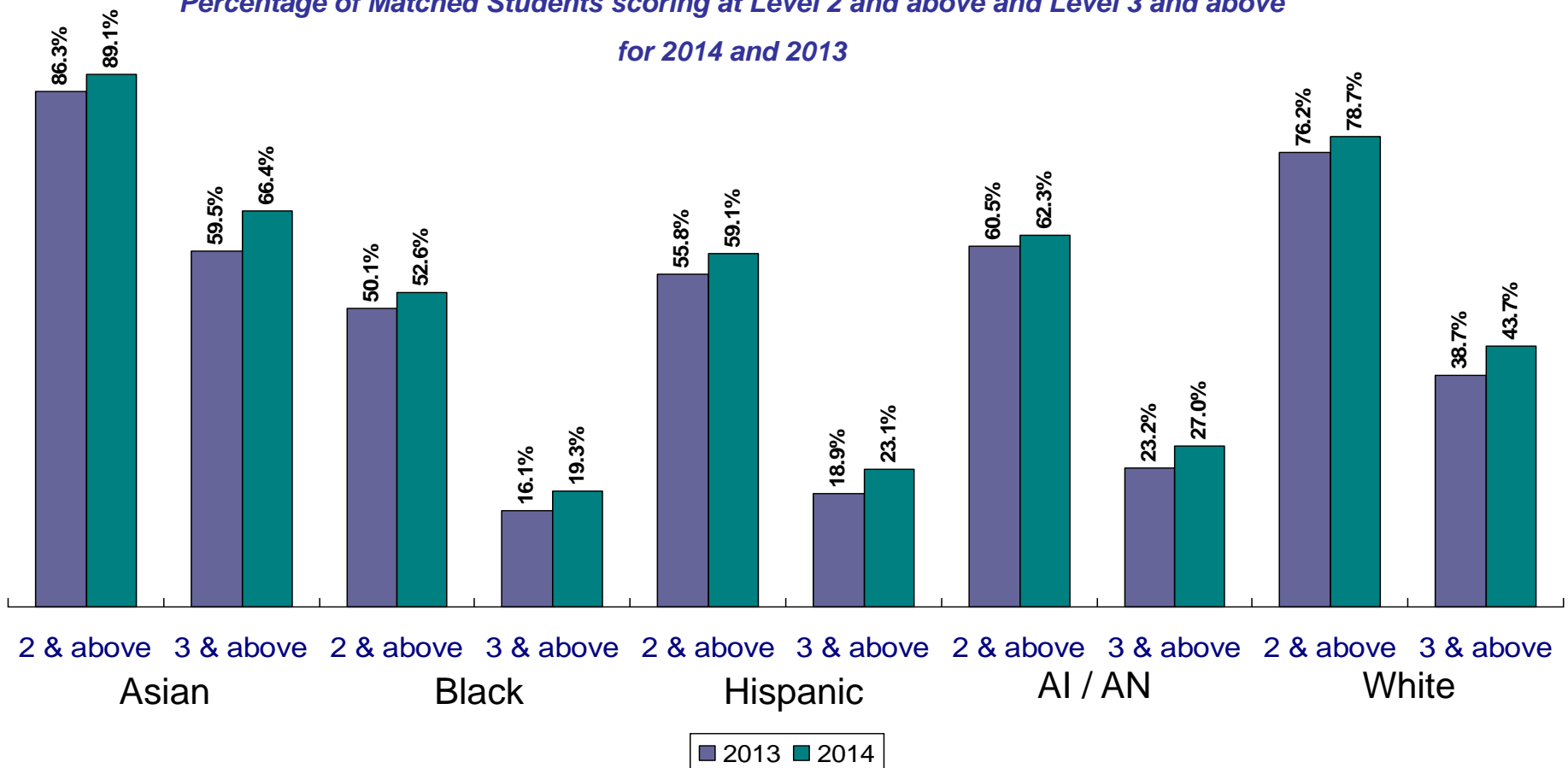
A smaller percentage of students met or exceeded the Mathematics proficiency standard (Levels 3 or 4) in the Big 4 city districts than statewide. Year-to-year performance increased in each Big 5 city district, and NYC performance approached statewide levels.

*Percentage of Matched Students scoring at Level 2 and above and Level 3 and above for 2014 and 2013*



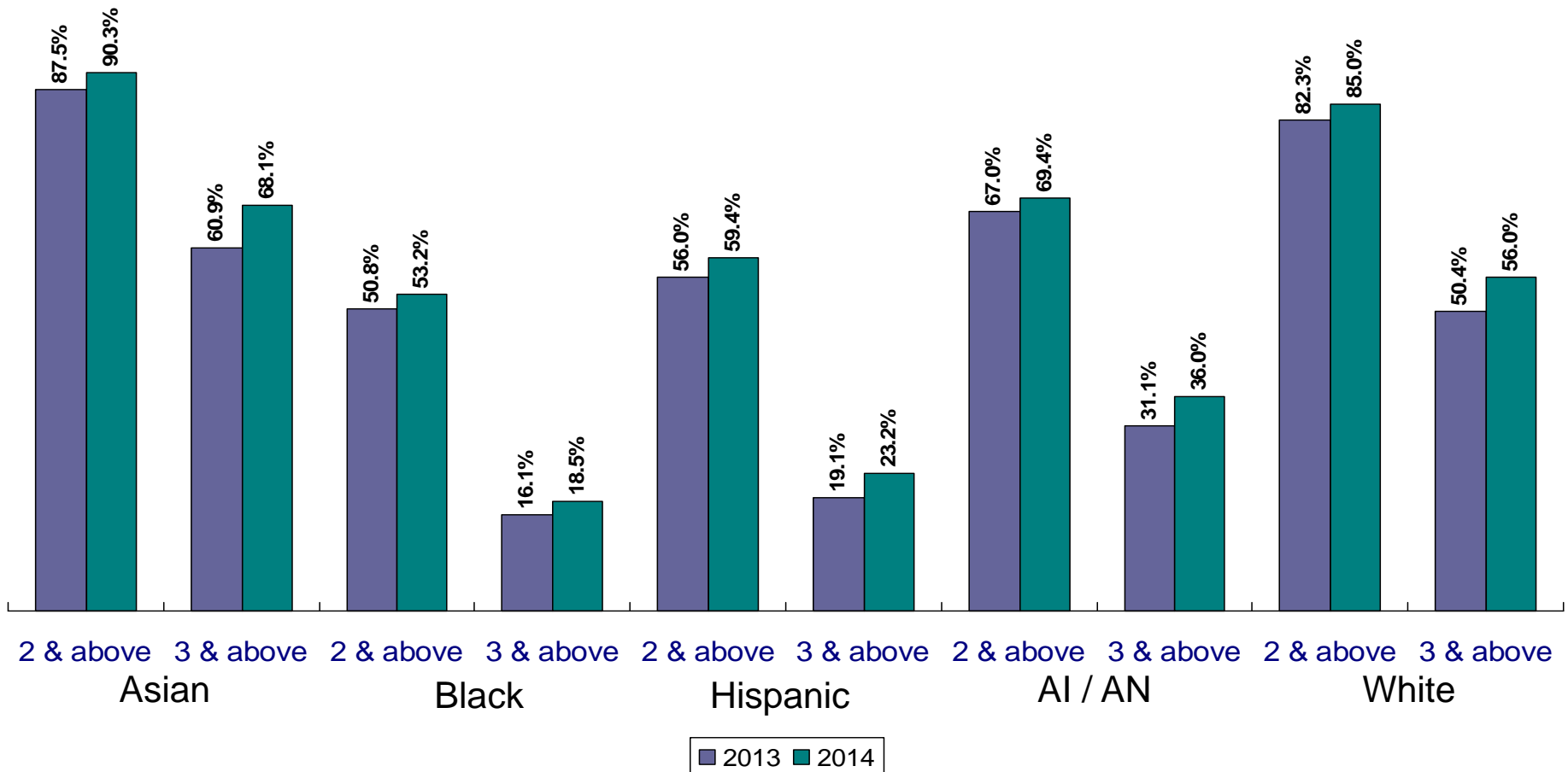
Although the achievement gap remains statewide, an increased percentage of students across all race/ethnicity groups met or exceeded the Mathematics proficiency standard (Levels 3 or 4).

*Percentage of Matched Students scoring at Level 2 and above and Level 3 and above for 2014 and 2013*



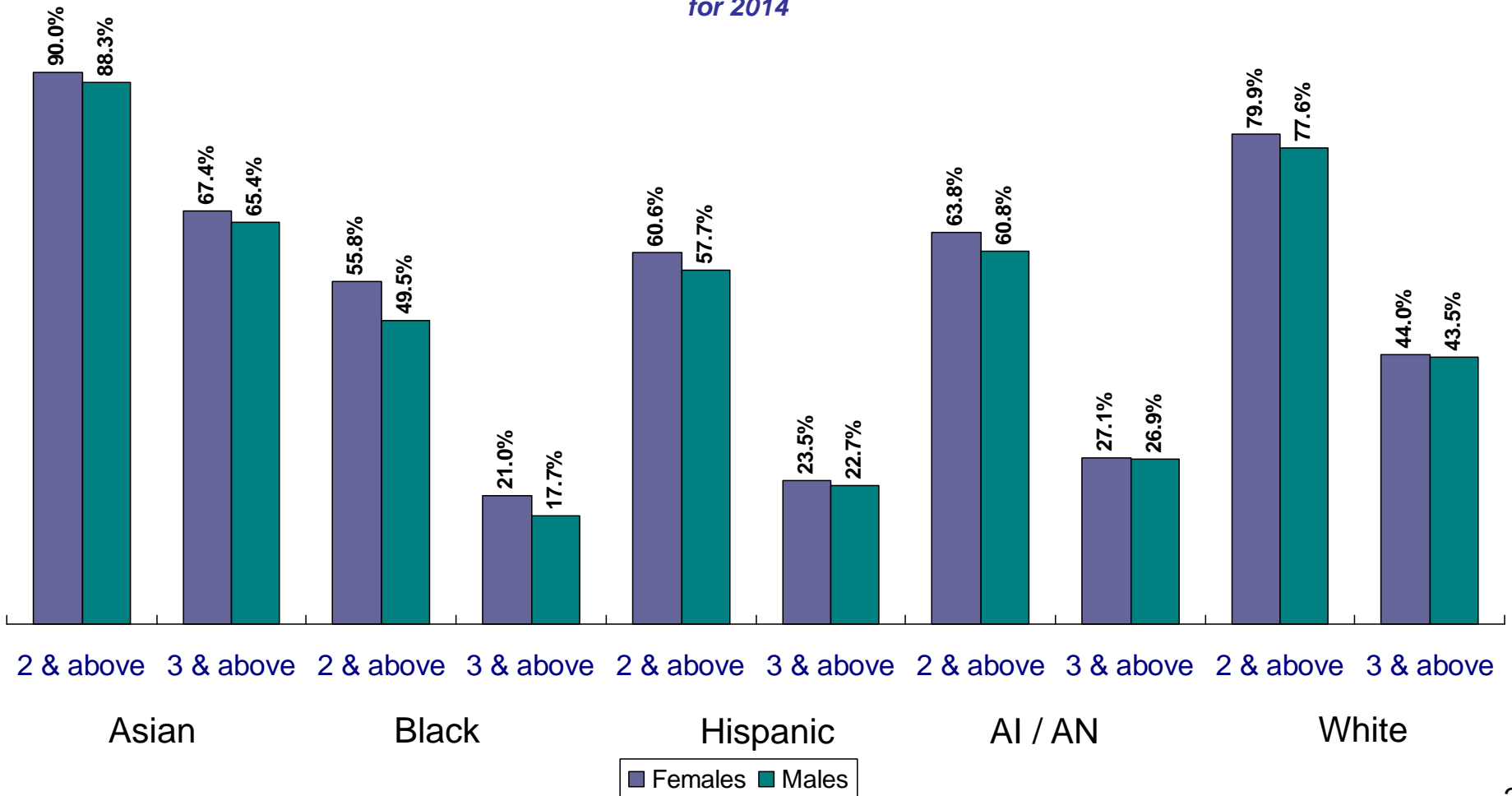
# In New York City, an increased percentage of students across all race/ethnicity groups met or exceeded the Mathematics proficiency standard (Levels 3 or 4).

*Percentage of Matched Students scoring at Level 2 and above and Level 3 and above for 2014 and 2013*



# Across all race/ethnicity groups, girls performed better than boys statewide on the Mathematics proficiency standard (Levels 3 or 4).

Percentage of Matched Students scoring at Level 2 and above and Level 3 and above for 2014



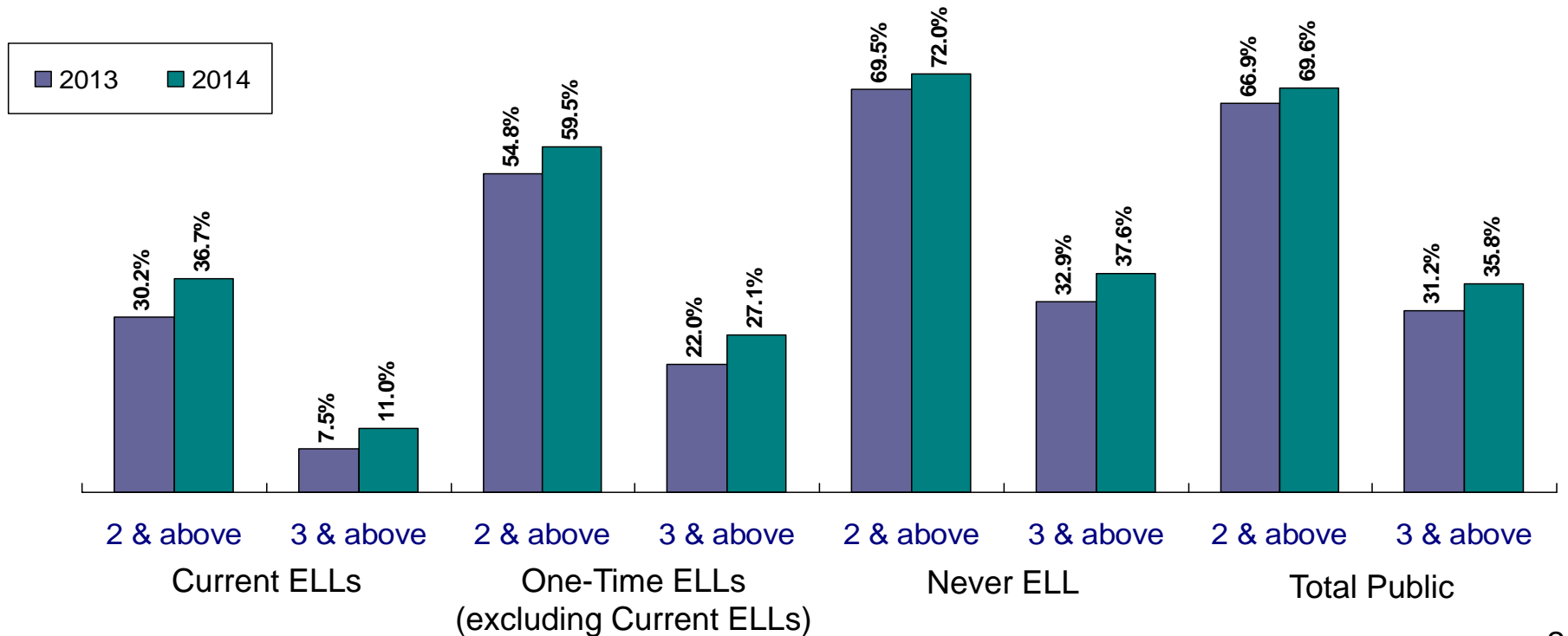
Although only 11 percent of current English Language Learners met or exceeded the Math proficiency standard, the percentage of students scoring at Level 2 and above increased to 36.7%. The percentage is 27.1 at Level 3 and above and 59.5 at Level 2 and above for students who once, but no longer, received ELL services.

*Percentage of Matched Students scoring at Level 2 and above and Level 3 and above for 2014 and 2013*

**Current ELL** includes students who were identified as ELL during the 2013-14 school year.

**One-Time ELL** includes students identified as ELL in any school year preceding the 2013-14 (excludes students who are Current ELLs).

