

A New Baseline: Measuring Student Progress on the Common Core Learning Standards

August 2013



Common Core in New York

2010: Board of Regents adopts Common Core State Standards

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 and 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.

A New Baseline

- This year's grades 3-8 ELA and math proficiency percentages should not be compared directly with prior-year results.
 - Unlike prior years, proficiency is now based on the Common Core – a more demanding set of knowledge and skills necessary for 21st century college and careers.
- These results present a new and transparent baseline from which we can measure student progress and preparedness for college and careers.
- School and district leaders are urged to be thoughtful to ensure these proficiency results have no negative impact on students, schools, districts, or teachers.
- No new districts will be identified as Focus Districts and no new schools will be identified as Priority Schools based on 2012-13 assessment results.

State-Provided Growth Scores

New York's growth scores are based on year-to-year comparisons for similar students, all of whom experienced New York's Common Core assessments for the first time in 2012-13.

The state-provided growth scores are based on year-to-year comparisons on scale scores, not performance levels.

Therefore, the state-provided growth scores resulted in similar percentages of educators earning each rating category* in 2012-13 compared to 2011-12.

*Highly Effective, Effective, Developing, Ineffective

State-Provided Growth Score Comparison - 2012 and 2013

HEDI Rating	2011-12 Percent of Teacher MGPs N=33,129	2012-13 Percent of Teacher MGPs N=37,614
Highly Effective	6.7%	7.0%
Effective	77.2%	76.3%
Developing	10.1%	10.8%
Ineffective	6.0%	5.9%

Growth scores are expected to be released to districts the week of 8/19

Converging Evidence about College Readiness



College and Career Readiness

Whether the measure is national or New York-specific, there is converging evidence about student preparedness for college and careers.



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 Four-Year Graduation Rate (2008 Cohort)

