engage^{ny}

Our Students. Their Moment.

Deepening and Sustaining the Work

Dr. John B. King, Jr.

President of the University of the State of New York and
Commissioner of Education

September 23, 2013

Graduating College and Career Ready

New York's 4-year high school graduation rate is 74% for All Students. However, the percent graduating college and career ready is significantly lower.

June 2012 Graduation Rate

Graduation under Current Requirements

	% Graduating
All Students	74.0
American Indian	58.5
Asian/Pacific Islander	81.6
Black	58.1
Hispanic	57.8
White	85.7
English Language Learners	34.3
Students with Disabilities	44.7

Calculated College and Career Ready*

|	% Graduating
All Students	35.3
American Indian	18.8
Asian/Pacific Islander	56.5
Black	12.5
Hispanic	15.7
White	48.5
English Language Learners	7.3
Students with Disabilities	4.9

*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

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, Full-time Undergraduates
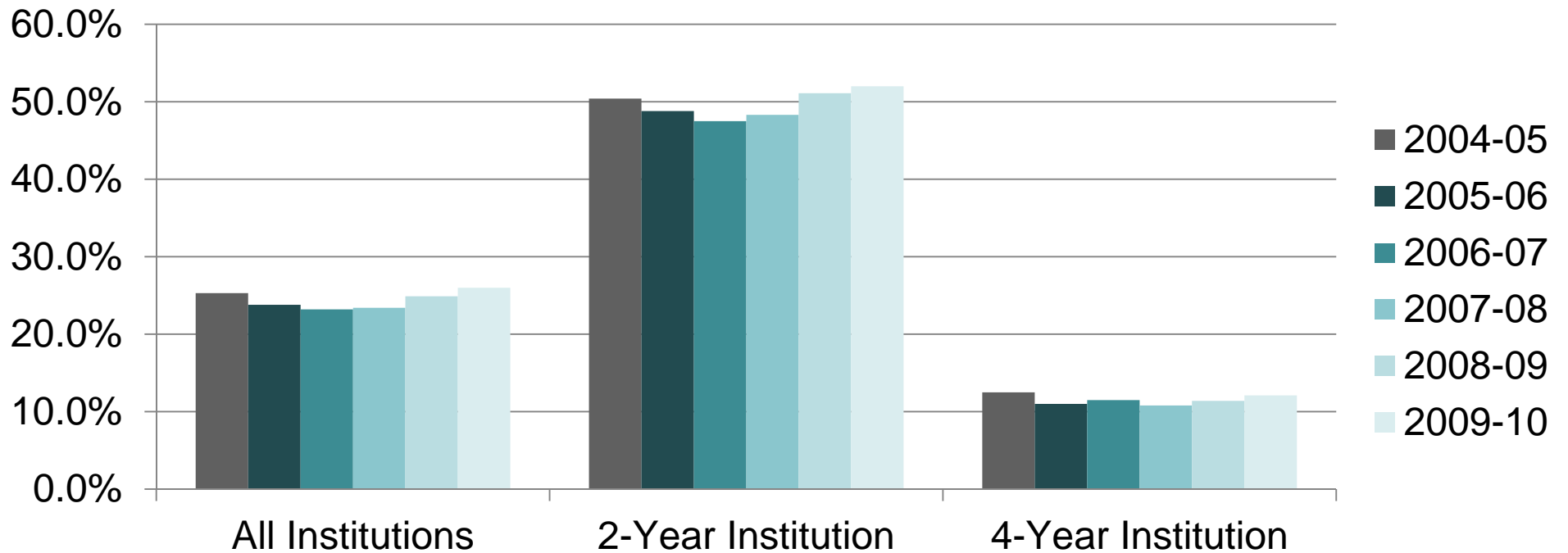
Source: NYSED Administrative Data for all Public, Independent and Proprietary 2- and 4-year institutions of higher education
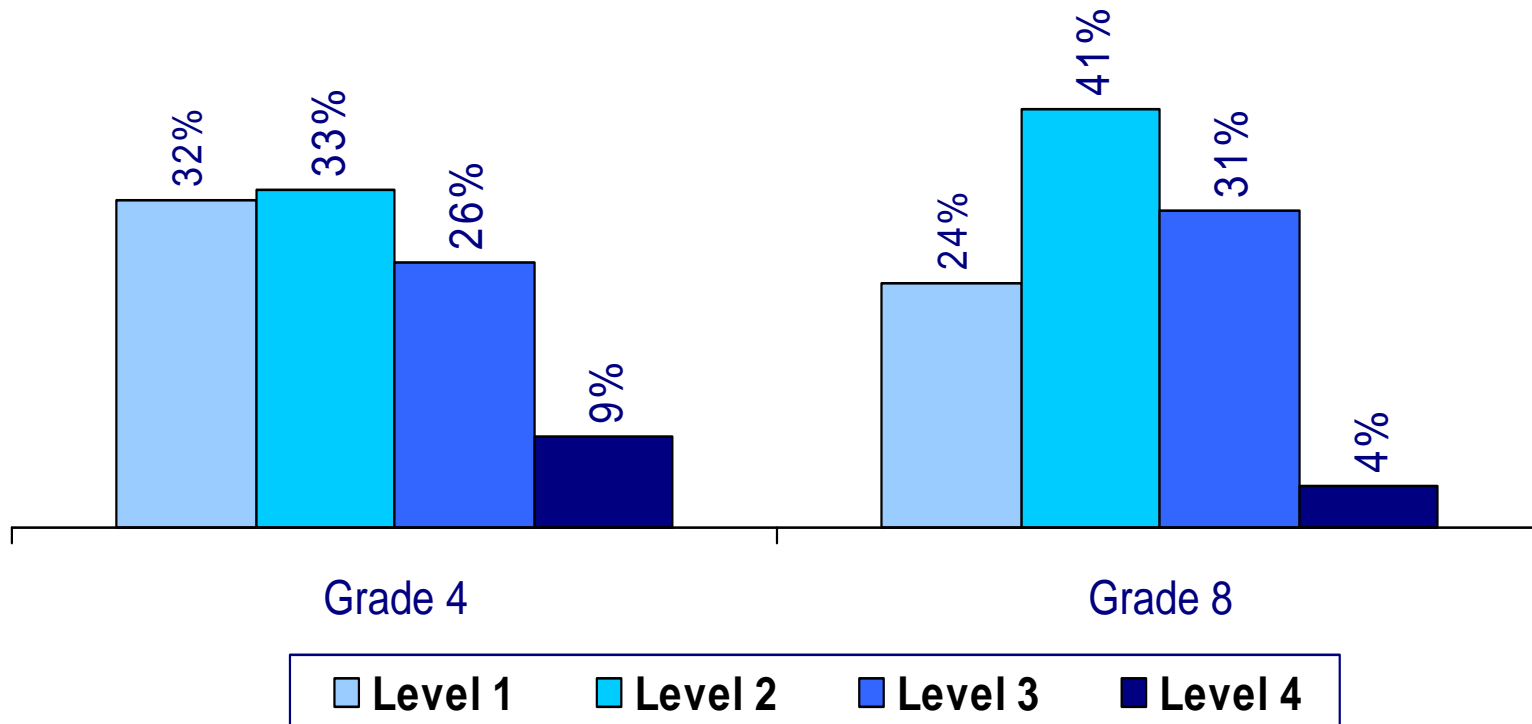
NAEP & College Readiness