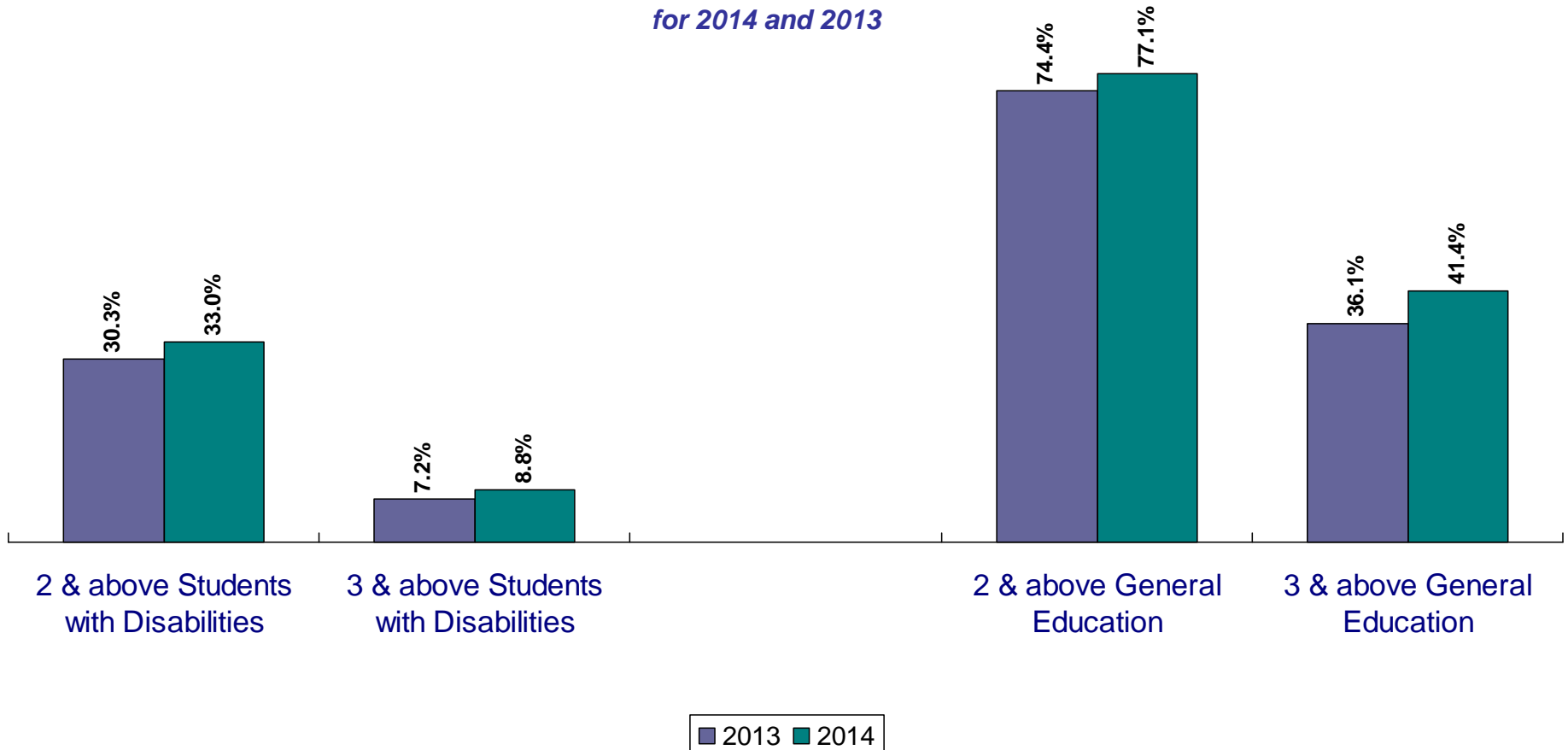
**Never ELL** includes students who were never reported to receive ELL services.





Although only 8.8 percent of students with disabilities\* met or exceeded the Mathematics proficiency standard (Levels 3 or 4), the percentage of students scoring at Level 2 and above increased to 33 percent.

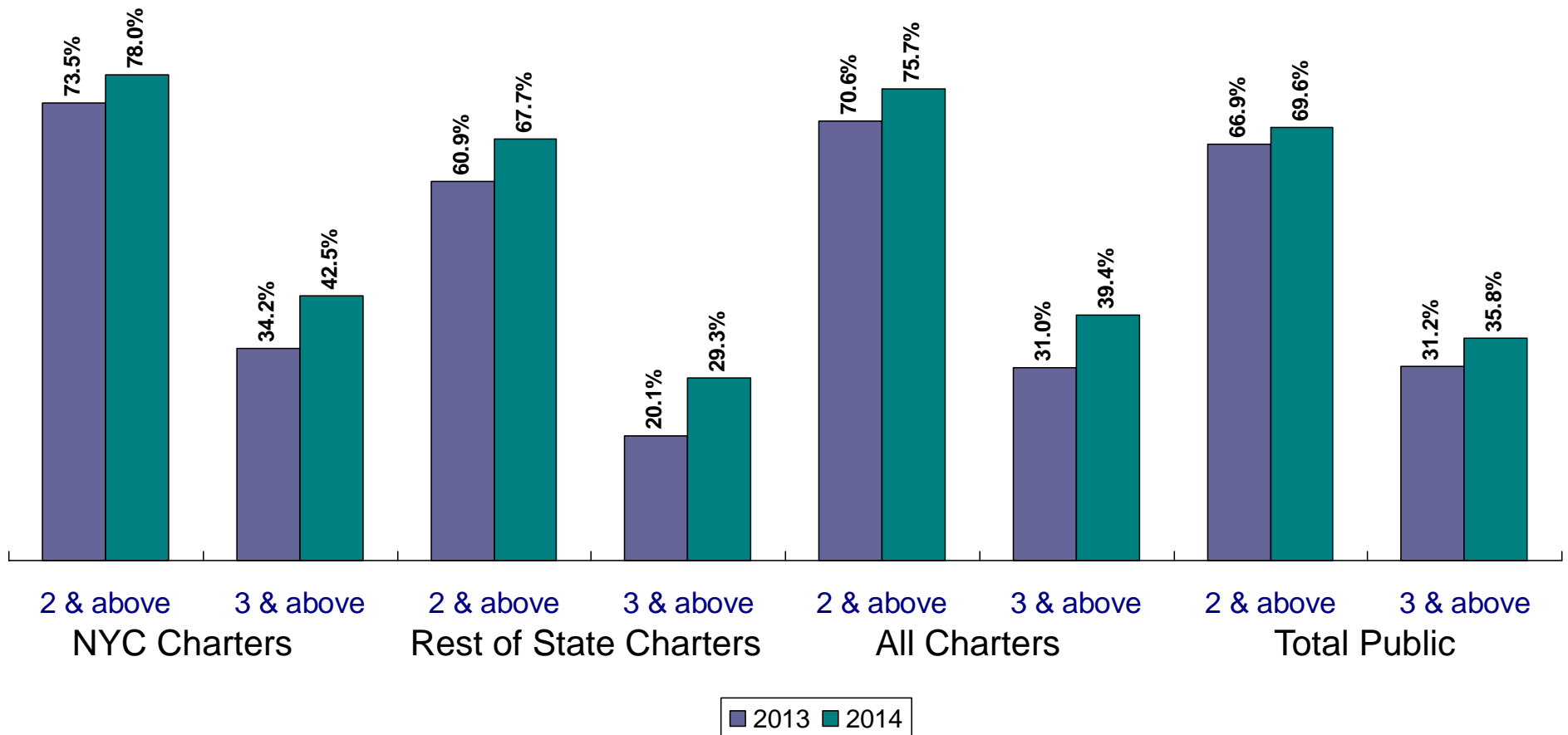
*Percentage of Matched Students scoring at Level 2 and above and Level 3 and above for 2014 and 2013*



\* New York has a waiver request pending with USED that would allow students with severe disabilities to be tested at their instructional level rather than grade level.

The percentage of students enrolled in charter schools that met or exceeded the Mathematics proficiency standard (Levels 3 or 4) increased. NYC charter schools achieved higher proficient and above and partial proficient and above percentages than Rest of State charter schools and all public schools statewide.

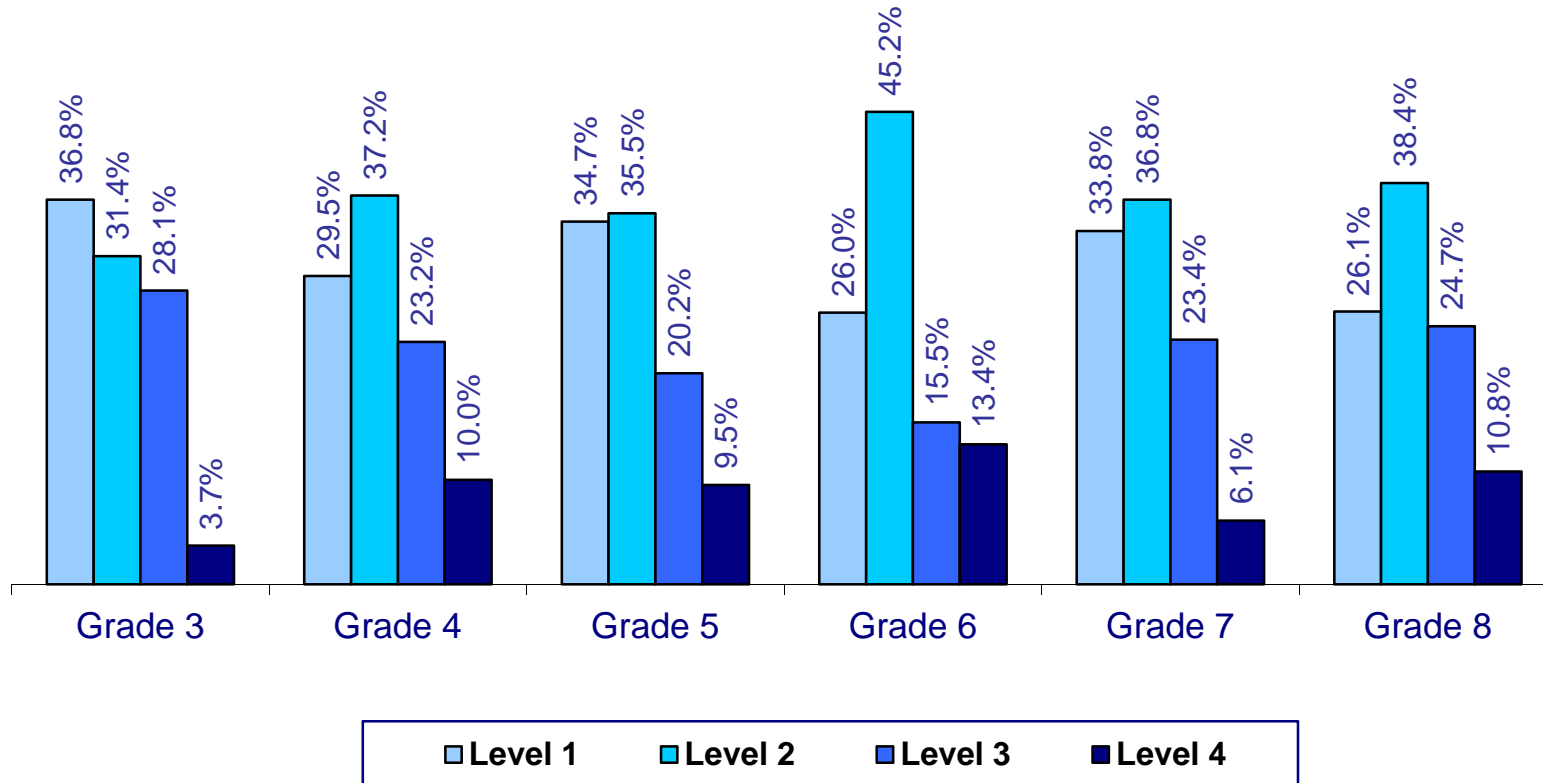
*Percentage of Matched Students scoring at Level 2 and above and Level 3 and above for 2014 and 2013*



# 2014 Grades 3-8 English Language Arts Results



The percentage of ELA students statewide that met or exceeded the proficiency standard (Levels 3 or 4) in each grade level ranged from 28.8 to 35.5 percent.

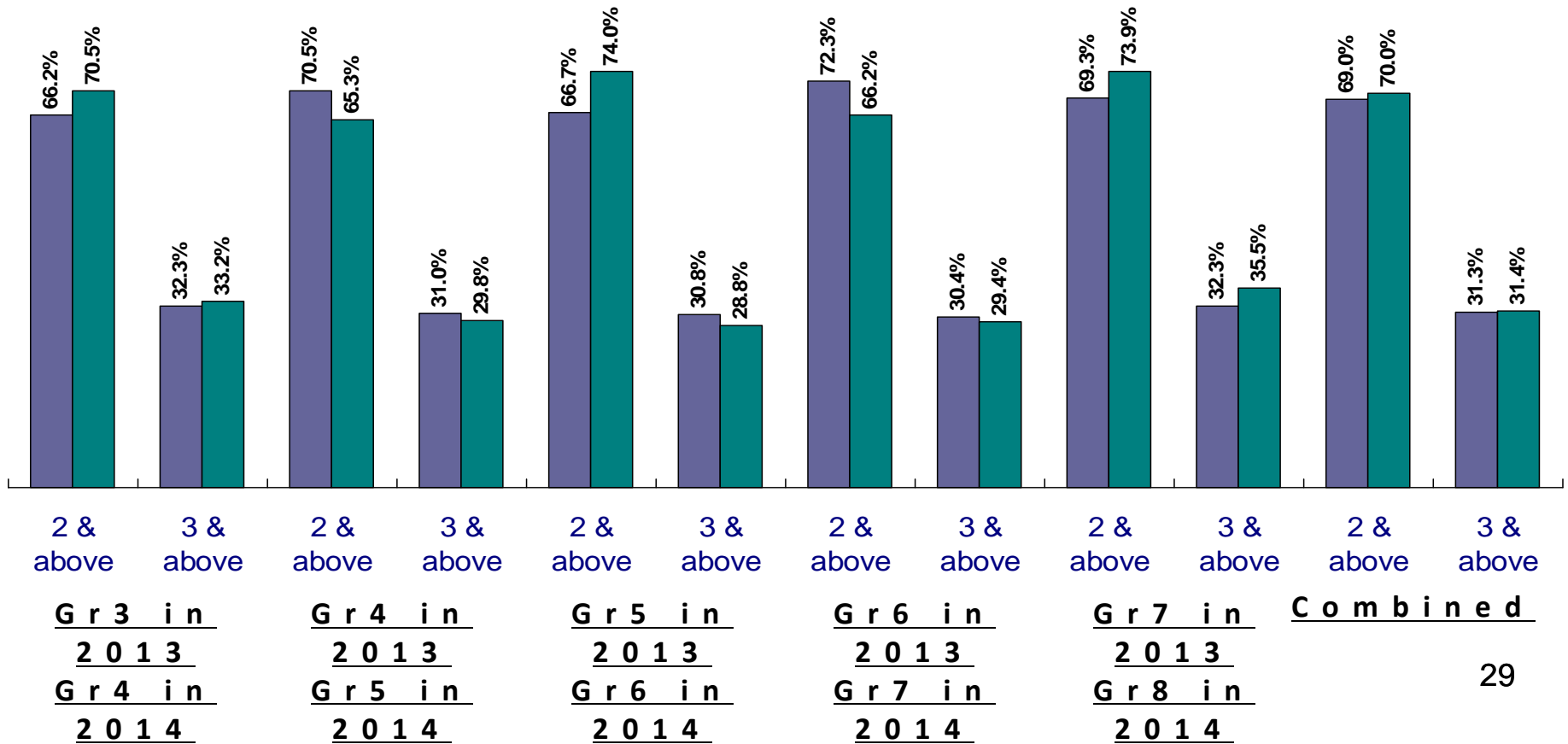


**Students statewide are doing slightly better in ELA.**

**The percentage of students who met or exceeded the ELA proficiency standard (Levels 3 or 4) increased from 31.3 to 31.4 combined across all grades. The percentage at Levels 2 and above increased from 69 to 70 combined across all grades.**

■ 2013 ■ 2014

*Percentage of Matched Students Scoring at Level 2 and above and Level 3 and above  
In Each Grade and Combined for 2014 and 2013*