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

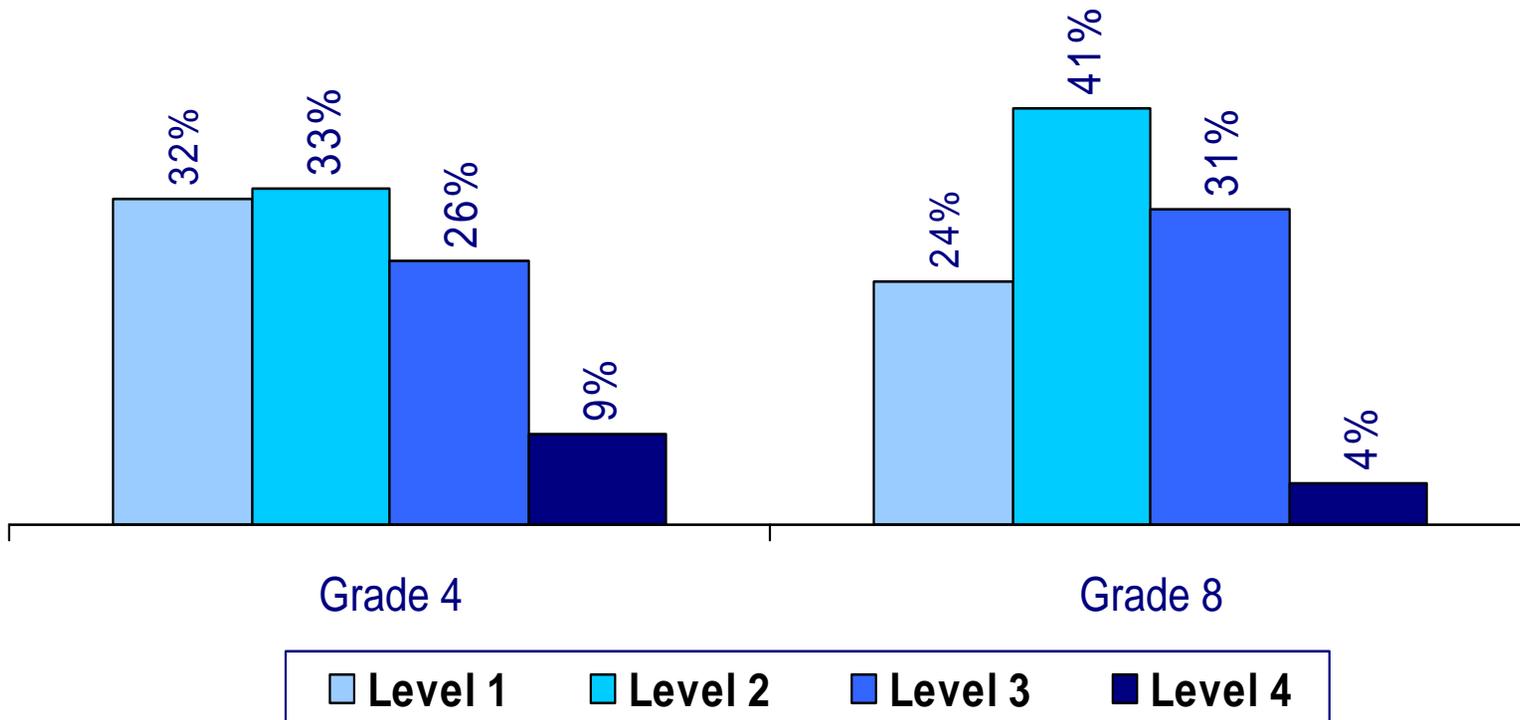
Calculated College and Career Ready*

	% 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

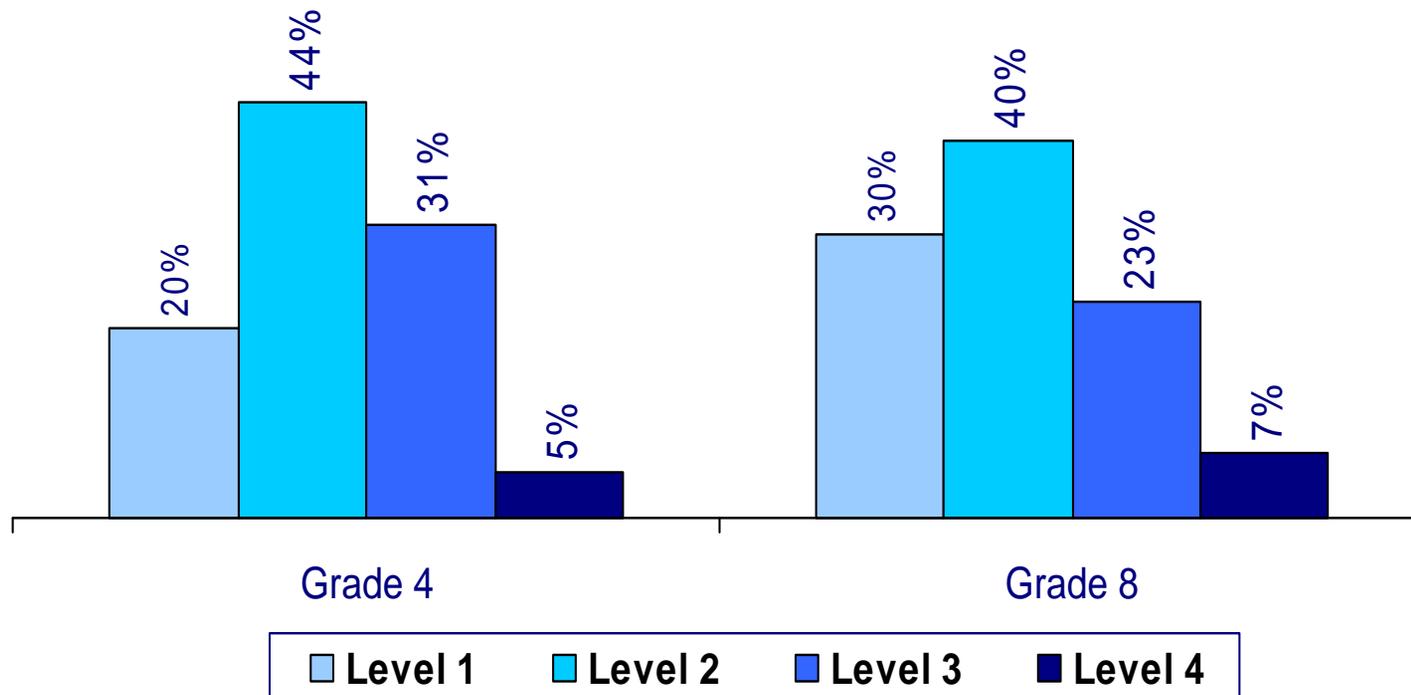
*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services