- **New studies on a 12th grade NAEP assessment, administered in 2009, suggest NAEP proficiency predicts 'college preparedness.'**

- **Nationally, in 2009:**
  - **38 percent of 12th graders scored at or above proficient in reading**
  - **26 percent reached proficiency in math**

"When college and career readiness is on everyone's lips, ... lo and behold, the pretty-clear conclusion reached is NAEP 'proficient' comes pretty darn close to college preparedness"
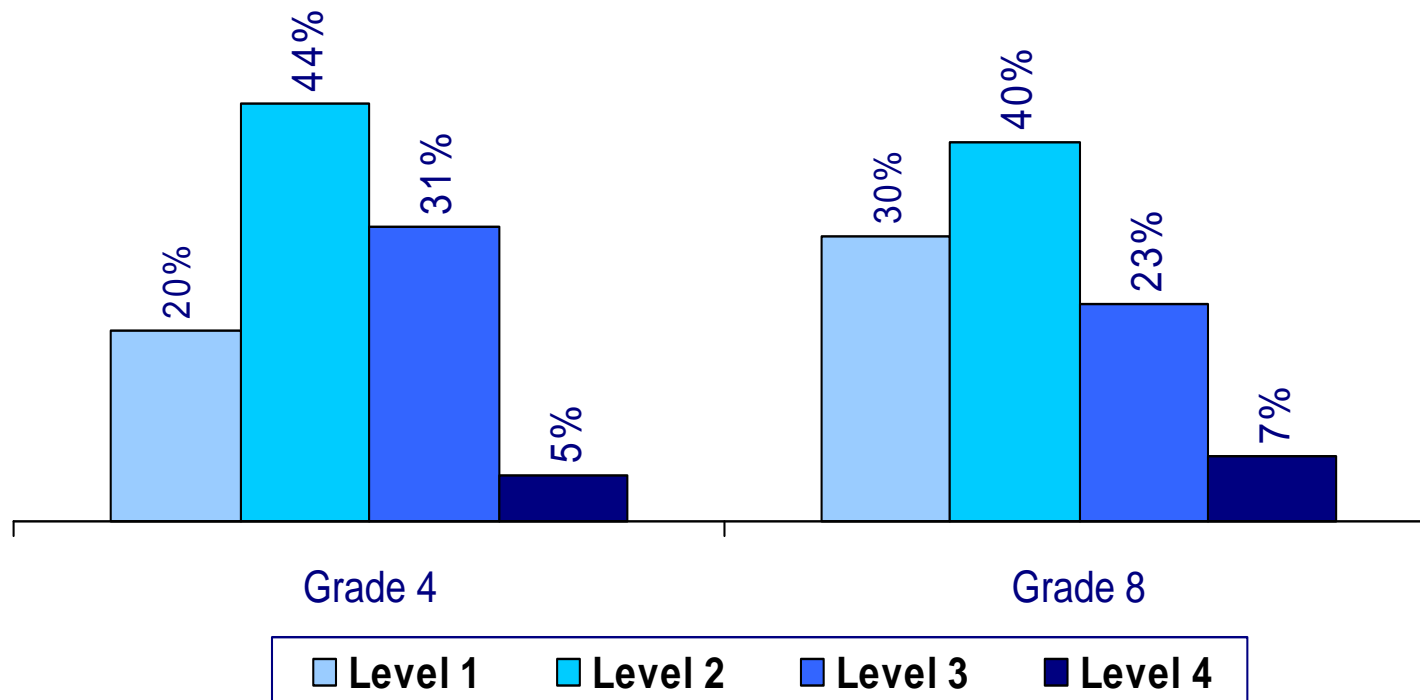
~ Chester Finn, Former Chair, National Assessment Governing Board; Current President, Thomas B. Fordham Institute