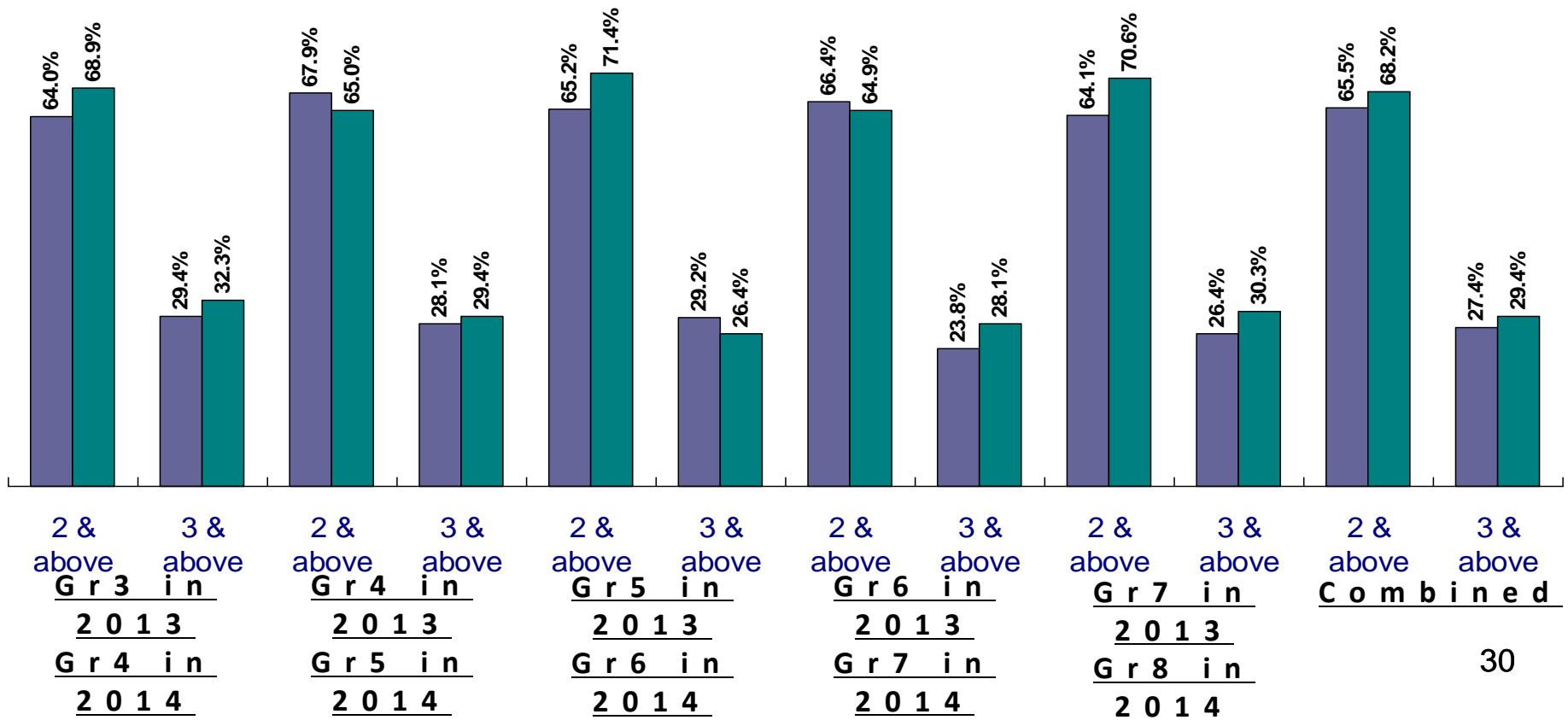


## Students in New York City are doing better in ELA.

The percentage of students who met or exceeded the ELA proficiency standard (Levels 3 or 4) increased from 27.4 to 29.4 combined across all grades. The percentage at Levels 2 and above increased from 65.5 to 68.2 combined across all grades.

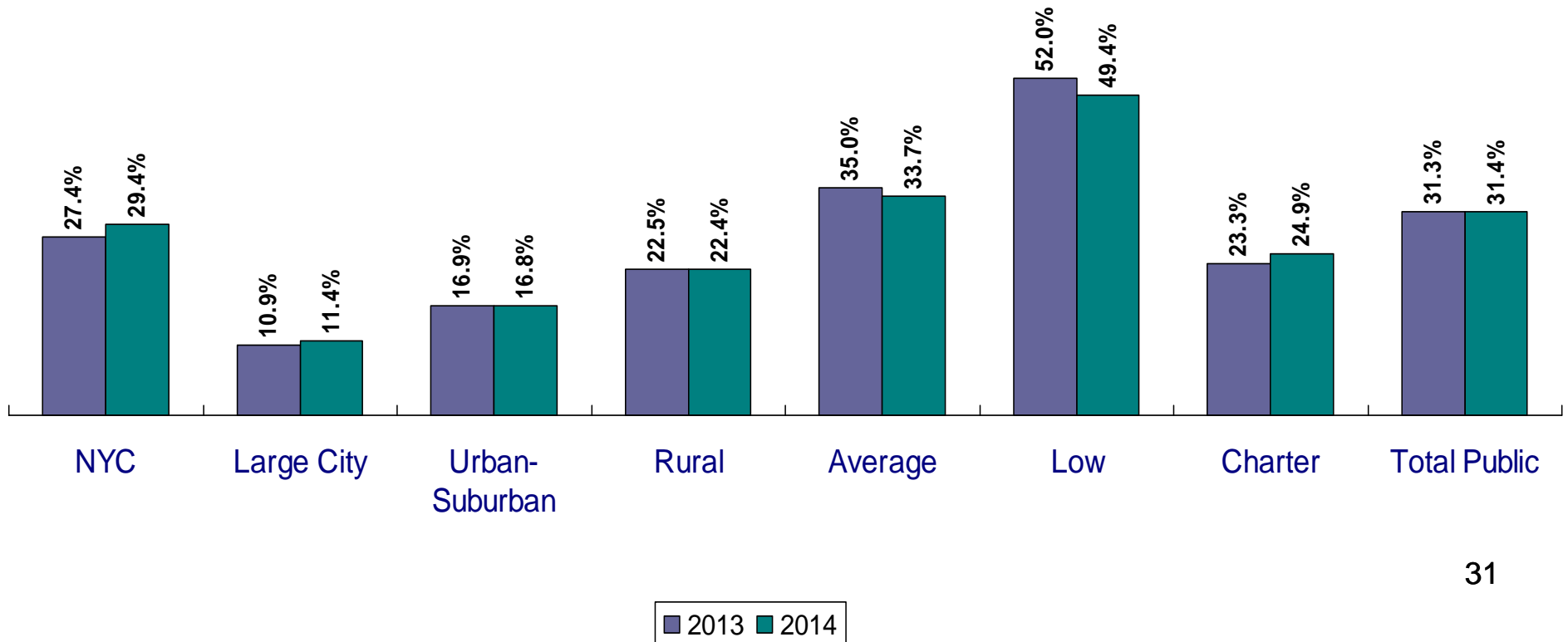
■ 2013 ■ 2014

*Percentage of Matched Students scoring at Level 2 and above and Level 3 and above  
In Each Grade and Combined for 2014 and 2013*



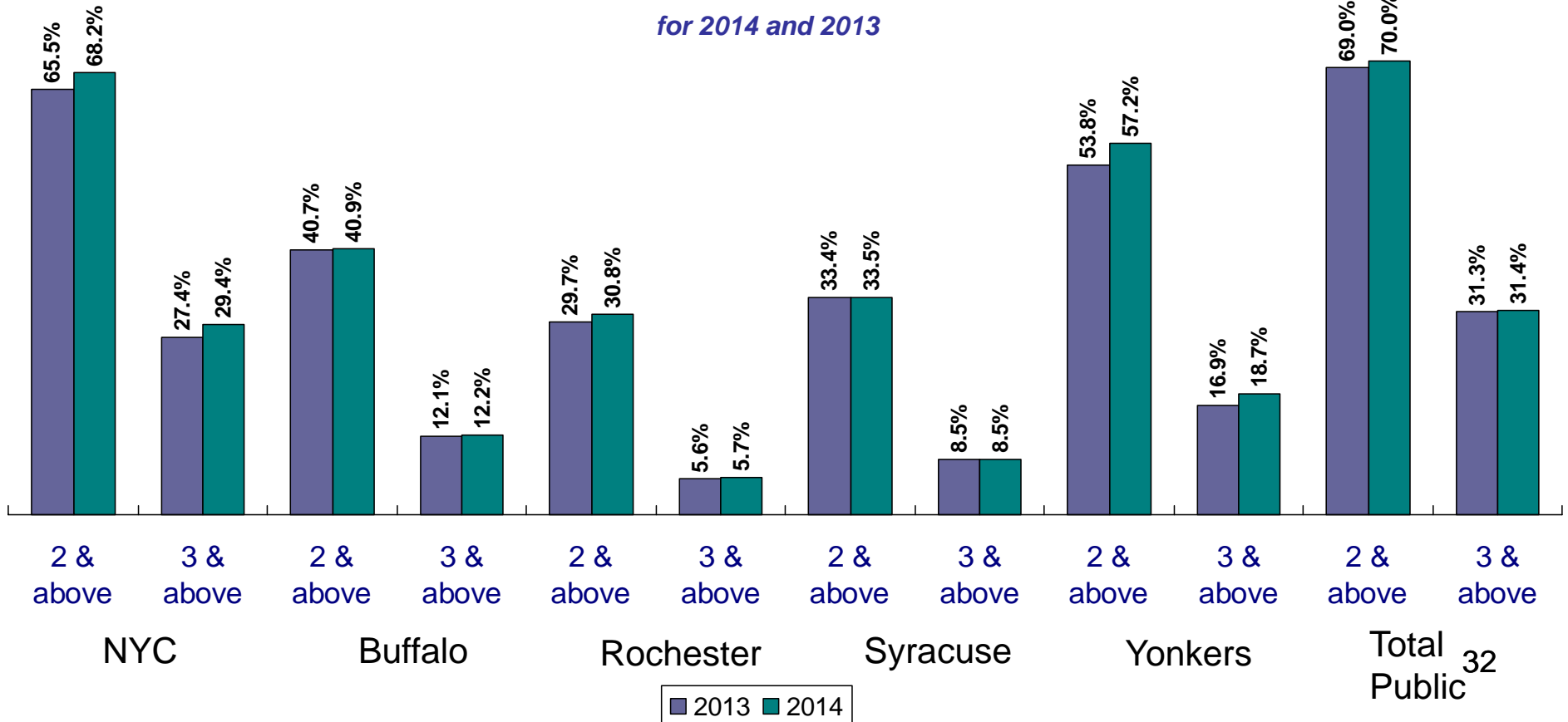
Although lower-need communities continued to outperform other areas of the State in ELA proficiency (Levels 3 or 4), NYC showed the largest gains.

*Percentage of Matched Students scoring at Level 3 and above  
for 2014 and 2013*



**A smaller percentage of students met or exceeded the ELA proficiency standard (Levels 3 or 4) in the Big 4 cities than statewide. Year-to-year increases were largest in NYC and Yonkers, and NYC performance approached statewide levels.**

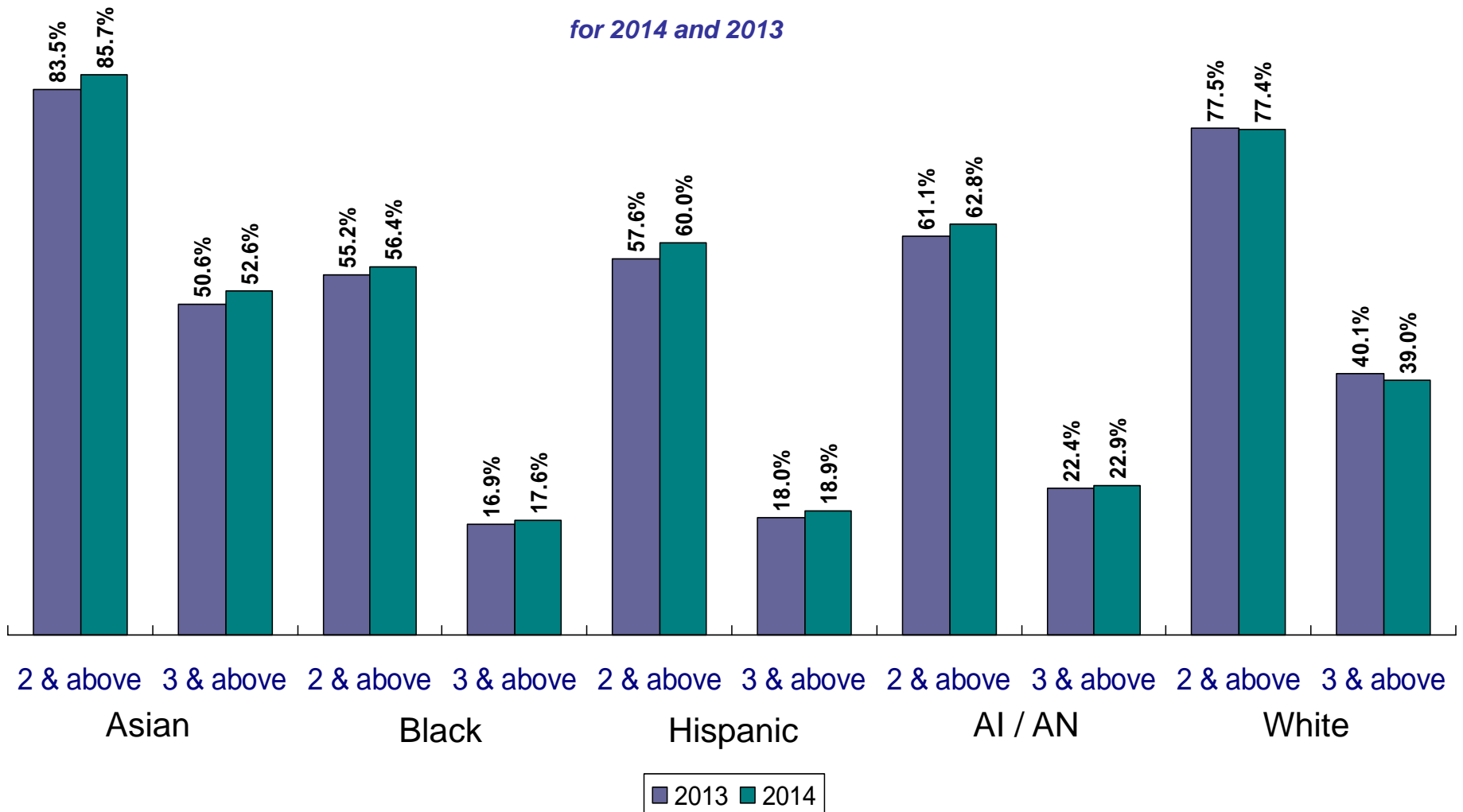
*Percentage of Matched Students scoring at Level 2 and above and Level 3 and above for 2014 and 2013*