New York 2011 NAEP Reading Grades 4 and 8



New York 2011 NAEP Math Grades 4 and 8

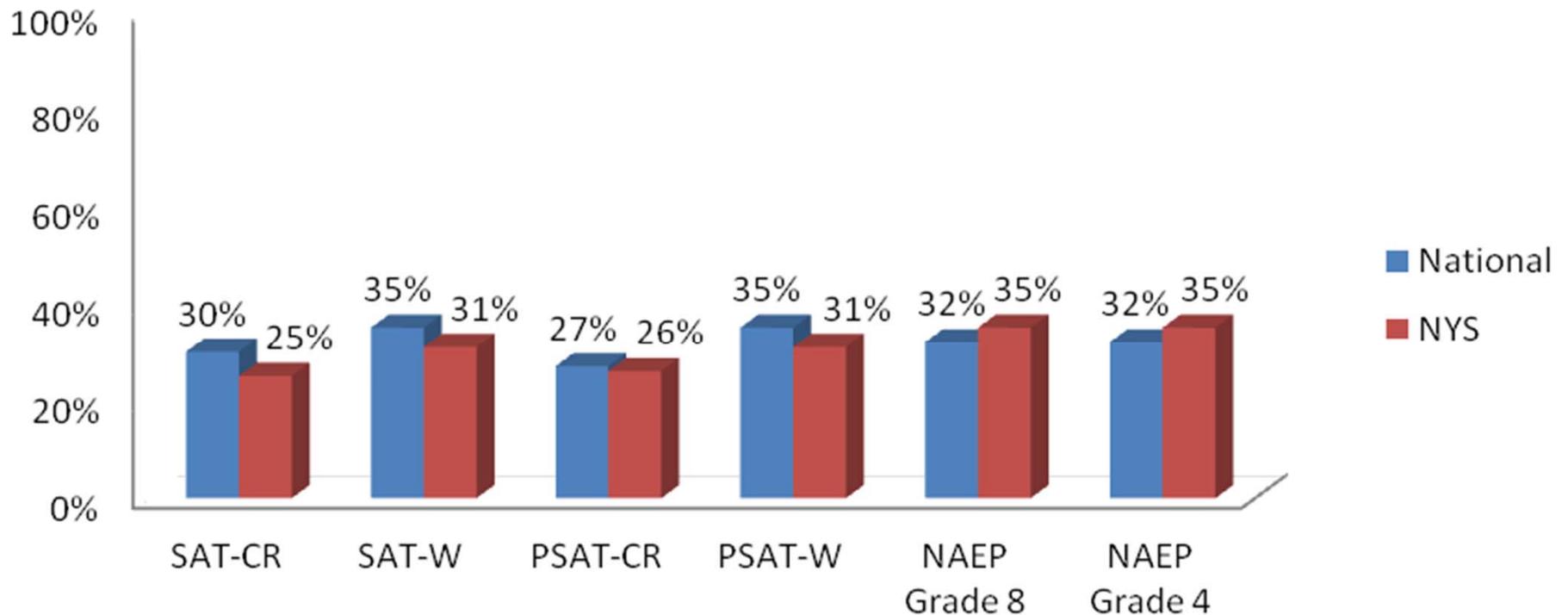


SAT and PSAT Benchmarks for New York Students

- College Board and NAEP study determined scores on SAT and PSAT/NMSQT that correspond with college readiness for the nation.
- Criteria were adapted slightly to accommodate New York students' course-taking patterns.
- The results for all New York students who graduated in 2010 and who took the SAT and PSAT/NMSQT are on the following slide.

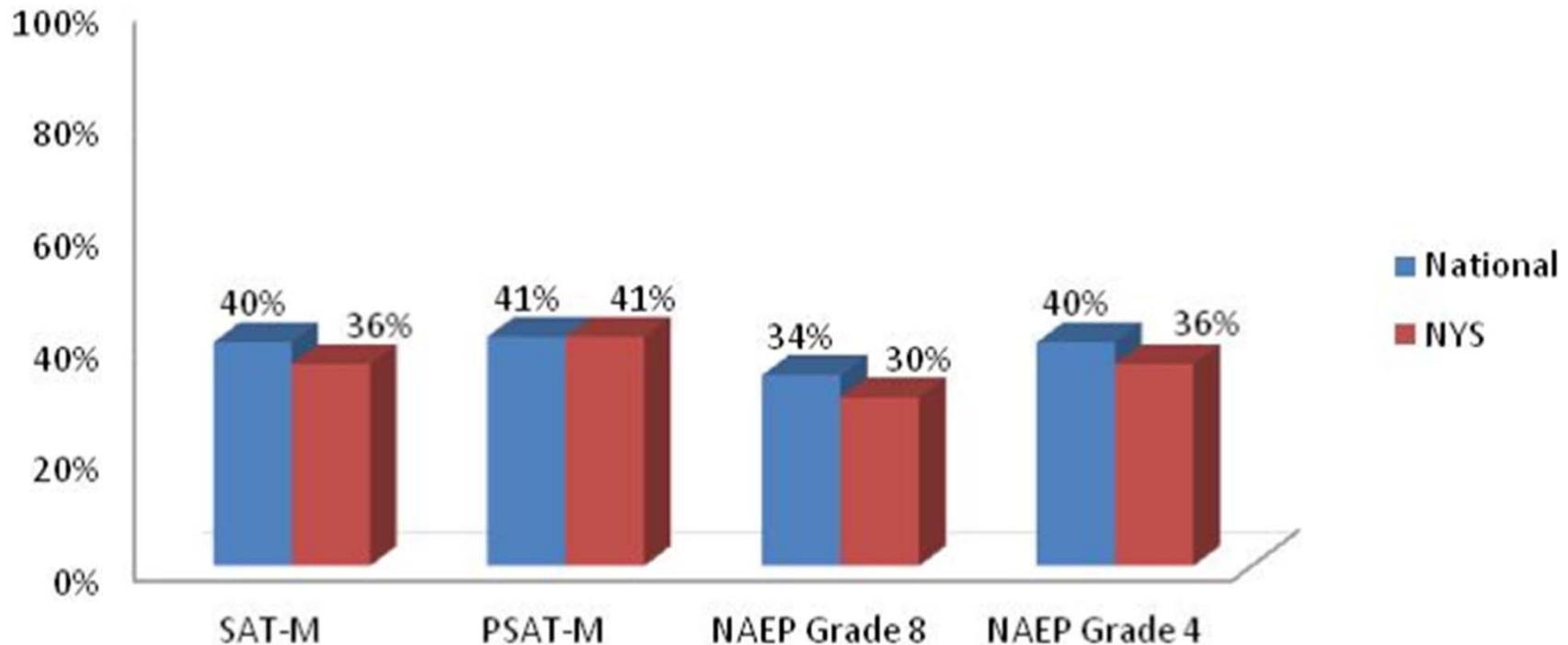
SAT and PSAT/NMSQT CCR Benchmark Data: ELA

Percent of Students at or above ELA External Benchmarks



SAT and PSAT/NMSQT CCR Benchmark Data: Math

Percent of Students at or above Math
External Benchmarks



Why Readiness Matters - Underperformance Costs \$1 Trillion

- America's urban school districts underperform compared with their suburban counterparts.
- America's suburban school districts underperform compared with their international counterparts.
- If American students performed at the same level in math as Canadian students, we would add \$1 trillion annually to the economy.