Source: EdWeek, 8/15/2013 http://www.edweek.org/ew/articles/2013/08/15/01nagb.h33.html

New York 2011 NAEP Reading
Grades 4 and 8

Grade 4 — Level 1: 32%, Level 2: 33%, Level 3: 26%, Level 4: 9%

Grade 8 — Level 1: 24%, Level 2: 41%, Level 3: 31%, Level 4: 4%

Level 1 Level 2 Level 3 Level 4

New York 2011 NAEP Math
Grades 4 and 8

	Grade 4	Grade 8
Level 1	20%	30%
Level 2	44%	40%
Level 3	31%	23%
Level 4	5%	7%

Legend: ☐ Level 1 ☐ Level 2 ☐ Level 3 ■ Level 4

Children of College-Educated Parents

Percent of 15-Year-Olds Proficient in Math

United States: 42%
Canada: 50%
Shanghai: 75%
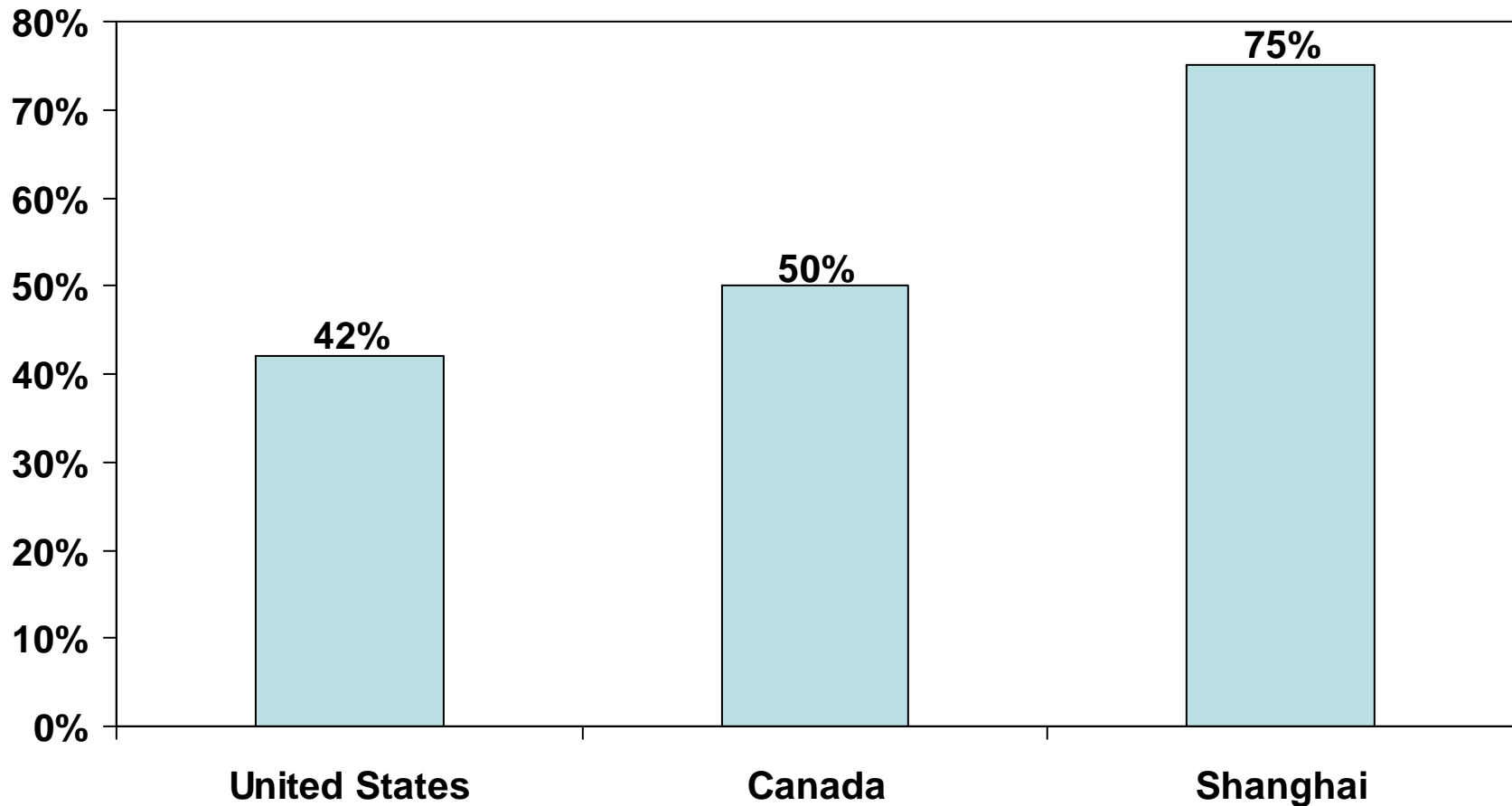
Domains of College and Career Readiness

Defines the *academic* knowledge and skills students need to be successful in college and careers.