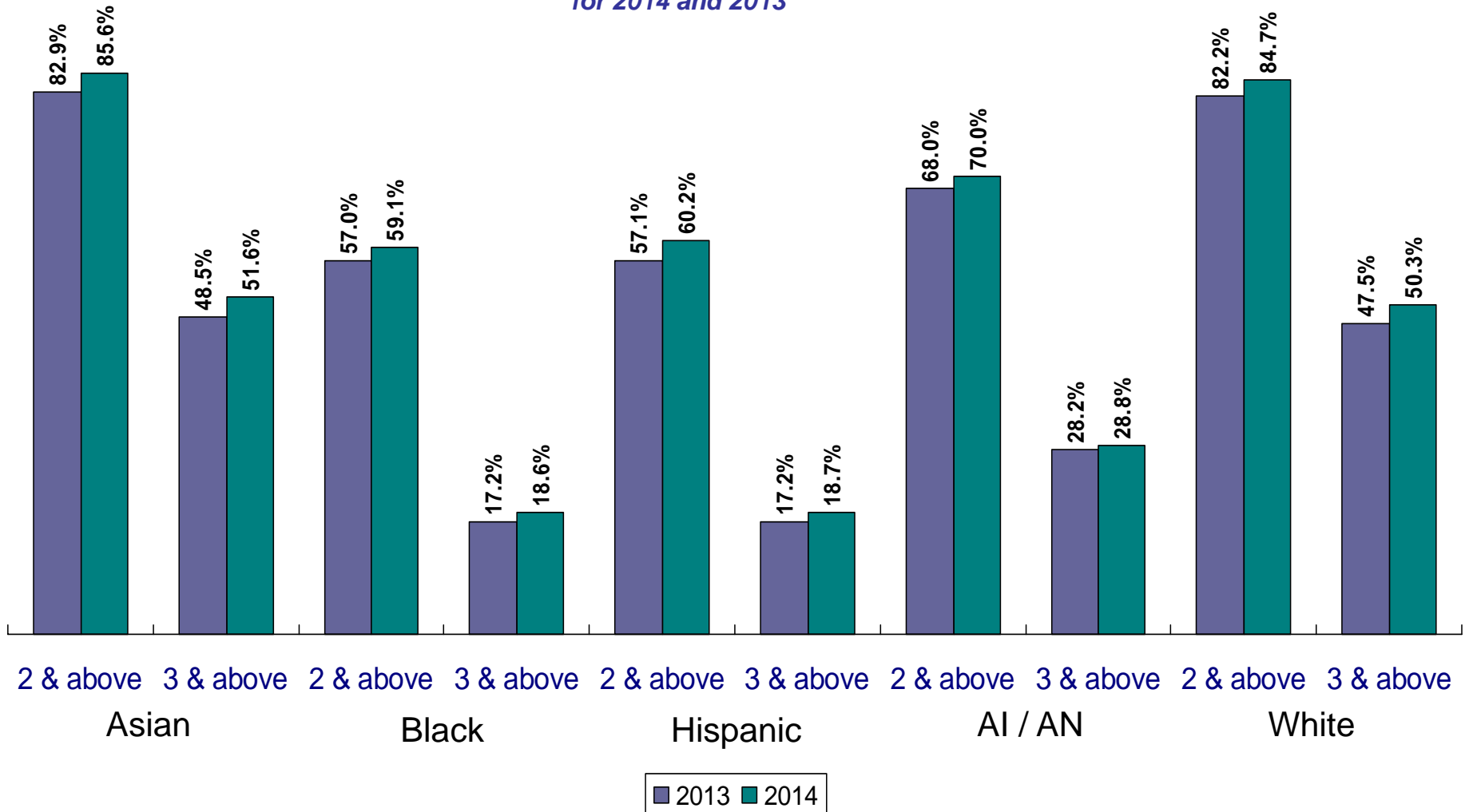
**Although the achievement gap remains statewide, an increased percentage of students of color met or exceeded the ELA proficiency standard (Levels 3 or 4).**

*Percentage of Matched Students scoring at Level 2 and above and Level 3 and above for 2014 and 2013*



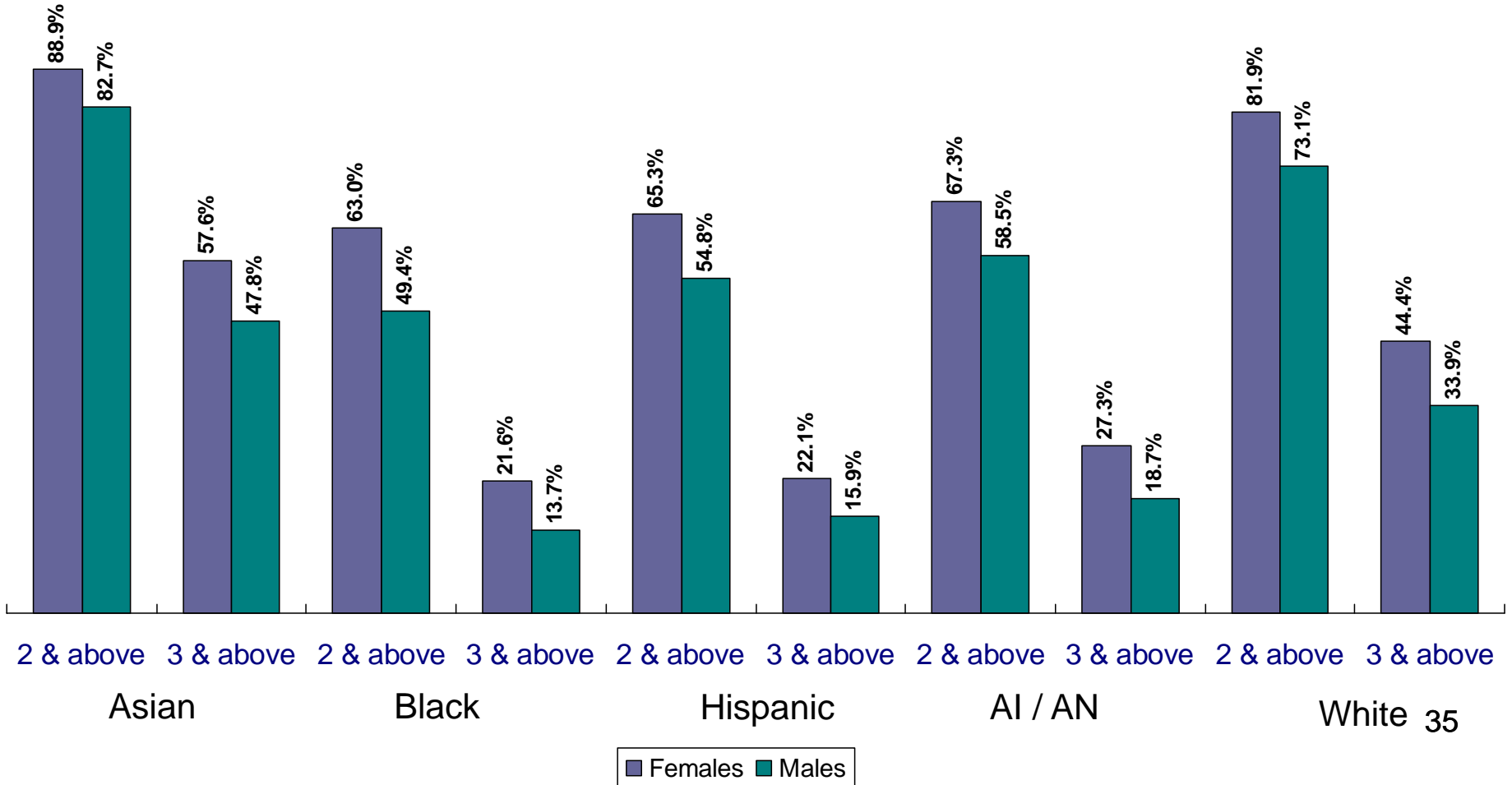
# In New York City, an increased percentage of students in all race/ethnicity groups met or exceeded the ELA proficiency standard (Levels 3 or 4).

*Percentage of Matched Students scoring at Level 2 and above and Level 3 and above for 2014 and 2013*



**Across all race/ethnicity groups, girls performed better than boys statewide on the ELA proficiency standard (Levels 3 or 4).**

*Percentage of Matched Students scoring at Level 2 and above and Level 3 and above for 2014*



Although only 2.6 percent of current English Language Learners met or exceeded the ELA proficiency standard, the percentage of students scoring at Level 2 and above increased to 25.2%. The percentage is 18.7 at Level 3 and above and 57.5 at Level 2 and above for students who once, but no longer, received ELL services.

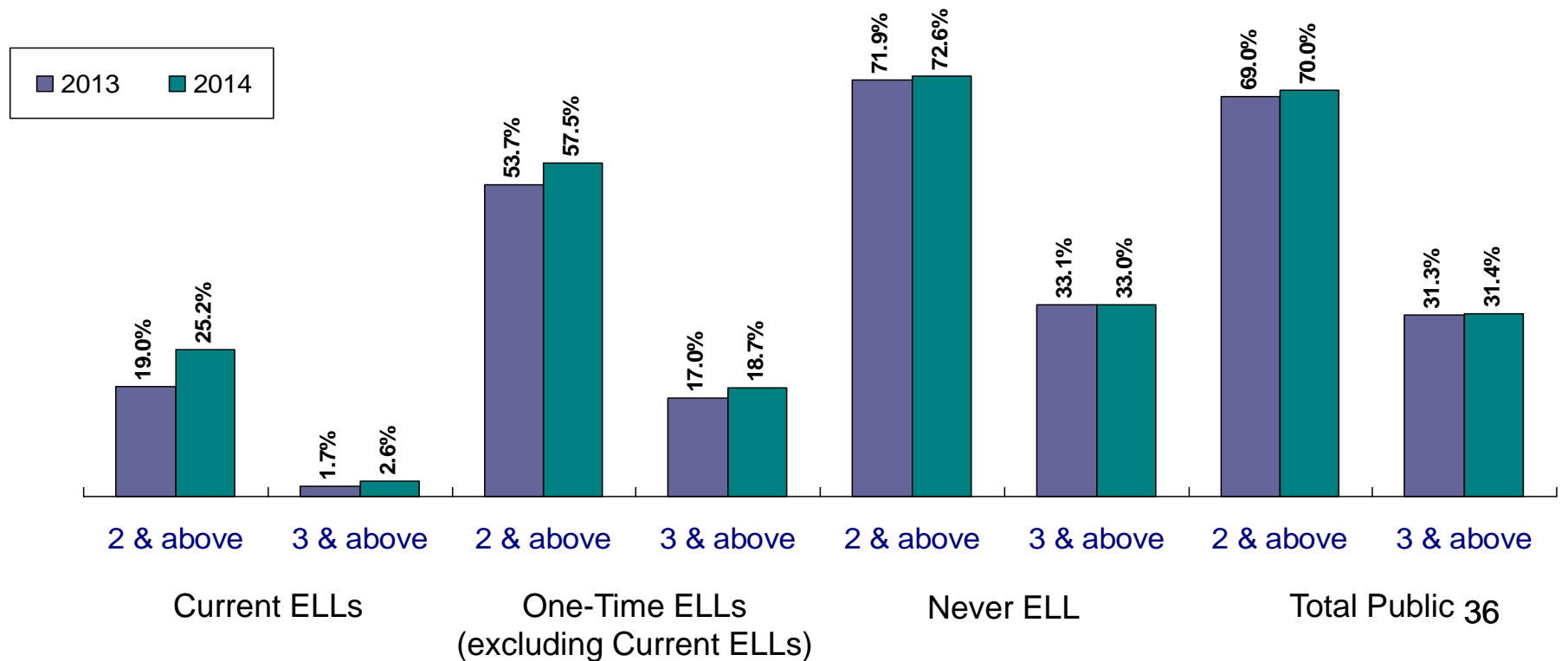
*Percentage of Matched Students scoring at Level 2 and above and Level 3 and above for 2014 and 2013*

New York has a waiver request pending with USED that would exempt newly arrived ELLs from participating in the ELA assessments for two years.

**Current ELL** includes students who were identified as ELL during the 2013-14 school year.

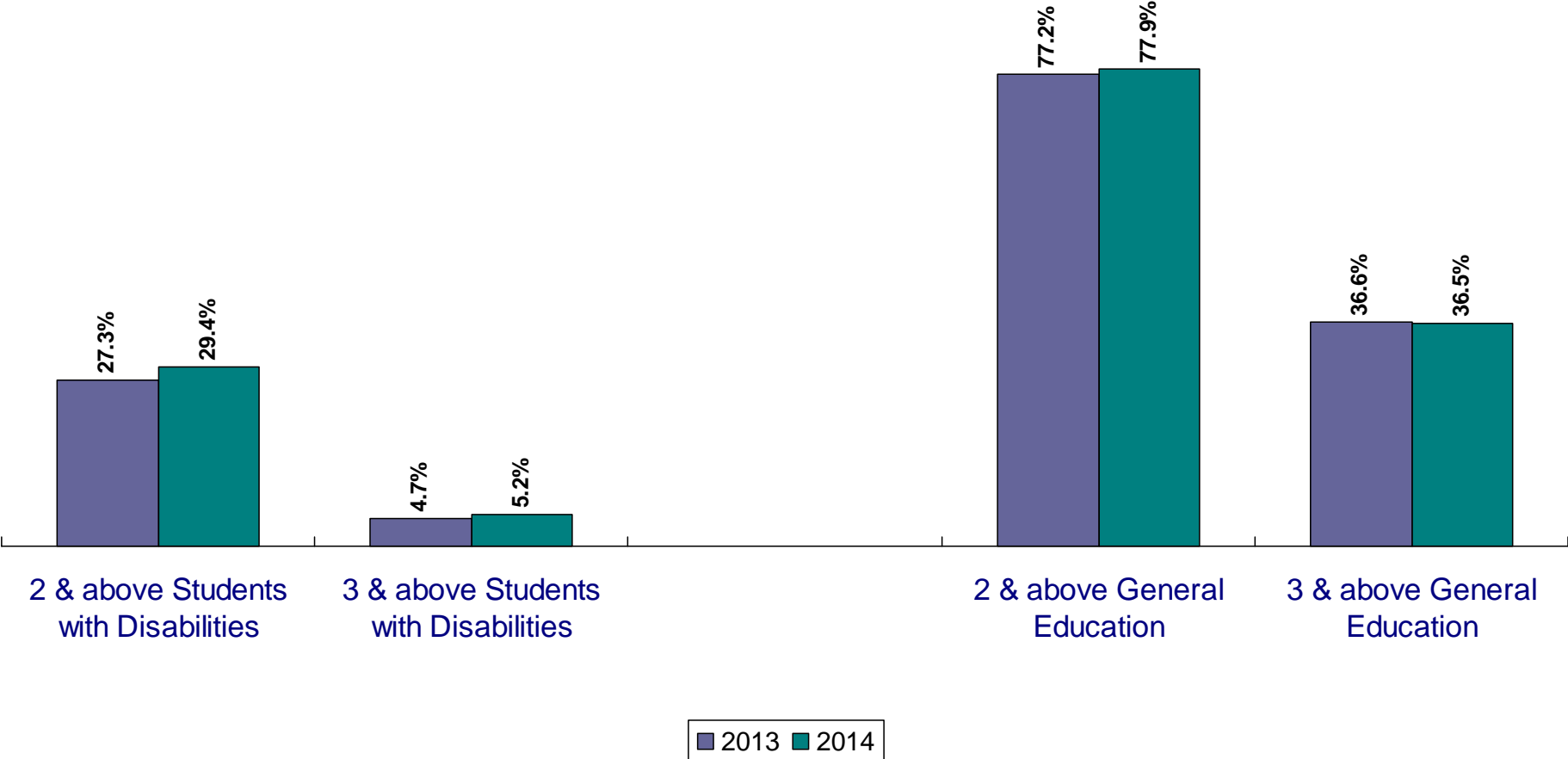
**One-Time ELL** includes students identified as ELL in any school year preceding the 2013-14 (excludes students who are Current ELLs).

**Never ELL** includes students who were never reported to receive ELL services.



**Although only 5.2 percent of students with disabilities\* met or exceeded the ELA proficiency standard (Levels 3 or 4), the percentage of students scoring at Level 2 and above increased to 29.4.**

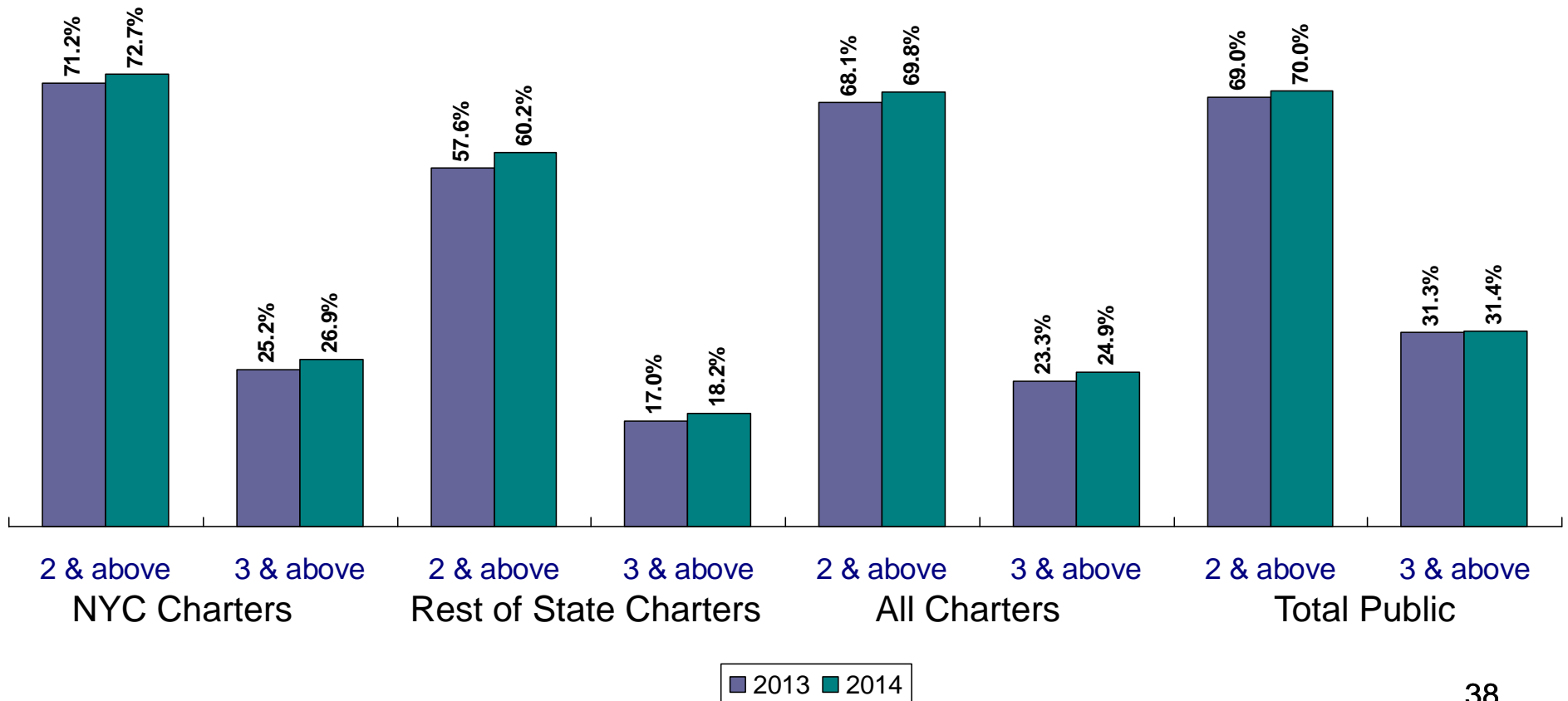
*Percentage of Matched Students Scoring at Level 2 and above and Level 3 and above for 2014 and 2013*



\* New York has a waiver request pending with USED that would allow students with severe disabilities to be tested at their instructional level rather than grade level.