Source: Levine, Arthur. "The Suburban Education Gap." *The Wall Street Journal*. 2012.
<http://online.wsj.com/article/SB10000872396390444223104578041181255713360.html>

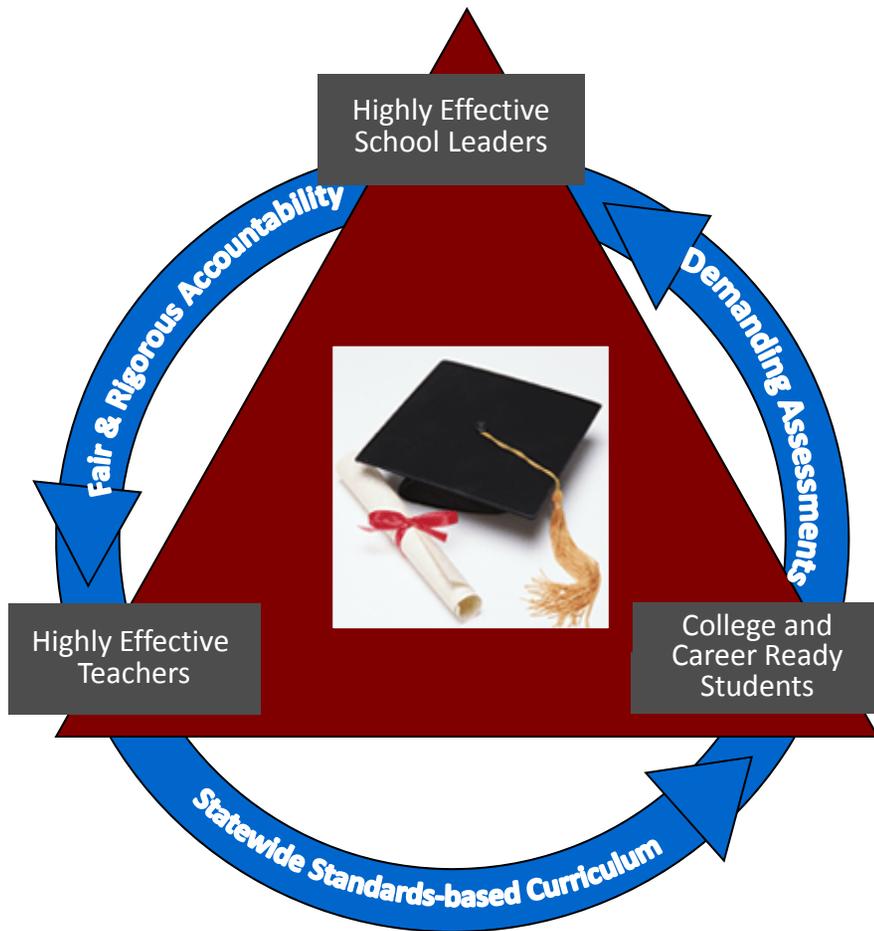
Why Readiness Matters - Talent Dividend

If New York increased its college attainment rate by just one percent – from 33.8 to 34.8 percent – the State would capture a \$17.5 billion Talent Dividend.