Core Academic Knowledge & Skills

Key Behaviors & Attitudes

Career-Specific Knowledge & Skills

Specifies the *non-cognitive,* socio-emotional knowledge and skills that help students successfully transition from high school to college or careers.

Describes the *career-specific* opportunities for students to gain the knowledge, skills, and competencies they need to pursue and succeed in their chosen career.

Common Core in New York

2010: Board of Regents adopts Common Core State Standards

2011: EngageNY.org launched with Common Core tools and resources; first Network Team Institute held

2013: Common Core Assessments in Grades 3 – 8 ELA and Math are administered

2014: Roll-out of Common Core Regents Exams begins

- June 2014: ELA and Algebra I
- June 2015: Geometry
- June 2016: Algebra II

Class of 2017: First cohort of high school graduates required to pass Common Core Regents Exams for graduation

Transition to New York Common Core Assessments is a seven year phase-in.

Curriculum

To what extent does the curriculum reflect the Common Core Instructional Shifts?

Tri-State Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12) – Version 5

Grade: Literacy Lesson/Unit Title: Overall Rating:

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
The lesson/unit aligns with the letter and spirit of the CCSS: ■ Targets a set of grade-level CCSS ELA/Literacy standards. ■ Includes a clear and explicit purpose for instruction. ■ Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. (i.e., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B) *In addition, for units:* ■ Integrates reading, writing, speaking and listening so th... and synthesize ad... skills. ■ (Grades 3-5) Build... knowledge and th... reading and writi... the arts, science o... through the coher... texts.	*The lesson/unit addresses key shifts in the CCSS:* ■ **Reading Text Closely:** Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ■ **Text-Based Evidence:** Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). ■ **Writing from Sources:** Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (notes, summaries, short responses, or formal essays). ■ **Academic Voc...** vocabulary in... *In addition, for u...* ■ **Increasing Te...** progression of...	*The lesson/unit is responsive to varied student learning needs:* ■ Cultivates student interest and engagement in reading, writing, and speaking about texts. ■ Addresses instructional expectations and is easy to understand and use. ■ Provides *all* students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. ■ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. ■ Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade	*The lesson/unit regularly assesses whether students are mastering standards-based content and skills:* ■ Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s). ■ Assesses student proficiency using methods that are unbiased and accessible to all students.

Tristate/EQuIP Rubrics

Grade: Mathematic... – Version 4.2   Overall Rating:

I. Alignment to the Rigor of the CCSS	Observations and Comments / Suggestions	II. Key Areas of Focus in the CCSS	Observations and Comments / Suggestions
The lesson/unit aligns with the letter and spirit of the CCSS: ❑ Targets a set of grade level mathematics standard(s) at the level of rigor in the CCSS for teaching and learning. ** ❑ Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed.** ❑ Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS.	**Observations and Comments:** **Suggestions for Improvement:**	*The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:* ❑ **Focus:** Centers on the concepts, foundational knowledge, and level of rigor that are prioritized in the standards. ** ❑ **Coherence:** Makes connections and provides opportunities for students to transfer knowledge and skills within and across domains and learning progressions. **Rigor:** Requires students to engage with and demonstrate challenging mathematics in the following ways: ❑ **Application:** Provides opportunities for students to independently apply mathematical concepts in real-world situations and problem solve with persistence, choosing and applying an appropriate model or strategy to new situations. ❑ **Conceptual Understanding:** Requires students to demonstrate conceptual understanding through complex problem solving, in addition to writing and speaking about their understanding. ❑ **Procedural Skill and Fluency:** Expects, supports, and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.	**Observations and Comments:** **Suggestions for Improvement:**

Curriculum Modules

English Language Arts

- **P-2 English Language Arts: Core Knowledge**
- **3-8 English Language Arts: Expeditionary Learning**
- **9-12 English Language Arts: Odell & PCG**

Mathematics

- **P-12 Common Core, Inc.**

Tracking Module Updates
www.engageny.org/resource/curriculum-module-updates

Regents Research Paper: Research on Research

The most important skills expected of incoming college freshmen are

- articulating a clear thesis
- identifying, evaluating, and using evidence to support or challenge the thesis
- considering and incorporating counter-arguments into their writing
- "develop[ing] ideas by using some specific reasons, details, and examples"
- "take[ing] and maintain[ing] a position on an issue"
- "support[ing] claims with multiple and appropriate sources of evidence[2]"

From a 2002 survey of instructors of freshman composition and other introductory courses across the curriculum at California's community colleges, California State University campuses, and University of California campuses (Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California, 2002)

Regents Research Paper: Implementation Resources

Framework	Curricular Exemplars	Samples from the Field
• The Framework posted on EngageNY provides requirements and guidance • The target audiences for the framework include principals and other educators tasked with supporting literacy across the content areas, including librarians	• Curricular Exemplars will be created by our 6-12 Curriculum Module vendors to function as a means of providing the appropriate instruction on research writing as required by the Common Core, and will include topics and texts from other content areas • Exemplars from Odell Education posted on EngageNY	• Samples of research paper processes and products currently in use in the field are being collected and will be posted

Key Questions

- **Does the District's curriculum meet the standards of the Tristate/EQuIP Rubrics?**

- **Are Principals ensuring effective implementation of an aligned, rigorous, high quality curriculum?**

- **Can evidence of the shifts be observed in the "taught curriculum" (e.g., texts selected, instructional materials used, tasks assigned)?**

- **Are teachers ready for cross-discipline collaboration when implementing the Common Core standards through complex tasks like the Regents Research Paper?**

Instruction

To what extent does instruction reflect the Common Core Instructional Shifts?