The percentage of students enrolled in charter schools that met or exceeded the ELA proficiency standard (Levels 3 or 4) increased. NYC charter schools achieved higher proficient and above and partial proficient and above percentages than Rest of State charter schools.

*Percentage of Matched Students scoring at Level 2 and above and Level 3 and above for 2014 and 2013*



## **NYSED has provided extensive tools and resources to support implementation of the Common Core.**

- Earlier this week, NYSED awarded Teaching is the Core grants to districts to support teams of administrators and teachers in reviewing all local assessments given in the district, eliminating non-essential assessments, and improving districts practices around the use of assessment to inform high-quality instruction.
- NYSED is providing \$500 million of Race to the Top funding to school districts to support their work to raise standards for teaching and learning:
  - Approximately \$350 million was provided through Race to the Top formula grants available to all districts, along with approximately \$150 million in competitive grants to districts and higher education partners, including several focused on career ladder models in which highly effective teachers and principals coach their colleagues and strengthen district professional development support for schools.
- NYSED supported almost 12,000 principal and teacher leaders and regional professional development coordinators on ways to successfully implement the Common Core, through 23 multi-day Network Team Institutes in Albany.
- NYSED provided teachers with tools and resources to successfully implement the Common Core, including exemplar curricular materials and videos of excellent instruction, through its EngageNY.org website. Recognized nationally as an excellent source of high quality teaching materials, EngageNY.org has had over 73 million pageviews and the optional curriculum materials have been downloaded over 8 million times.

## **NYSED has provided extensive tools and resources to support implementation of the Common Core (cont'd)**

- In addition to providing struggling districts and schools with ongoing support focused on developing stronger teaching practices and school cultures, NYSED provided a special week-long program for over 1,000 educators across 70 districts, which were identified as needing improvement, focused on using Common Core resources to evaluate their schools' curriculum and instruction.
- Teacher Centers, funded through state grants administered by NYSED, provide professional development services to over 267,000 teachers, 41,000 teaching assistants, and school administrators on a variety of topics, including the Common Core, college & career readiness, teacher and principal evaluation, and using assessments and student work to inform instruction.
- Regional Bilingual Education Resource Networks (RBERNs) and Regional Special Education Technical Assistance Support Centers (RSE-TASC) provide technical assistance and training on the Common Core for educators serving ELLs and students with disabilities, respectively.



# EngageNY.org

## Resources for Professional Development

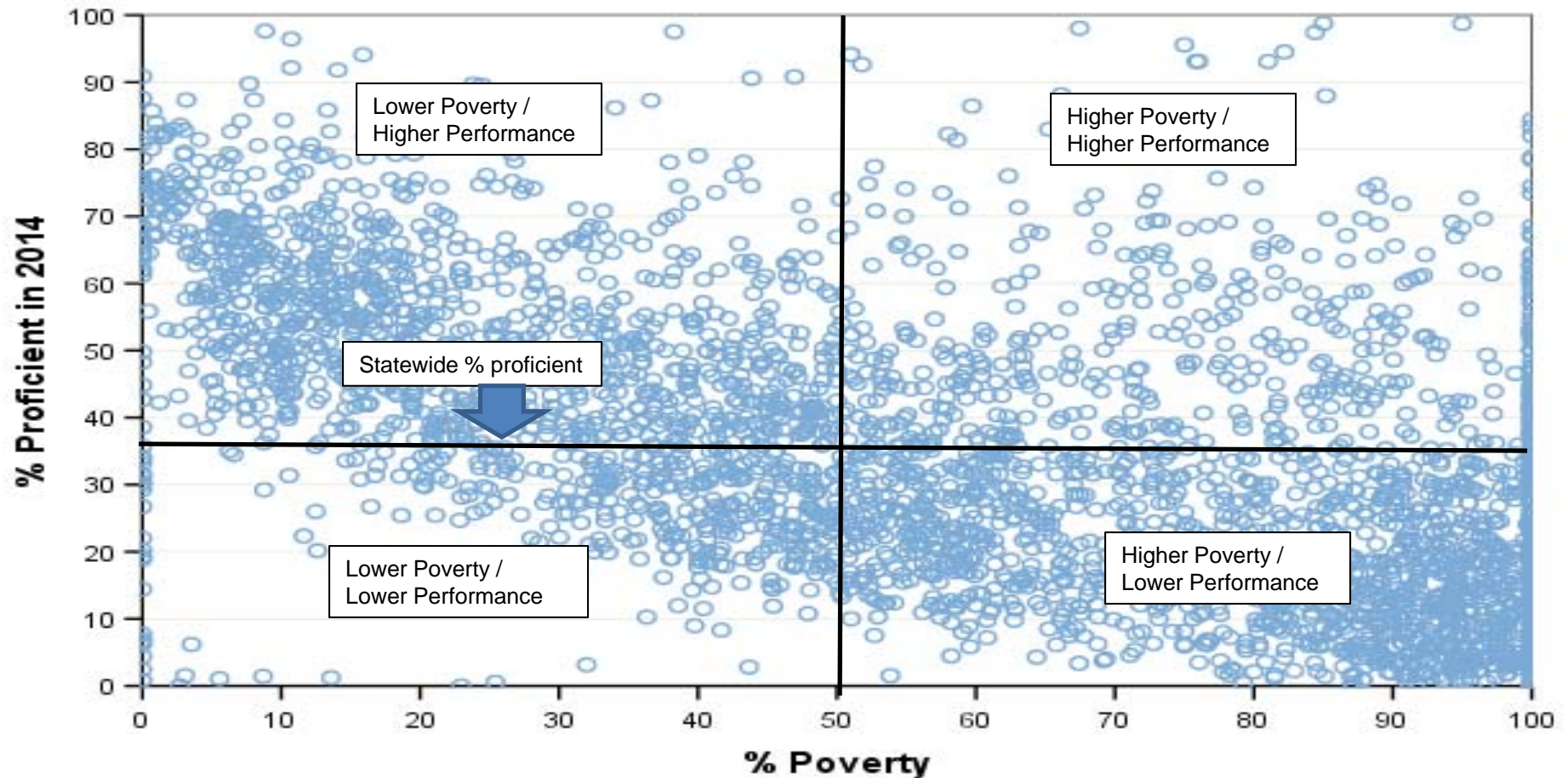
The screenshot shows the EngageNY.org website with several callout boxes:

- Common Core**: Points to the 'Common Core' navigation icon.
- Teacher/Leader Effectiveness**: Points to the 'Teacher/Leader Effectiveness' navigation icon.
- Videos and video albums**: Points to the 'Video Library' navigation icon.
- Professional Development**: Points to the 'Professional Development' navigation icon.
- Resources for parents and families**: Points to the 'Parents and Families' navigation icon.
- Common Core instructional resources**: Points to a video thumbnail showing a classroom scene.
- Welcome to EngageNY**: Points to a central banner featuring Commissioner King.
- Professional development turnkey kits**: Points to a 'News' article titled 'News and Notes: New Professional Development Materials'.
- Most relevant and current information and newest materials highlighted for easy access**: Points to the 'News' section.
- Most recent videos**: Points to the 'Recent Videos' section.

### Check out the new EngageNY.org:

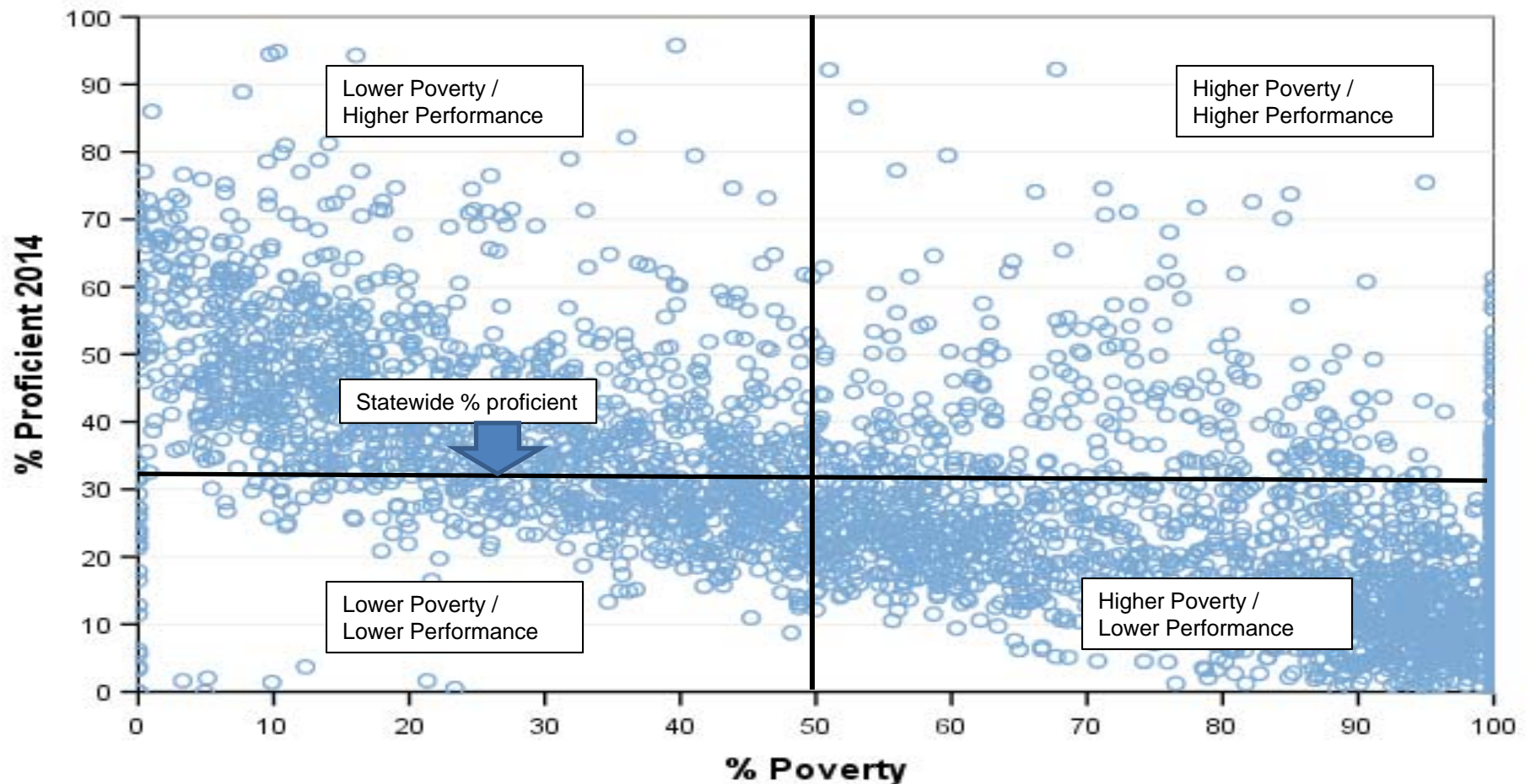
- Over 73 million page views and counting
- Common Core instructional resources
- Videos and video albums
- Professional development turnkey kits
- Resources for parents and families
- Most relevant and current information and newest materials highlighted for easy access

# Although there is some correlation between 2014 Math performance and Poverty, there are many examples of Higher Poverty / Higher Performance schools\*



\* For a list of schools by poverty quintile, ranked by 2014 performance and 2014 positive change, see <http://www.p12.nysed.gov/irs/pressRelease/20140814/home.html>

# Although there is some correlation between 2014 ELA performance and Poverty, there are many examples of Higher Poverty / Higher Performance schools\*



\* For a list of schools by poverty quintile, ranked by 2014 performance and 2014 positive change, see <http://www.p12.nysed.gov/irs/pressRelease/20140814/home.html>

**We can learn from higher-achieving schools at both lower and higher levels of wealth.**

**Lists of higher-achieving and higher-growth schools at each of five levels of school poverty (0-20%, 21-40%, 41-60%, 61-80%, and 81-100%) can be found at:**

**<http://www.p12.nysed.gov/irs/pressRelease/20140814/home.html>**

Achievement is defined as the 2014 percentage proficient at Level 3 and above or Level 2 and above.

Growth is defined as the percentage point difference between 2014 and 2013 achievement.