Source: CEOs for Cities:
<http://ceosforcities.org>

Regents Reform Agenda



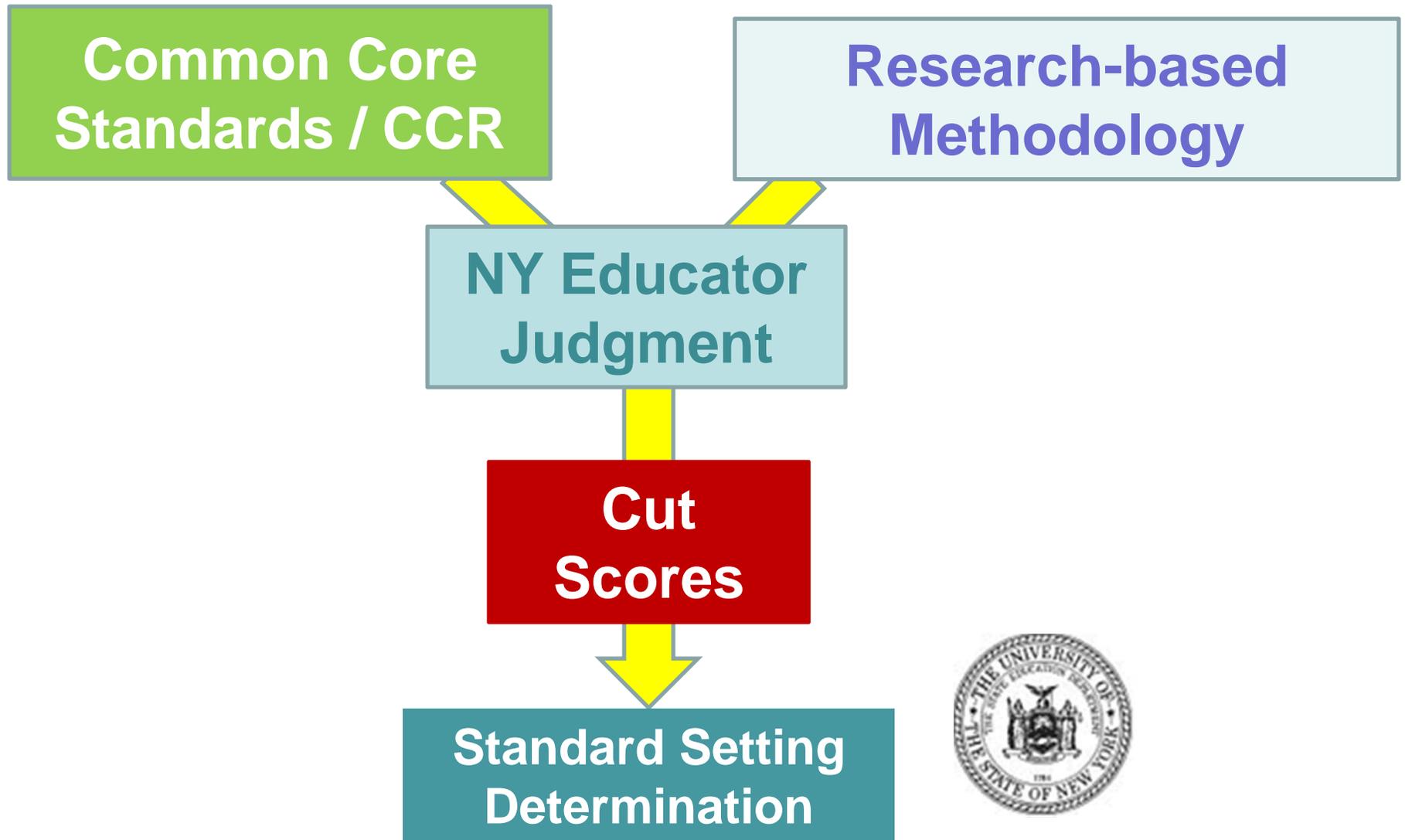
Implementing **Common Core standards** and developing **curriculum and assessments** aligned to these standards to prepare students for success in college and the workplace

Building **instructional data systems** that measure student success and inform teachers 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**

SETTING PERFORMANCE STANDARDS FOR COMMON CORE ASSESSMENTS



Just as New York Educators are Essential to Test Development...

New York educators are represented on the following panels:

- **New York State Content Advisory Panels**
 - Spans early childhood and P12 through CUNY, SUNY and clcu faculty
- **Item Development, Item Review, Final Form Review**

These panels are informing:

- **College and Career Ready Determinations**
- **Test specifications, policies, and items**
- **Policy-level and grade-level performance level descriptions**

...New York Educators are Essential to Setting Standards

- 95 New York educators for Days 1 to 4
- 34 stayed for Day 5
- Variety of educators nominated and represented:
 - K-12 ELA and Math Teachers
 - BOCES
 - ELL and SwD specialists
 - Higher Education
 - K-12 Administration
- Panelists represented New York's geographic and demographic diversity

Days 1 to 4

95 panelists followed a research-based protocol:

- Worked in four groups (ELA 3-5, ELA 6-8, Math 3-5, or Math 6-8).
- Defined expectations based on what students should know and be able to do at each grade according to the demands of the Standards.
- Reviewed the New York tests and external benchmark data (NAEP, SAT, PSAT/NMSQT).
- Viewed test questions in easiest-to-hardest order and made individual panelist judgments on where to place the cut scores for proficiency levels.
- Discussed rationales for their judgments and viewed impact data for each of four rounds of review.

Panelist Evaluation of Standard-Setting Process

Over 90% of panelists at end of Day 4 said they would defend the recommended cut scores. Of those in the minority, none strongly disagreed with the recommended standards (they only moderately disagreed).

“The standards are being set by a group that consists of teachers, K-12, college professors and administrators. It makes sense and it's transparent.”

“The collective experience and knowledge evidenced in discussions and the outcomes of the tasks resulted in fair and unbiased standards. Participants followed directions carefully and judiciously.”

Day 5

- 34 of the 95 panelists remained and worked in two groups (ELA 3-8 or Math 3-8)
- Panelists reviewed the results across all six grade levels to ensure that the results made sense from a broader perspective.
- Panelists were allowed to make small adjustments only (within +/- 4 raw score points).
 - Adjustments were required to be grounded in the expectations of the Common Core standards.
- Commissioner was presented with both sets of recommendations – those from Day 4 and from Day 5.
- The results of Day 4 and Day 5 differed minimally.

Statement from National Experts

“In observing the training for the NY State Grades 3-8 ELA and Math Common Core Tests Standard Setting on June 29, 2013, we were comfortable that the facilitators were following best practices in implementing research-based procedures. After observing a full standard-setting session, we are confident that the recommended cut scores were derived using a well-implemented process that followed the plan presented to the NY technical advisory committee (TAC).”

Marianne Perie, Co-Director at the Center For Educational Testing and Evaluation,
University of Kansas

Michael Rodriguez, Campbell Leadership Chair in Education and Human Development,
University of Minnesota

New York State TAC

The Commissioner accepted Day 5 performance standard recommendations with no changes.