INSTRUCTIONAL PRACTICE EVIDENCE GUIDE FOR COMMON CORE STATE STANDARDS
English Language Arts and Literacy, Grades K-2

The Instructional Prac
English Language Arts
instructional leaders
shifts required by Co
1. Building know
2. Reading, writi
3. Regular practi
When the shifts are e
individual lesson and

Teacher: _____

Lesson Focus: _____

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1. Lessons include th
A. The skill(s) being f
foundational skills
B. Every student is p
taught.
C. There is evidence
skills of each stud
D. There is evidence
ongoing assessme

2. A high quality text

NEW YORK STATE CCSS EVIDENCE GUIDE FOR PLANNING AND PRACTICE IN A SINGLE LESSON – English Language Arts and Literacy, Grades 3-5

The Shifts rec
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Shift 1: Ba
Shift 2: Kn
Shift 3: St
Shift 4: Te
Shift 5: W
Shift 6: Ac

Date: _____

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EXPECTATION

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A. Lesson pla
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INSTRUCTIONAL PRACTICE EVIDENCE GUIDE FOR COMMON CORE STATE STANDARDS
English Language Arts, Grades 6-12

The Instruc
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2. Readin
3. Regula
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individual less

Teacher: _____

Lesson Focus: _____

EVIDENT IN

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B. The text is
grade and
C. The text e
provides u
D. Every stuc
the grade

NEW YORK STATE CCSS EVIDENCE GUIDE FOR PLANNING AND PRACTICE IN A SINGLE LESSON – Mathematics, Grades K–8

Shift 1: Focus: Focus strongly where the Standards focus
Shift 2: Coherence: Think across grades, and link to major topics within grades
Shift 3: Fluency: Speed and accuracy with calculations, memorize core functions
Shift 4: Deep Understanding: Learn more than the tricks to get the right answer, learn the math
Shift 5: Application: Use math and choose appropriate concepts
Shift 6: Dual Intensity: Practicing and understanding occurring with intensity

es concrete examples of what the
atics in grades K-8 look like in daily
instructional planning and practice. It is designed as a
developmental tool for teachers and those who
support teachers.

- Use only sections 2 and 3 for learning walks
- Use sections 1, 2 and 3 when the observer either
meets with the teacher ahead of the lesson and/or
reviews the lesson plan in depth before viewing the
lesson

Date: _____ **Teacher:** _____ **Class:** _____ **Lesson Focus:** _____

When observing math lessons, bring with you: a copy of the grade-appropriate Standards, the Mathematical Practices, and the major work of the grade.

PLANNING	EVIDENCE OBSERVED OR GATHERED		
1. The lesson focuses on the Common Core State Standards.	These expectations should be evident in planning and observable in instruction. Sample artifacts and observables include: lesson plan, problems and exercises, and tasks and assessments.		
A. The lesson focuses on grade-level cluster(s), grade-level content standard(s) or part(s) thereof.	No (does not address work of the grade)	Yes	Evidence and Ideas for Improvement:
B. The lesson's problems sets, exercises, tasks			

Evidence Collection Tools

CCSS Instructional Videos

Teaching is the Core
Home » Teaching is the Core

A Portrait of a District Getting Smarter abo
Central School District
Home » A Portrait of a District Getting Smarter about the Core: Webster Central School District

Common Core Instruction: Making a Claim
Similar Themes
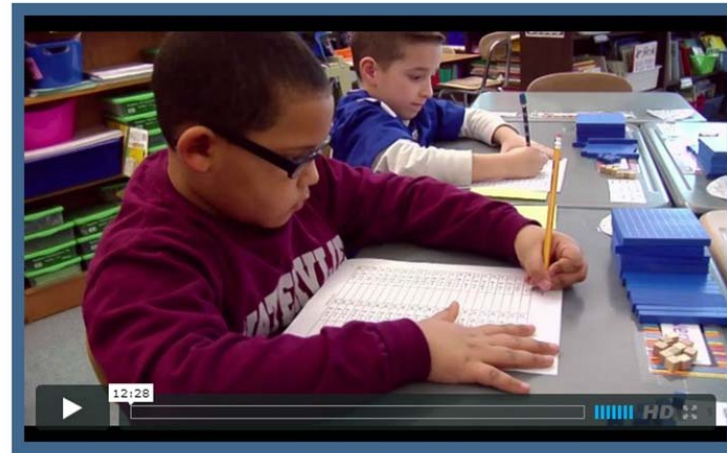Home » Common Core Instruction: Making a Claim Using Two Texts with Similar Themes

Common Core Instruction: Use Modeling an
Digit Subtraction Problems
Home » Common Core Instruction: Use Modeling and Tools to Solve Three Digit Subtraction Problems

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. 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.	MAIN ACADEMIC DEMAND: *Compare/Contrast, Synthesize and Evaluate the Credibility of Information Presented in Various Formats* GRADE LEVEL ACADEMIC DEMAND: *Synthesize and Evaluate the Reliability of Different Sources of Information Presented in Diverse Media or Formats*