# Appendix

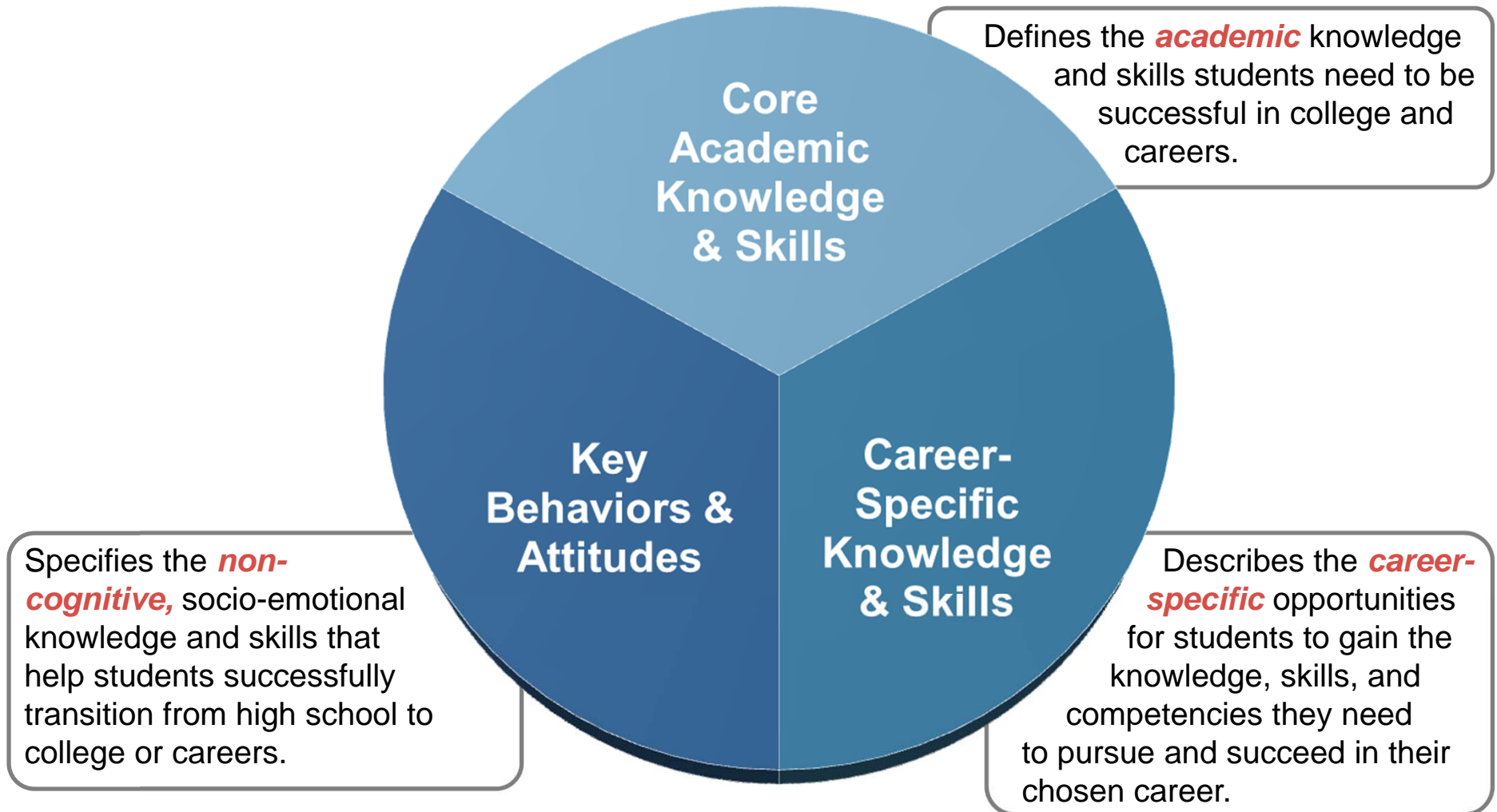


# Other Grades 3-8 Test Programs: Year-to-Year\* Comparisons Following First Year Measuring Progress on New Standards

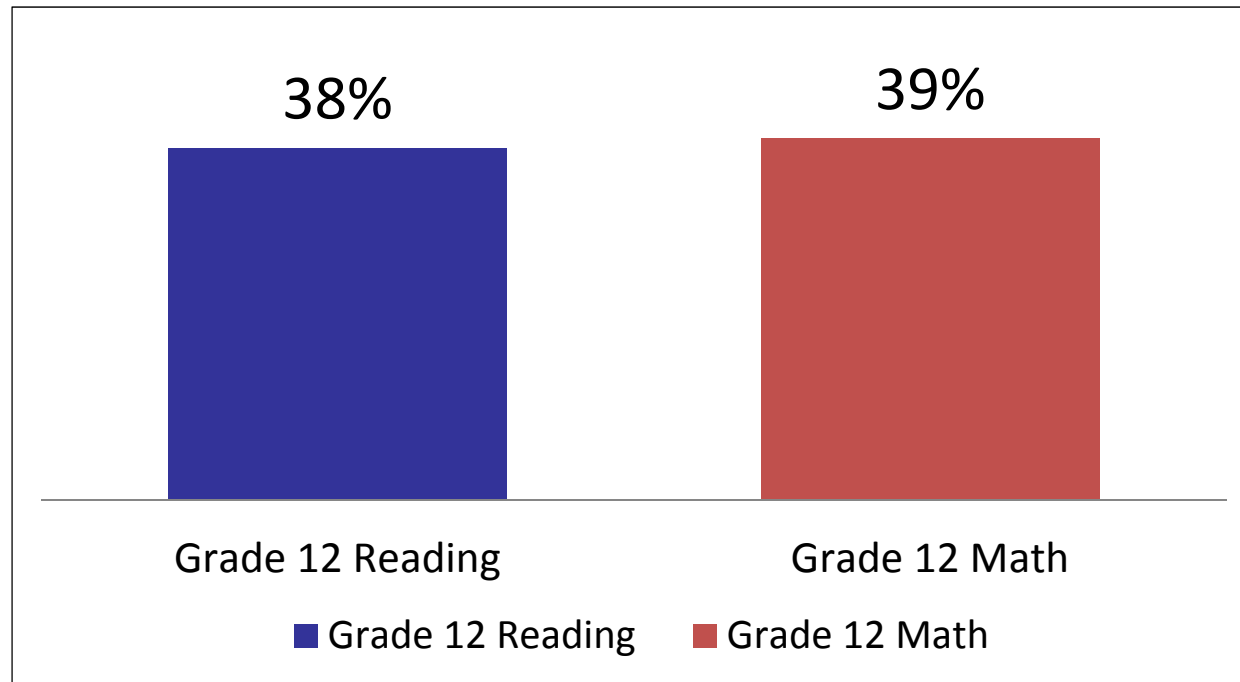
Test Program	ELA Year 2 vs. Year 1 (Range of Proficiency Point Changes)	Math Year 2 vs. Year 1 (Range of Proficiency Point Changes)
Kentucky	Vary by grade from a 1 percentage point decrease to a 7 percentage point increase.	Vary by grade from a 3 percentage point decrease to a 5 percentage point increase
Texas	Vary by grade from a 5 percentage point decrease to a 4 percentage point increase.	Vary by grade from a 4 percentage point decrease to a 2 percentage point increase.
Washington, DC	Vary by grade from a 1 to 7 percentage point increase.	Vary by grade from a 2 percentage point decrease to a 5 percentage point increase.

\*In Kentucky (ELA and Math), Texas (ELA and Math), and Washington, DC (ELA) Year 1 is 2012 and Year 2 is 2013; in Washington, DC (Math) Year 1 is 2013 and Year 2 is 2014

# Domains of College and Career Readiness



# 2013 National Grade 12 NAEP Results



- These data reflect the percentage of students likely to possess the academic knowledge and skills necessary for college.

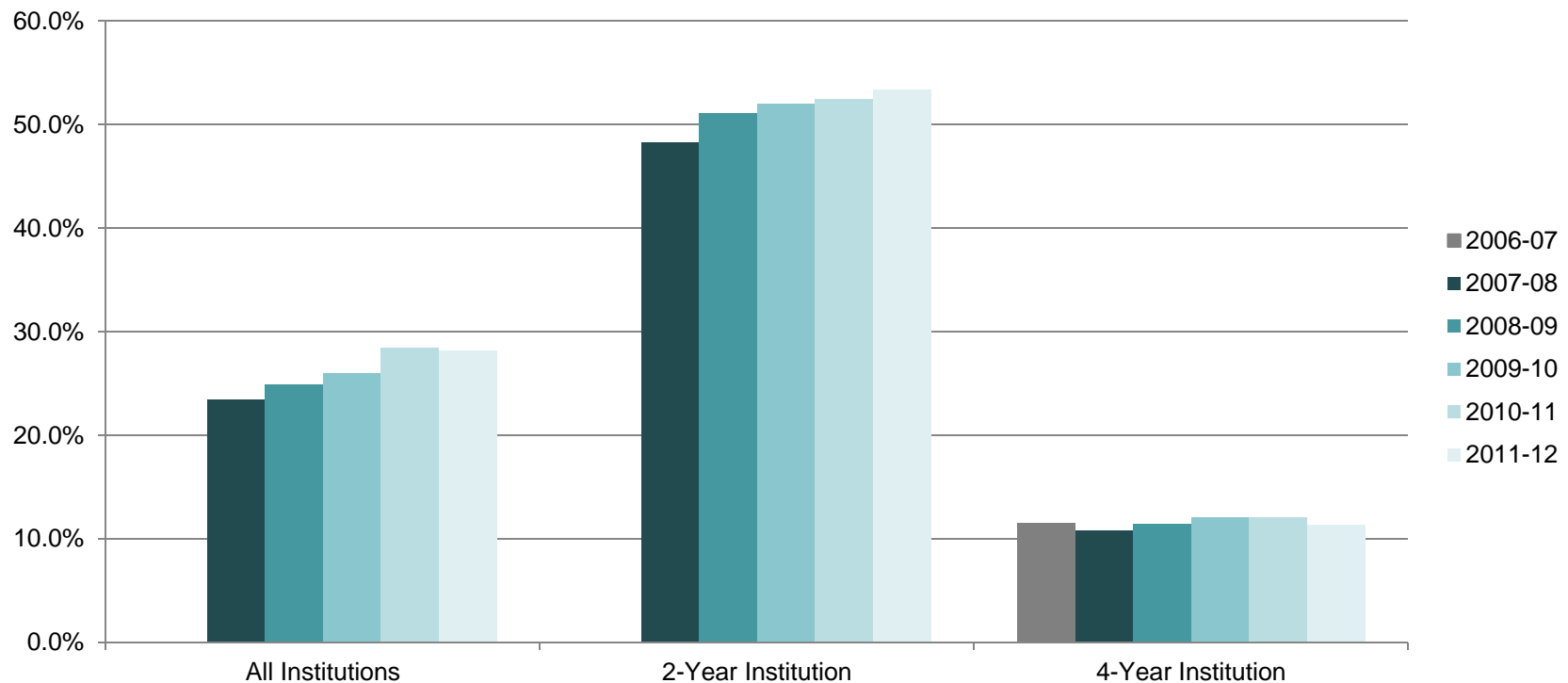
Source: [http://nationsreportcard.gov/reading\\_math\\_g12\\_2013/#/preparedness](http://nationsreportcard.gov/reading_math_g12_2013/#/preparedness)



# Why Readiness Matters – College Remediation in NYS

Over 50% of students in NYS two-year institutions of higher education take at least one remedial course.

## Remediation Rates for First-time Undergraduates



Source: NYSED Administrative Data for all Public, Independent and Proprietary 2- and 4-year institutions of higher education

# Remedial Enrollment

## First-Time, Full-Time Freshman, Fall 2012

	First-Time, Full-Time Freshman	Math	Reading	Writing
<b>CUNY Community Colleges</b>	15,443	55.6%	19.7%	20.5%
<b>CUNY Senior Colleges*</b>	16,987	17.2%	2.0%	3.9%
<b>SUNY Community Colleges</b>	39,399	39.4%	21.3%	29.5%
<b>SUNY 4-year Colleges**</b>	17,329	7.4%	1.9%	4.7%

\*CUNY policy does not allow students entering bachelor's programs to enroll in remedial courses. The remedial enrollments at the senior colleges represent students enrolled in associate programs offered at three CUNY Senior Colleges.

\*\* Most remediation in the SUNY system occurs at community colleges with the exception of a small percentage of students in the higher education opportunity programs offered at four-year institutions.

# Higher Education Endorses Common Core

- **SUNY Board of Trustees passed a resolution in May 2014 endorsing the Common Core, citing the need to better prepare the next generation of SUNY students and decrease the need for remediation.**
- **In June 2014, 61 SUNY Presidents, the SUNY Chancellor, the CUNY Chancellor joined over 150 College Presidents from across the nation to commit their support to Common Core standards and assessments that measure the student progress on the Common Core.**

***“The Common Core Standards raise the bar for educators and students, and in today’s competitive and increasingly global economy, anything less would be a disservice to our youth.”***

**Nancy L. Zimpher, SUNY Chancellor**

# Why Readiness Matters – Labor Market Is More Demanding

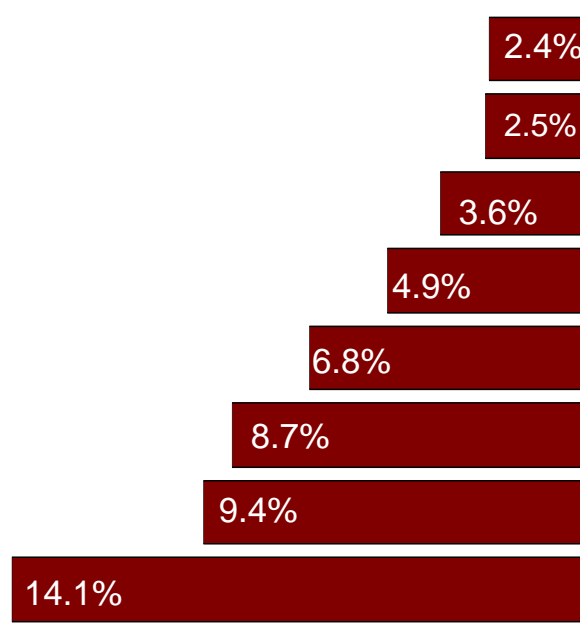
*A post-secondary education is the  
“Passport to the American Dream”*

- Of the projected 47 million job openings between 2009-2018, nearly two-thirds will require workers to have at least some post-secondary education – and experts say this percentage will only increase.
- 14 million job openings will go to people with an associate’s degree or occupational certificate and pay a significant premium over many jobs open to those with just a high school degree.

Sources: Pathways to Prosperity Project, Harvard University, February 2011; Georgetown Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, June 2010.

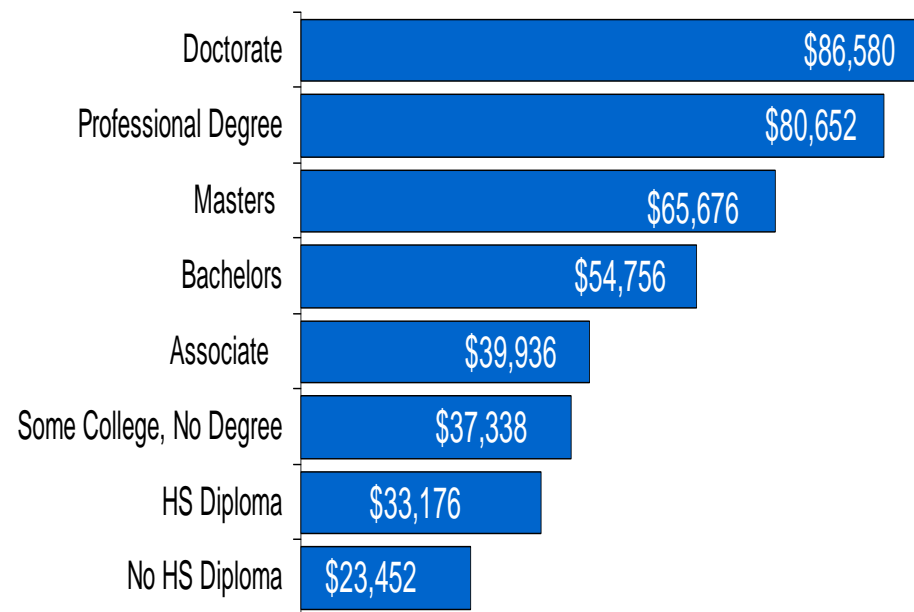
# Why Readiness Matters – Earnings and Unemployment

Unemployment Rate By Degree: 2011



Average 7.6%

Median Annual Earnings by Educational Degree: 2011



Average \$41,444

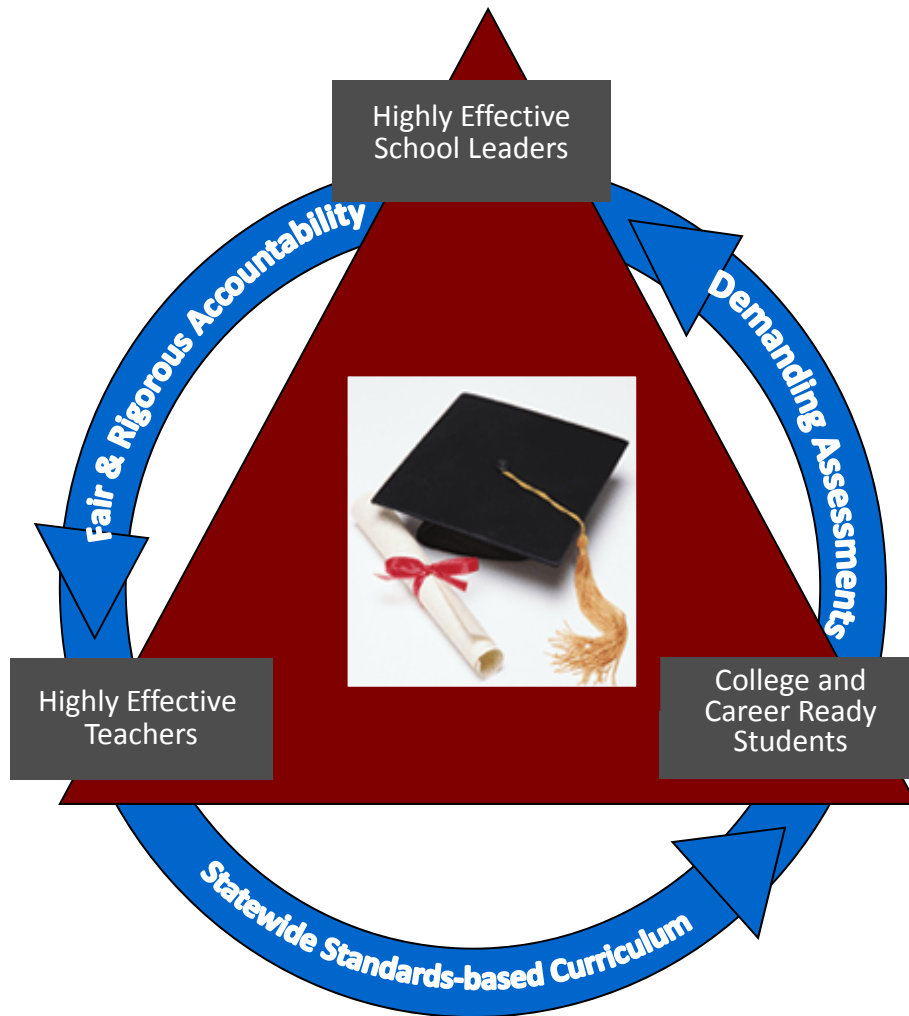
Education pays in higher overall earnings and lower unemployment rates.