The Board of Regents approved the Commissioner's recommendation on July 22, 2013

New Standards, New Tests, New Scale

New Scale

100 – 425

New performance standards

NYS Level 4: Student excels in CCLS for this grade level

NYS Level 3: Student is proficient in CCLS for this grade level

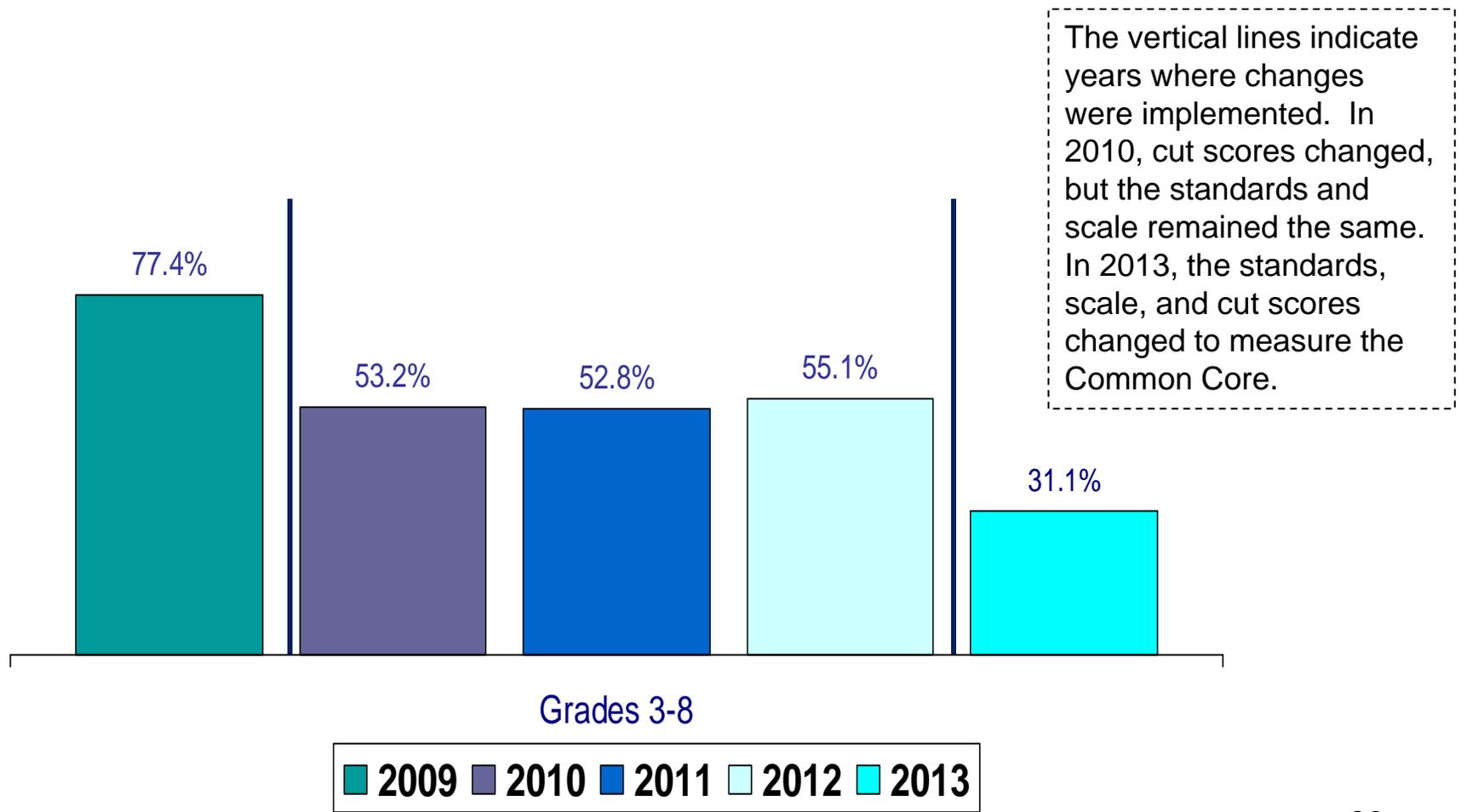
NYS Level 2: Student is below proficient in CCLS for this grade level (partial but insufficient)