5 Levels of Language Progressions		Entering	Emerging	Transitioning	Expanding	Commanding
		When acquiring a new language, student performance of the standard using <u>grade level</u> text/media and with proper supports at each level demonstrates that they are:				
RECEPTIVE	Oracy and Literacy Links	**L.** Able to compare and contrast *two or more* sources of information by organizing *pre-identified key words* into a *Venn Diagram* that targets similarities and differences, as sources are read aloud in class, or in *partnership and/or teacher lead small group* discussions, in *new and/or home language*. **R.** Able to evaluate the credibility of *two or more* sources by rating each source (*authority and/or currency*) in a *provided scoring rubric* and justifying the ratings by choosing from a *pre-identified list of words*, when reading sources in *new and/or home language*. (*See CCLS RI. 3.7*)	**L.** Able to compare and contrast *two or more* sources of information by organizing *pre-identified key phrases and shorts sentences* into a *Venn Diagram* that targets similarities and differences, as sources are read aloud in class, or in *partnership and/or small group* discussions, in *new and/or home language*. **R.** Able to evaluate the credibility of *two or more* sources by rating each source (*authority and/or currency*) in a *provided scoring rubric*, and justifying the ratings by choosing from a *pre-identified list of phrases and short sentences*, when reading sources in *new and/or home language*. (*See CCLS RI. 3.7*)	**L.** Able to compare and contrast *multiple* sources of information by organizing *similarities and differences into an partially completed evaluative graphic organizer*, as sources are read aloud in class, or in *partnership, small group, and/or whole class* discussions, in *new and occasionally in home language*. **R.** Able to evaluate the credibility of *multiple* sources by rating each source (*authority, currency and/or objectivity*) in a *provided scoring rubric*, and justifying the ratings *after teacher modeling*, when reading sources in *new and occasionally in home language*. (*See CCLS RI. 3.7*)	**L.** Able to compare and contrast *multiple* sources of information by *independently* organizing *similarities and differences into an evaluative graphic organizer*, as sources are read aloud in class, or in *partnership, small group, and/or whole class* discussions, in *new language*. **R.** Able to evaluate the credibility of *multiple* sources by rating each source (*authority, currency and/or objectivity*) in a *provided scoring rubric* and justifying the ratings *independently*, when reading sources in *new language*. (*See CCLS RI. 3.7*)	**L.** Able to compare and contrast *multiple* sources of information by organizing *similarities and differences into a note taking guide or taking notes independently*, as sources are read aloud in class, or in *partnership, small group, and/or whole class* discussions, in *new language*. **R.** Able to evaluate the credibility of *multiple* sources by rating each source (*authority, currency and/or objectivity*) in a *note taking guide or taking notes independently* and justifying the ratings *independently*, when reading sources in *new language*. (*See CCLS RI. 3.7*)

Key Questions

- Are all of the District's teachers and administrators familiar with the Evidence Collection Tools and able to articulate and recognize the "shifts" demanded by the Core?

- Is the District providing high quality, embedded professional development, taking advantage of the PD Kits and Videos on EngageNY.org ?

- Do teachers in common grade levels / content areas have dedicated time to constantly increase their own content knowledge and refine their practice?

- Does the District have an effective system to follow up on the instructional feedback given to each principal and teacher?

- Do the District's goals for strengthening teacher practice emphasize closing achievement gaps (including effective instruction of ELLs, as guided by the bilingual progressions)?

Assessment

To what extent do local assessments and performance tasks reflect the Common Core Instructional Shifts?

New York State Item Review Criteria for Grade 3-8 Mathematics Tests

Home » New York State Item Review Criteria for Grade 3-8 Mathematics Tests

Latest Updates

- SLO Results Analysis Webinar
- Message from Commissioner King: Teaching is the Core
- Designing Career Ladder Progra for Teachers and Princi
- Teaching is the Core
- Grade 2 ELA Domain 6 Nature

New York State Item Review Criteria for Grade 3-8 English Language Arts Tests

Home » New York State Item Review Criteria for Grade 3-8 English Language Arts Tests

NYSED Assessment Design Documents

With the transition to the New York P12 Common Core State Standards (CCSS) significant changes have been made to the New ... measure the ... from past ... esources that

- Message from Commissioner King: Teaching is the Core
- Designing Career Ladder Programs for Teachers and Principals
- Teaching is the Core
- Grade 2 ELA Domain 6: Cycles in Nature

The CCSS for ELA clearly require an increased depth in analysis of text. Most standards require that students move well beyond straightforward comprehension and move towards insightful analysis of various aspects of complex texts. To guide item development and to help ensure that NYS tests are measuring the CCSS for ELA with fidelity, the New York State Education Department (NYSED) has developed an Item Review Criteria.

Item Review Criteria

The Item Review Criteria is a framework used by assessment developers and reviewers to help ensure that NYSTP ELA tests have high-quality questions that measure the CCSS for ELA. The Item Review Criteria articulate the four major item characteristics required for quality questions. NYSED uses the Item Review Criteria to help ensure that each item:

1. is clear;
2. is fair;
3. measures a specific Common Core standard (or standards) with fidelity; and
4. conforms to the specifications for the item type.