# Business Community Supports Common Core

*“Businesses today spend an excessive amount of time and money teaching workers skills they should have learned in school...Implementing vital reforms – such as the Common Core – to improve workforce readiness is essential if today’s students are to become part of tomorrow’s workforce.”*

**Heather Briccetti, President & CEO of  
The Business Council of New York State**

# Regents Reform Agenda



- Implementing **Common Core standards** and developing **curriculum and assessments** aligned to these standards to prepare students for success in college and the workplace.
- Supporting **instructional data systems** that measure student success and inform teacher and principals how they can improve their practice in real time.
- Recruiting, developing, retaining, and rewarding **effective teachers and principals**.
- Turning around the **lowest-achieving schools**.



# What is the Common Core?

- The development of the Common Core was a state-led effort to establish a shared set of clear educational standards.
  - 42 states and the District of Columbia are implementing the Common Core<sup>\*</sup>
- The Common Core Standards are the first learning standards to be back-mapped from the skills and knowledge students need to succeed in college and careers, grade-by-grade all the way back to kindergarten.
- The Common Core Standards are benchmarked to international standards and informed by the best evidence and research.

<sup>\*</sup> In addition to the 42 states that fully adopted the Common Core, Minnesota adopted the Common Core English Language Arts standards.

# Common Core Curriculum, Instruction, and Assessments

- Common Core curriculum, instruction, and assessments are rigorous and focus on priority knowledge and skills to ensure College and Career Readiness.

## 6 Shifts in ELA/Literacy

Balancing informational and literary text  
Building knowledge in the disciplines  
Staircase of complexity  
Text-based answers  
Writing from sources  
Academic vocabulary

## 6 Shifts in Mathematics

Focus  
Coherence  
Fluency  
Deep understanding  
Applications  
Dual intensity

# Bilingual Common Core Progressions

- Analysis of the main academic demand of each standard
- Performance indicators that demonstrate how students at each level of language progression meet the standard using grade-level text

NEW LANGUAGE ARTS PROGRESSIONS						
Common Core Anchor Standard (SL.2): Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				MAIN ACADEMIC DEMAND: <i>Compare/Contrast, Synthesize and Evaluate the Credibility of Information Presented in Various Formats</i>		
Common Core Grade 9-10 Standard (SL.9-10.2): Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.				GRADE LEVEL ACADEMIC DEMAND: <i>Synthesize and Evaluate the Reliability of Different Sources of Information Presented in Diverse Media or Formats</i>		
5 Levels of Language Progressions	Entering	Emerging	Transitioning	Expanding	Commanding	
When acquiring a new language, student performance of the standard using grade level text/media and with proper supports at each level demonstrates that they are:						
RECEPTIVE	Oracy and Literacy Links	L. Able to compare and contrast <i>two or more</i> sources of information by organizing <i>pre-identified key words</i> into a <i>Venn Diagram</i> that targets similarities and differences, as sources are read aloud in class, or in <i>partnership and/or teacher lead small group</i> discussions, in <i>new and/or home language</i> .	L. Able to compare and contrast <i>two or more</i> sources of information by organizing <i>pre-identified key phrases and short sentences</i> into a <i>Venn Diagram</i> that targets similarities and differences, as sources are read aloud in class, or in <i>partnership and/or small group</i> discussions, in <i>new and/or home language</i> .	L. Able to compare and contrast <i>multiple</i> sources of information by organizing <i>similarities and differences into an partially completed evaluative graphic organizer</i> , as sources are read aloud in class, or in <i>partnership, small group, and/or whole class</i> discussions, in <i>new and occasionally in home language</i> .	L. Able to compare and contrast <i>multiple</i> sources of information by organizing <i>similarities and differences into an evaluative graphic organizer</i> , as sources are read aloud in class, or in <i>partnership, small group, and/or whole class</i> discussions, in <i>new language</i> .	L. Able to compare and contrast <i>multiple</i> sources of information by organizing <i>similarities and differences into a note taking guide or taking notes independently</i> , as sources are read aloud in class, or in <i>partnership, small group, and/or whole class</i> discussions, in <i>new language</i> .
		R. Able to evaluate the credibility of <i>two or more</i> sources by rating each source ( <i>authority and/or currency</i> ) in a <i>provided scoring rubric</i> and justifying the ratings by choosing from a <i>pre-identified list of words</i> , when reading sources in <i>new and/or home language</i> . (See CCLS RI. 3.7)	R. Able to evaluate the credibility of <i>two or more</i> sources by rating each source ( <i>authority and/or currency</i> ) in a <i>provided scoring rubric</i> , and justifying the ratings by choosing from a <i>pre-identified list of phrases and short sentences</i> , when reading sources in <i>new and/or home language</i> . (See CCLS RI. 3.7)	R. Able to evaluate the credibility of <i>multiple</i> sources by rating each source ( <i>authority, currency and/or objectivity</i> ) in a <i>provided scoring rubric</i> , and justifying the ratings after <i>teacher modeling</i> , when reading sources in <i>new and occasionally in home language</i> . (See CCLS RI. 3.7)	R. Able to evaluate the credibility of <i>multiple</i> sources by rating each source ( <i>authority, currency and/or objectivity</i> ) in a <i>provided scoring rubric</i> and justifying the ratings <i>independently</i> , when reading sources in <i>new language</i> . (See CCLS RI. 3.7)	R. Able to evaluate the credibility of <i>multiple</i> sources by rating each source ( <i>authority, currency and/or objectivity</i> ) in a <i>note taking guide or taking notes independently</i> and justifying the ratings <i>independently</i> , when reading sources in <i>new language</i> . (See CCLS RI. 3.7)
Samples January 3 <sup>rd</sup> , 2013		NLAP Speaking and Listening (SL.2) SL.2: SL.9-10.2		engage <sup>ny</sup> 1		

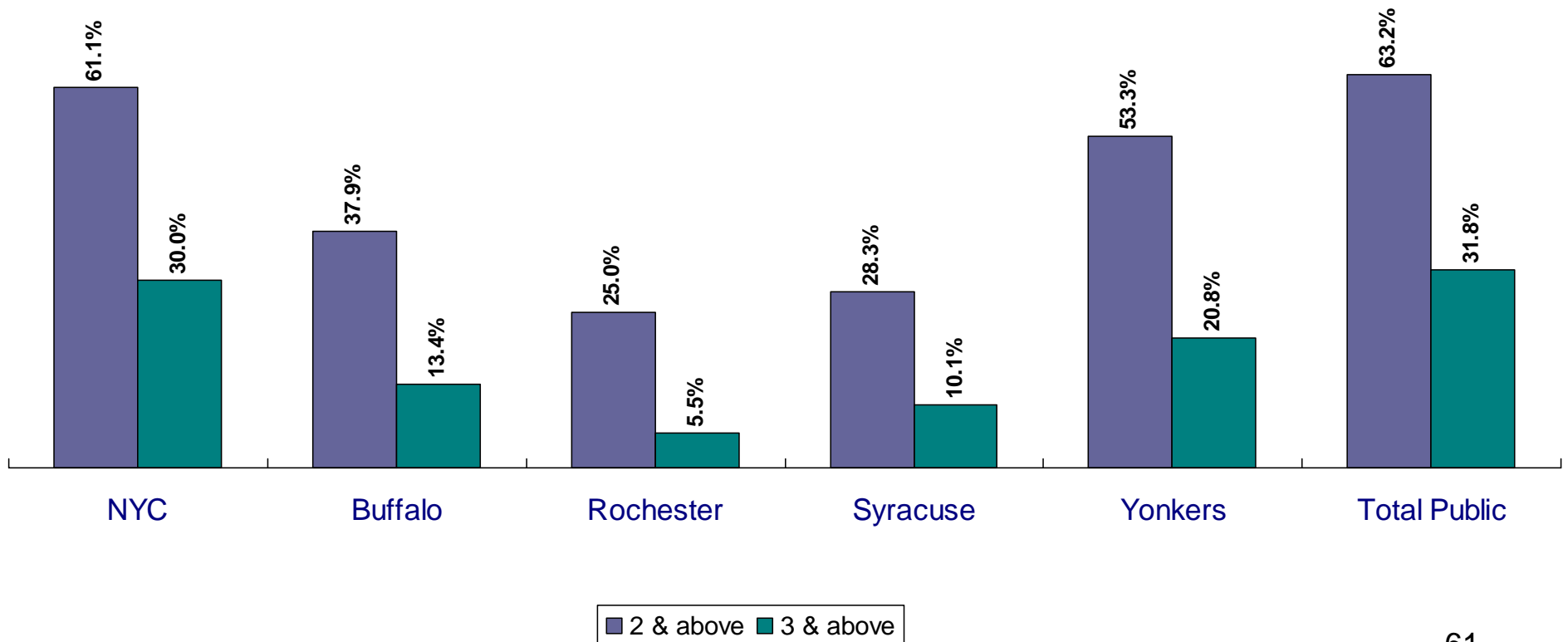
- Analysis of the linguistic demand of each standard
- Scaffolds and supports that guide teachers for each proficiency level

# Grade 3 Unmatched Data



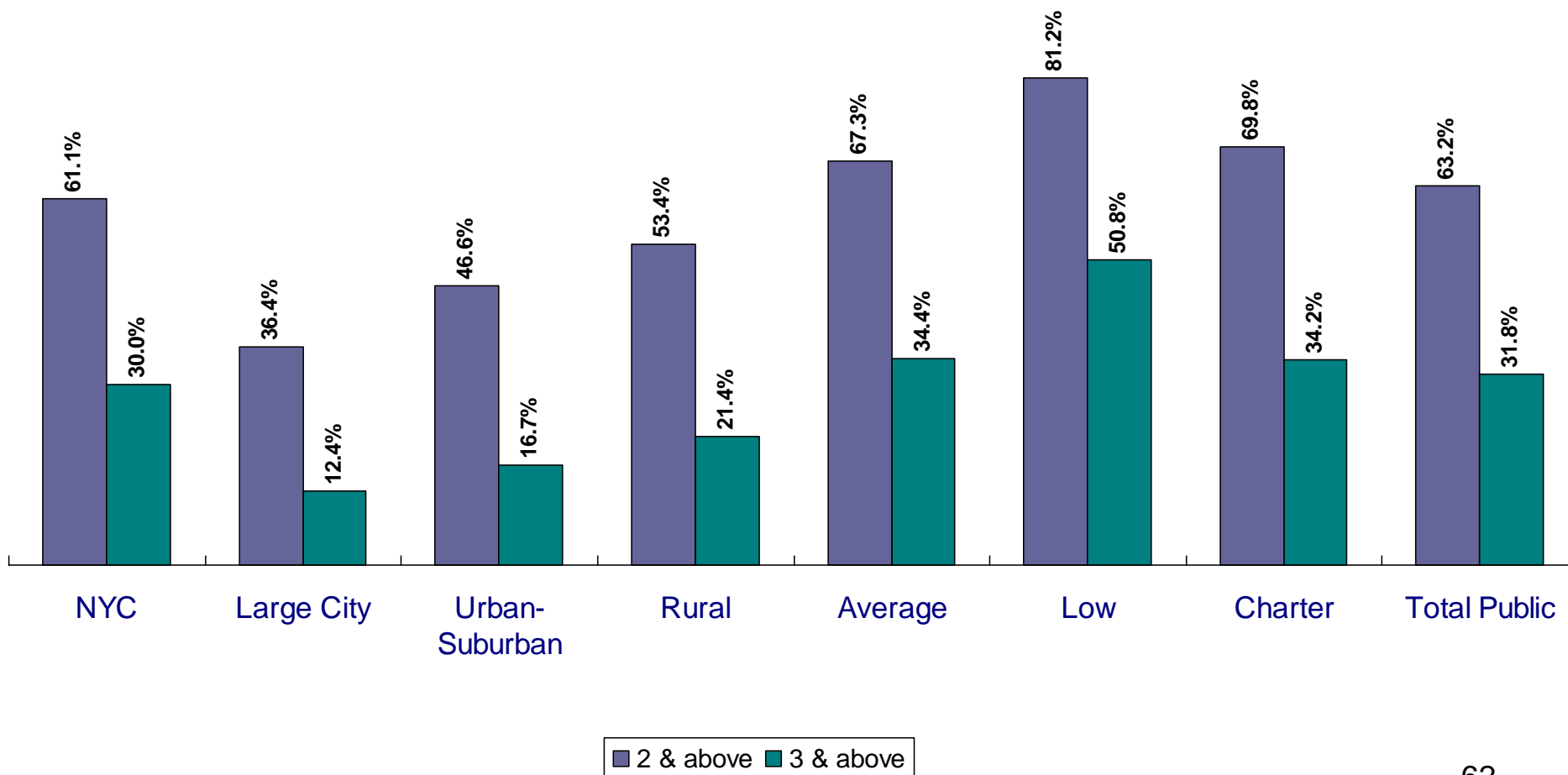
# Grade 3 ELA For Each of the Big 5

*Percentage of students scoring at Level 2 and above and Level 3 and above  
for 2014*



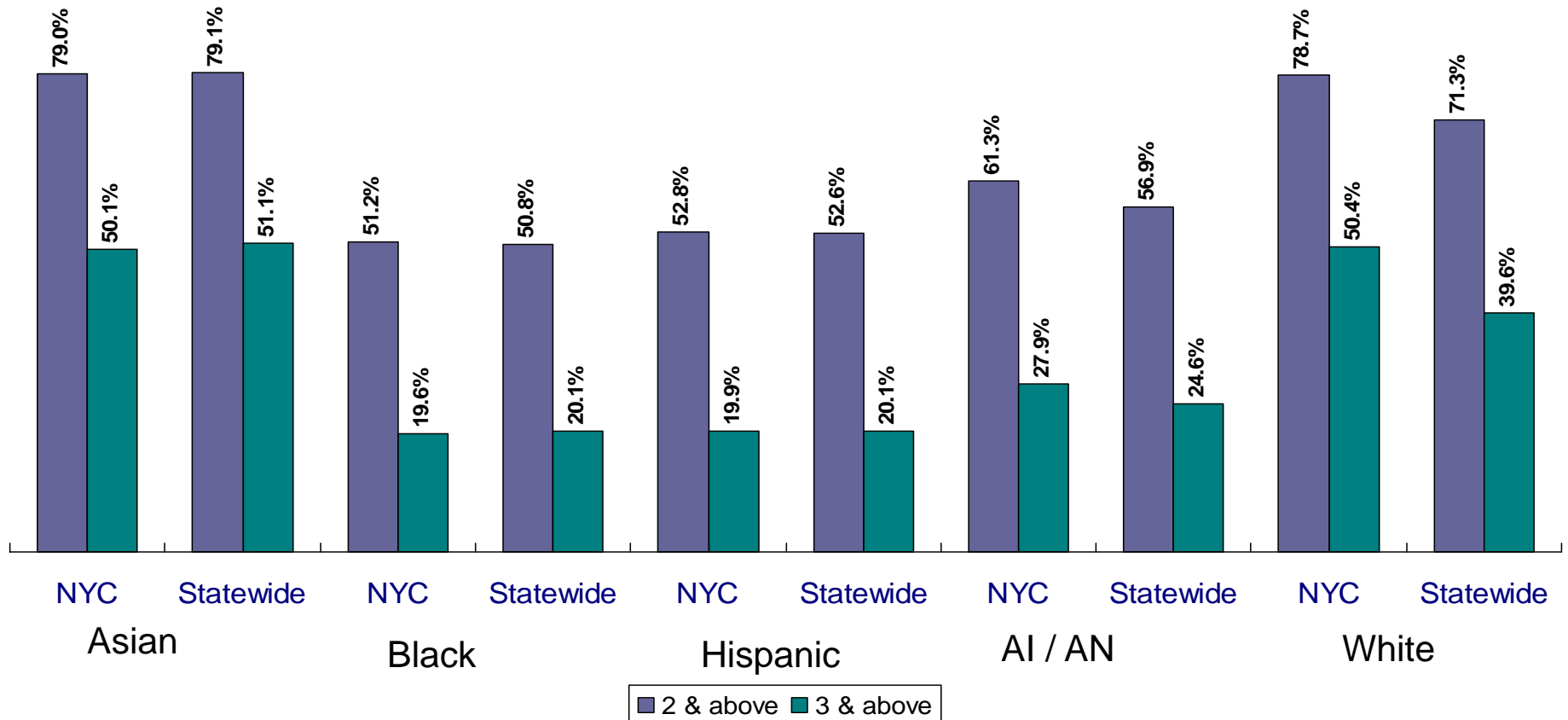
# Grade 3 ELA For Each Need/Resource Group