NYS Level 1: Student is well below proficient in standards for this grade level

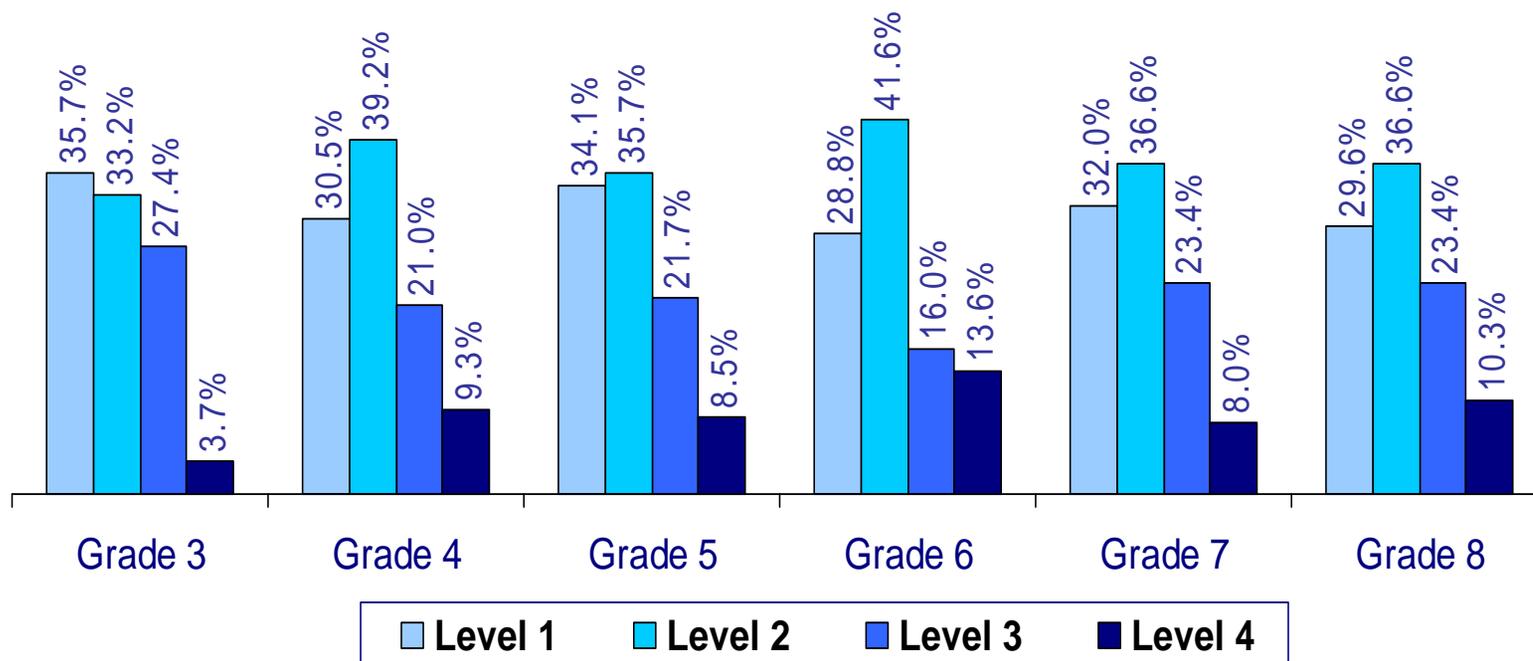
2013 Grades 3-8 English Language Arts Results



In **ELA**, 31.1 percent of students in grades 3-8 across the State met or exceeded the proficiency standard (NYS Levels 3 or 4), reflecting a new baseline relative to the Common Core Standards