Materials to Support Test Score Interpretation and Use

Released Annotated Items	• Select Items from 2013 Tests with annotations
Performance Level Descriptions	• Descriptions of the knowledge and skills required for each performance level
Appropriate Use of Test Score Data	• Suggested analysis of test score data to further interpret student performance
Annotated Score Report	• Annotated score report to help parents and students interpret scores

The DDI
Implementation
Rubric
Informs
& Supports

IMPLEMENTATION RUBRIC
DATA-DRIVEN INSTRUCTION & ASSESSMENT

Paul Bambrick-Santoyo & New Leaders for New Schools

The rubric is intended to be used to assess the present state of data-driven instruction and assessment in a school. The rubric specifically targets interim assessments and the key drivers leading to increased student achievement.

4 = Exemplary Implementation 3 = Proficient Implementation 2 = Beginning Implementation 1 = No Implementation

DATA-DRIVEN CULTURE

1. **Highly active Leadership Team:** facilitate teacher-leader data analysis meetings after each interim assessment and maintain focus on the process throughout the year ___/4
2. **Introductory Professional Development:** teachers and leaders are effectively introduced to data-driven instruction—they understand how interim assessments define rigor and experience the process of analyzing results and adapting instruction ___/4
3. **Implementation Calendar:** Begin school year with a detailed calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching (flexible enough to accommodate district changes/mandates) ___/4
4. **Ongoing Professional Development:** PD calendar is aligned with data-driven instructional plan: includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs ___/4
5. **Build by Borrowing:** Identify and implement best practices from high-achieving teachers & schools: visit schools/classrooms, share & disseminate resources/strategies ___/4

ASSESSMENTS

	Lit.	Math
1. **Common Interim** Assessments 4-6 times/year	___/4	___/4
2. **Transparent Starting Point:** teachers see the assessments at the beginning of each cycle; they define the roadmap for teaching	___/4	___/4
3. **Aligned to state tests and college readiness**	___/4	___/4
4. **Aligned to instructional sequence** of clearly defined grade level/content expectations	___/4	___/4
5. **Re-Assess** previously taught standards		

ANALYSIS

1. **Immediate** turnaround of assessment results (ideally 48hrs) ___/4
2. **User-friendly,** succinct data reports include: **item-level** analysis, **standards-level** analysis & **bottom line** results ___/4
3. **Teacher-owned** analysis facilitated by effective leadership preparation ___/4
4. **Test-in-hand** analysis between teacher(s) & instructional leader ___/4
5. **Deep:** moves beyond "what" students got wrong and answers "why" they got it wrong ___/4

ACTION

1. **Plan new lessons** collaboratively to develop new strategies based on data analysis ___/4
2. Implement explicit **teacher action plans** in whole-class instruction, small groups, tutorials, and before/after-school supports ___/4
3. **Ongoing assessment:** utilize in-the-moment checks for understanding and in-class assessment to ensure student progress between interim assessments ___/4
4. **Accountability:** instructional leaders review lesson/unit plans and give observation feedback driven by the action plan and student learning needs ___/4
5. **Engaged Students** know the end goal, how they did, and what actions they are taking to improve

TOTAL: ___/100

Revised- November 10, 2008

To what extent do the Student Learning Objectives (SLOs) reflect College & Career Ready rigor and drive continuous improvement in instruction?

Race to the Top Support Network: Multi-State SLO Rubric

Draft Criteria/Standards for SLO Approval

All items must be checked in order for the SLO to be considered as "meeting expectations."

Check to indicate if SLO meets expectation	Domain/Expectation	Where to find in NYS SLO Template
	Domain 1: Priority of Standard	
	1. Standard(s) identified aligns to common core, international, national, state, local or industry recognized standards	Learning Content
	Multi-State SLO Rubric	
	3. Selected standards/content are appropriate for the instructional interval defined	Learning Content
	4. SLO justifies the selection of standard(s) by explaining how it aligns to common core or other standards, addresses critical content or skills and is appropriate for the defined instructional interval	Learning Content, Rationale

Rubric designed to ensure:
- all students are included;
- quality standards;
- evidence and baseline directly inform the target;
- target is rigorous - yet attainable - and differentiated to meet students' needs;
- target is based on multiple measures and anchored in data; and
- rationale explains how all of the SLO elements fit together to ensure educator thoughtfully focused on improving student achievement and preparing students for the next level of learning.

Key Questions

- **Does the District have in place periodic common assessments and/or performance tasks which measure grade level progress on the Core as defined by NYSED Assessment Design Documents?**

- **Do teachers in common grade levels/ content areas have dedicated time for regular inquiry/analysis meetings through which teachers make meaning out of student work/ data and plan next steps?**

- **Are all teachers thoughtfully re-teaching/ adjusting teaching practice based on analysis of student progress against the Common Core?**

- **Has the District reviewed all locally determined assessments (including SLO assessments and locally selected measures) to ensure that they are meaningfully informing instruction and maximizing effective instructional time?**

Investments in Sustaining the Work

Aligning Systems: Investments in Professional Development and Instructional Materials

- **Race to the Top District Grants (over 4 years - 2010-2014): $348.3M (plus leveraging statewide projects and resources)**
- **Title IIA (2010-13) Professional Development Funding: $582.2M**
- **Title I Professional Development Activities (~30%) (2010-13): $990M**
- **IDEA Professional Development Activities (~1%) (2010-13): $20.75M**
- **NYS Textbook Aid (2010-13): $546.3M**
- **NYS Software Aid (2010-13): $139.1M**