*Percentage of students scoring at Level 2 and above and Level 3 and above  
for 2014*



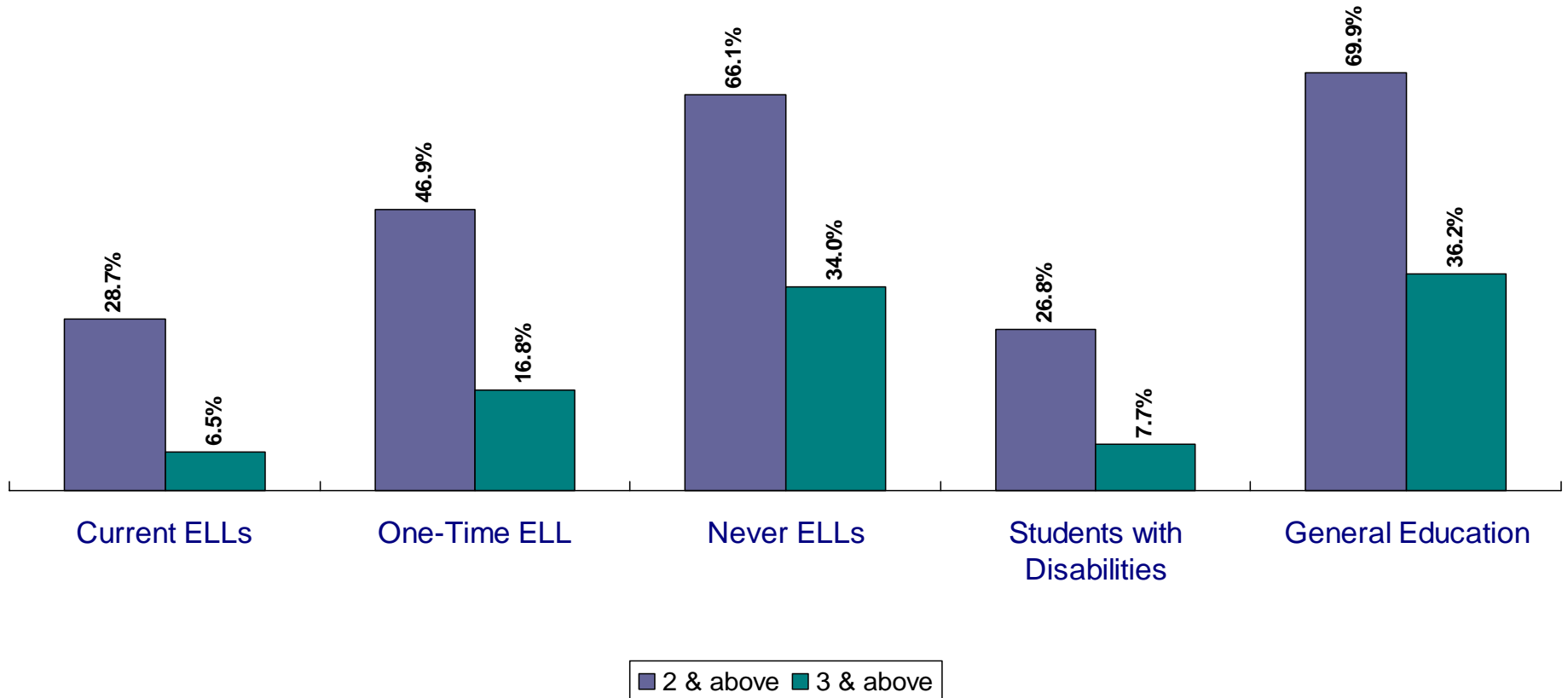
# Grade 3 ELA For Each Race/Ethnicity

*Percentage of students scoring at Level 2 and above and Level 3 and above for 2014*



# Grade 3 ELA For Student Subgroups

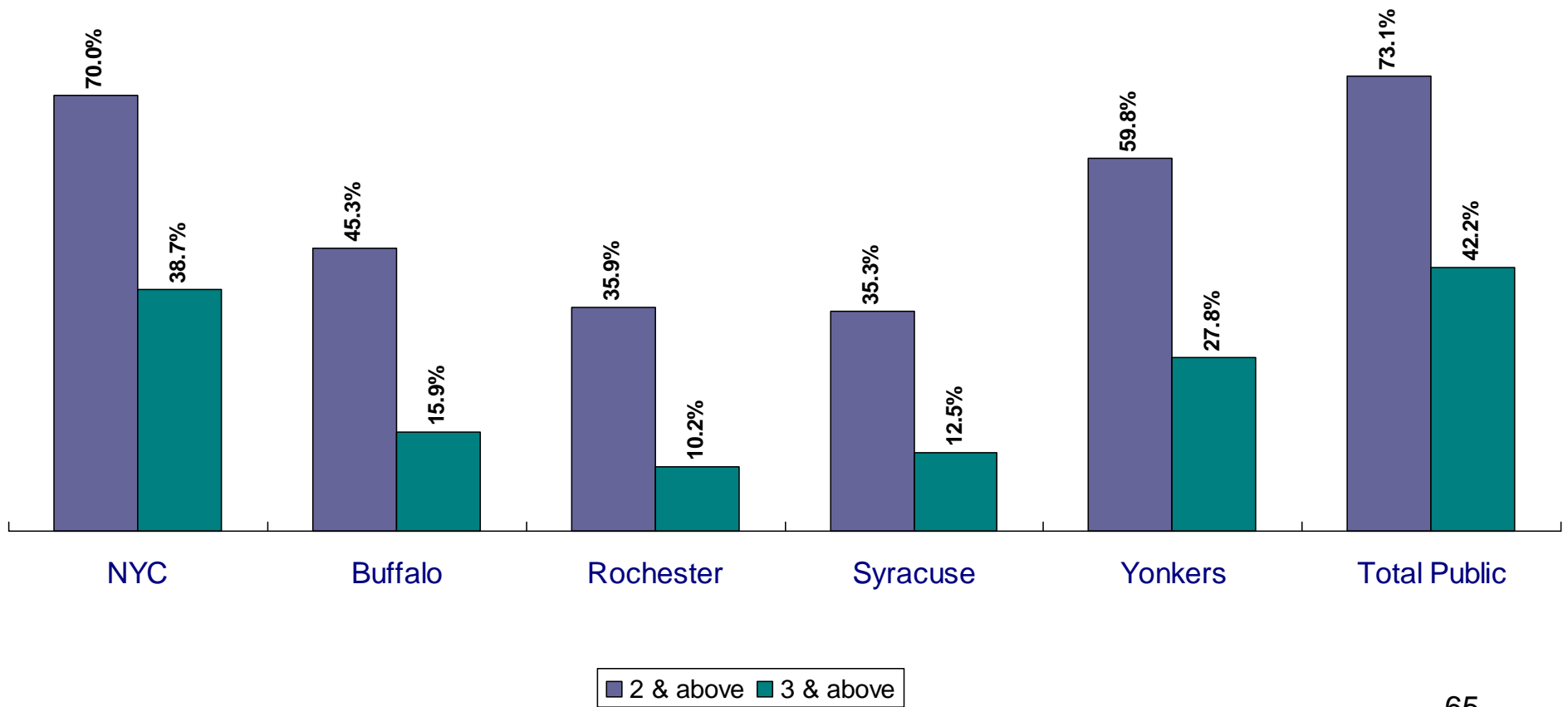
*Percentage of students scoring at Level 2 and above and Level 3 and above  
for 2014*





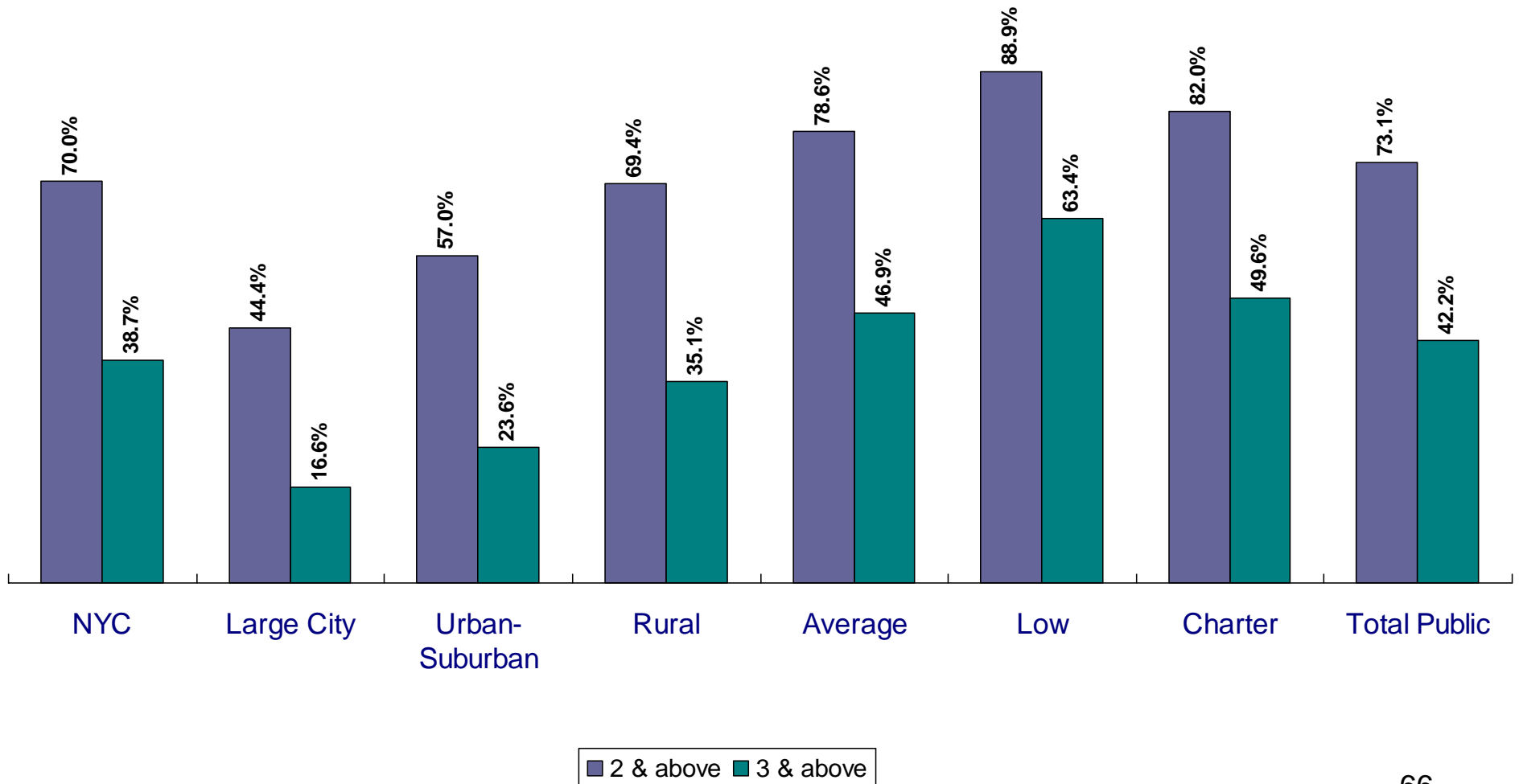
# Grade 3 Math For Each of the Big 5

*Percentage of students scoring at Level 2 and above and Level 3 and above  
for 2014*



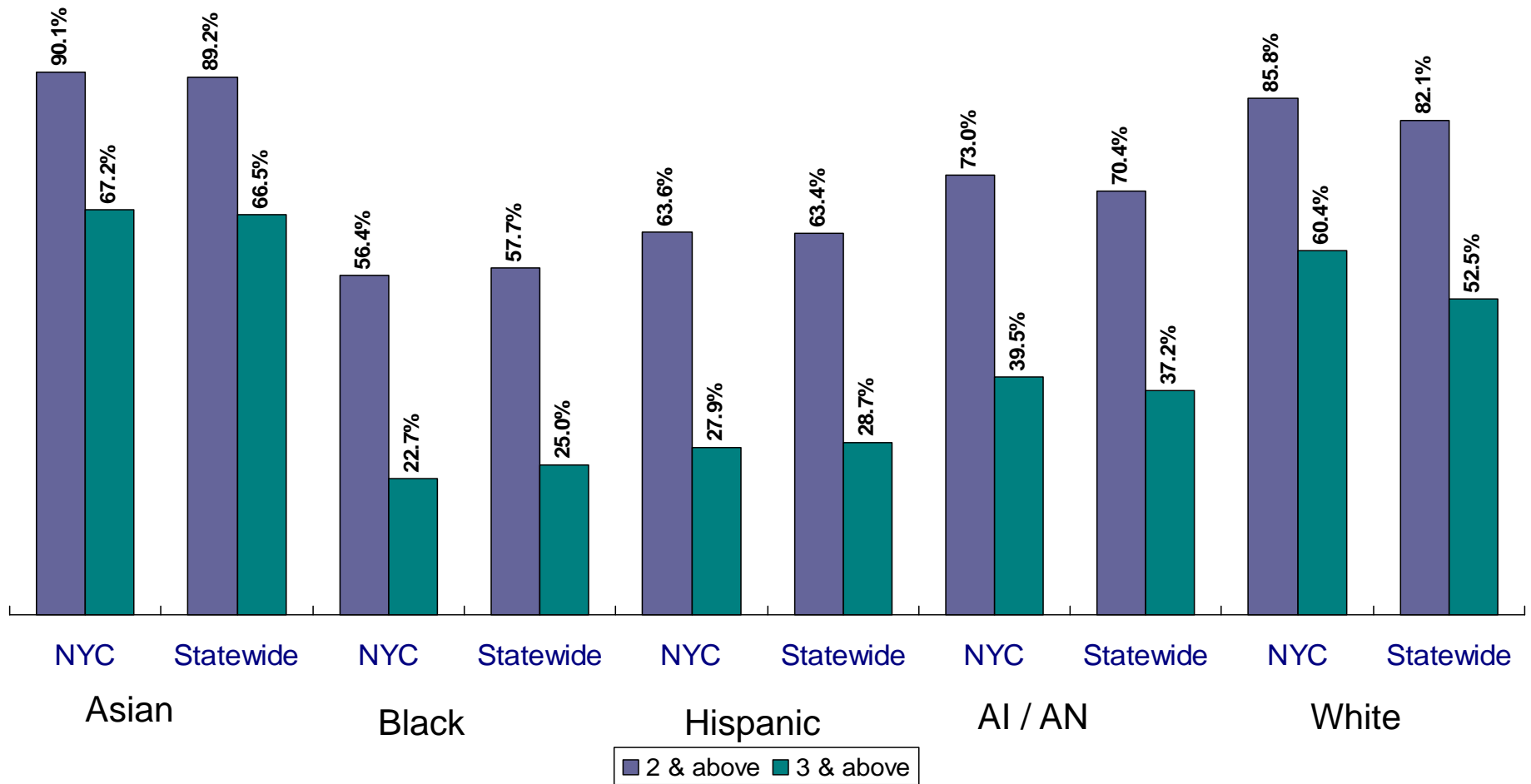
# Grade 3 Math For Each Need/Resource Group

*Percentage of students scoring at Level 2 and above and Level 3 and above  
for 2014*



# Grade 3 Math For Race/Ethnicity

Percentage of students scoring at Level 2 and above and Level 3 and above for 2014



# Grade 3 Math For Student Subgroups

*Percentage of students scoring at Level 2 and above and Level 3 and above  
for 2014*