Aligning Systems:
Diagnostic Tool for District & School Effectiveness

Tenet 1: **District Leadership and Capacity:** The district examines schools systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

Tenet 2: **School Leader Practices and Decisions:** Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Tenet 3: **Curriculum Development and Support:** The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Tenet 4: **Teacher Practices and Decisions:** Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

Tenet 5: **Student Social and Emotional Developmental Health:** The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Tenet 6: **Family and Community Engagement:** The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Aligning Systems: Systemic Supports, School Improvement Grants (SIG), & School Innovation Fund (SIF)

- **Systemic Supports: Support district-level operating structures to implement school turnaround plans that ensure academic growth through implementation of Common Core, APPR, and data driven instruction**

- **School Improvement Grants (SIG): Support the implementation of a whole school change model in Priority Schools**

- **School Innovation Fund (SIF): Increase high school graduation, college and career readiness of high school graduates, college persistence, and college graduation rates by increasing the availability of new high quality seats for students at most risk for dropout, disengagement, and poor academic performance.**

Aligning Systems: Teacher and Leader Preparation

- **Through new certification exams, every teacher will demonstrate:**

    o **Common Core literacy skills**

    o **More advanced content knowledge in his/her chosen subject**

    o **Understanding of the needs of English Language Learners, Students with Disabilities and other students with special needs**

- **And every teacher will show he/she can plan and deliver effective classroom instruction through a new "portfolio" assessment of teaching skills in action.**

- **NYSED has made a $10 million Race to the Top investment to support SUNY, CUNY and the Commission on Independent Colleges and Universities in providing faculty professional development**

Aligning Systems: Teacher and Leader Certification Assessments

New and Revised Assessments for Teacher Certification
Teacher Performance Assessment (edTPA) *NEW
Educating All Students *NEW
Academic Literacy Skills Test *NEW
Revised Content Specialty Test

New and Revised Assessments for School Building Leaders
School Building Leader (2 part) performance-based certification examination *NEW
Educating All Students) *NEW

Virtual/Blended Advanced Placement Initiative

- **Grants totaling ~$17.4M to 8 BOCES-led consortia of districts and 9 districts to improve access to online and blended Advanced Placement (AP) courses for low-income students**

- **Opportunity to build scalable model for expanded access to college-level coursework.**

Strengthening Teacher & Leader Effectiveness (STLE) Grants

STLE funding ($72M) focuses on various elements of a strategically planned Teacher and Leader Effectiveness System, including:

- preparation, recruitment, and placement of teachers and leaders, as well as induction and mentoring programs;

- retention and equitable distribution of effective educators;

- support for the implementation of APPR;

- ongoing professional development /professional growth opportunities supporting Common Core and Data Driven Instruction; and

- performance management and career ladders.

Governor's Education Reform Commission Competitive Grants

- **Replication of P-Tech (P-12, Higher Education, Business Partnerships) (complemented by NYSED Perkins funds)**

- **Early College High Schools**

- **Community Schools**

- **Extended Learning Time**

- **Full-Day Pre-K for High Needs Students**

Regents School Finance Symposium October 22, 2013

- **How can we develop a performance management system, as required by the 2013 NYS budget, that will provide robust information to evaluate current investments?**

- **How should NYS approach strategic investments over the next 5 years?**
  - **College & Career Readiness**
  - **Early Childhood Education**
  - **Leveraging technology for teaching**
  - **Regionalization and Sharing Services**

Engaging Parents/Families and Students

Parents/families and students are our most important stakeholders and need to be part of our comprehensive engagement plans

- o EngageNY.org contains parent and family resources, including a toolkit for an effective Common Core parent night
- o NYSED has been working to increase community awareness of the Common Core, including community based organizations
- o NYSED is committed to focusing on Parent/Family Engagement in 2013-14: What can we do together to advance this work?

Thank You.

Follow me on Twitter:
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Appendix

Annotated Items

Performance Level Descriptions

Performance Level 4

Demonstrate an in-depth understanding by referring to illuminating details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY,

Grade 4 English Language Arts Performance Level Descriptions

Anchor Standard	Performance Level 4	Performance Level 3	Performance Level 2	
Students read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CCR R1)	Demonstrate an in-depth understanding by referring to illuminating details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Demonstrate a thorough understanding by referring to appropriate details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Demonstrate a basic understanding by referring to appro when explaining says explicitly and when drawing inferences from the text.	
Students determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCR R2)	Demonstrate an in-depth understanding of a literary text by noting subtle connections between details in the text and the theme; provide a detailed, nuanced, and accurate summary of the text.	Demonstrate a thorough understanding of a literary text by determining a theme of a story, drama, or poem from details in the text; provide a thorough summary of the text.	Demonstrate a basic understanding of a literary text by determining the subject matter addressed in a story without noting how the details in the text support a theme; provide a summary of the text that is insufficient in detail and/or scope.	
	Demonstrate an in-depth understanding of a text by formulating a sophisticated statement of the main idea of a text and providing a sophisticated explanation of how it is supported by key details; provide a detailed, nuanced, and accurate summary of the text.	Demonstrate a thorough understanding of a text by determining the main idea of a text and explaining how it is supported by key details; provide a thorough summary of the text.	Demonstrate a basic understanding of a text by determining the subject matter addressed in a text without providing an explanation of how details support a main idea; provide summary of the text that is insufficient in detail and/or scope.	