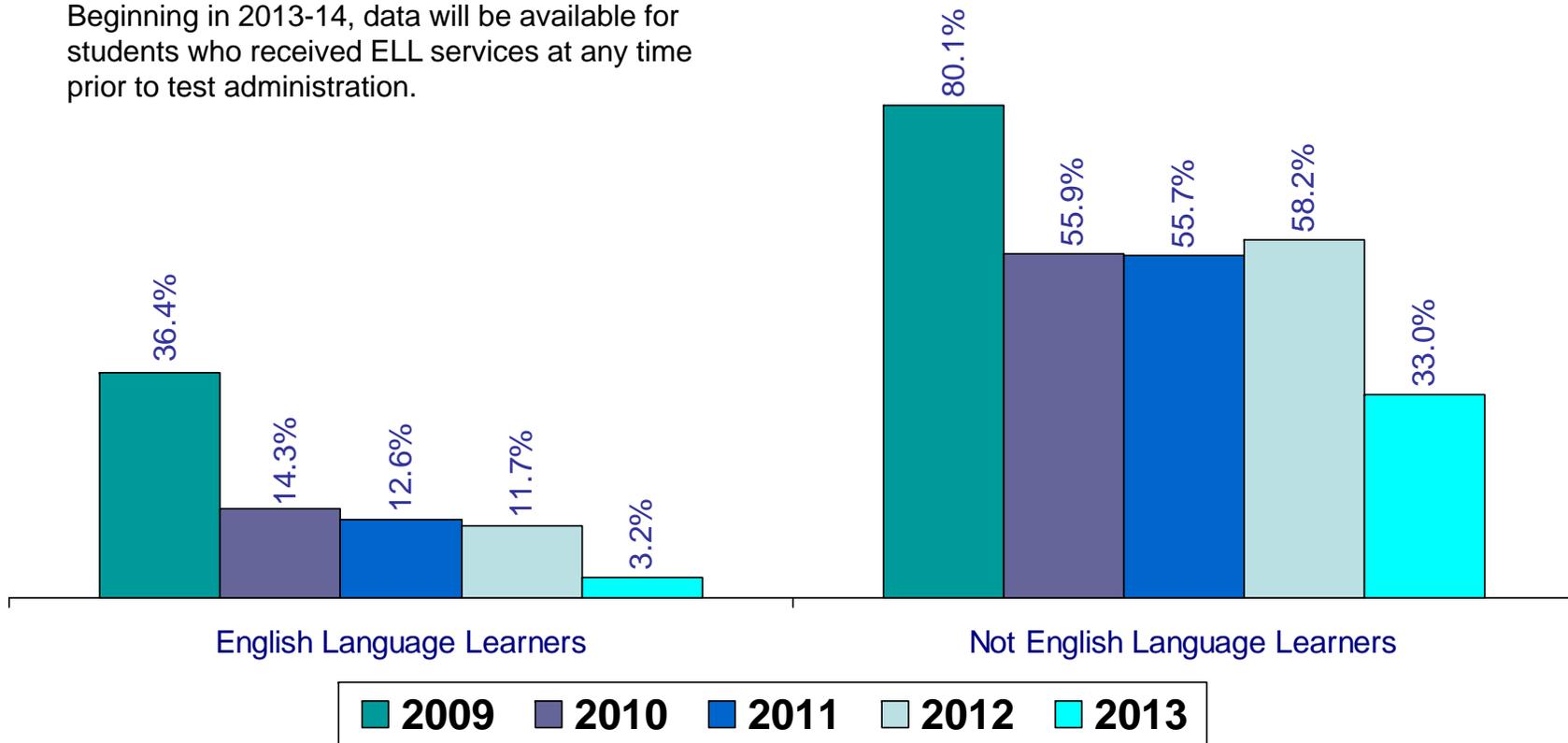


In each grade level statewide, the majority of students performed at NYS Levels 1 or 2 in ELA

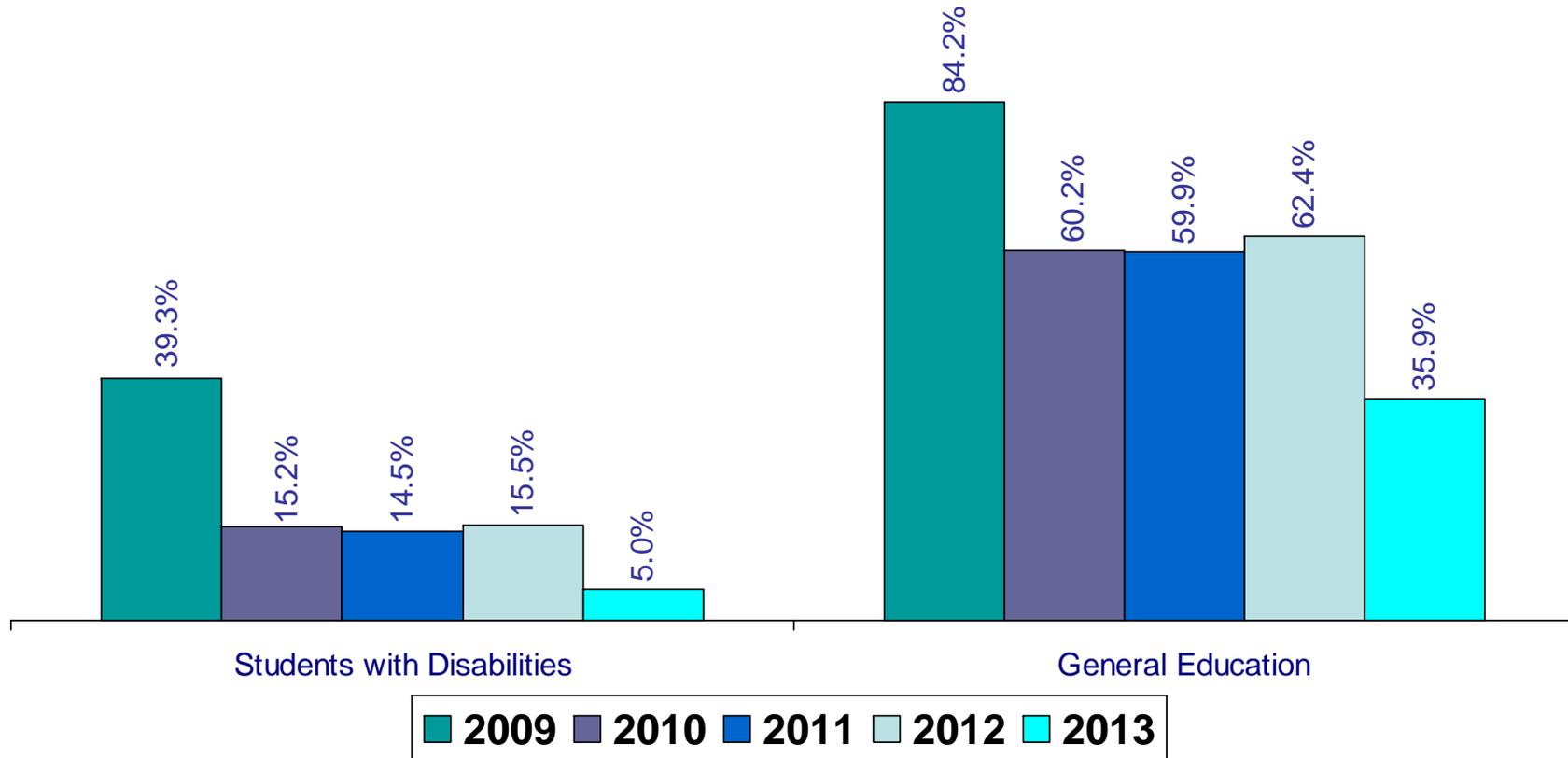


3.2 percent of English language learners met or exceeded the ELA proficiency standard (NYS Levels 3 or 4) in grades 3-8

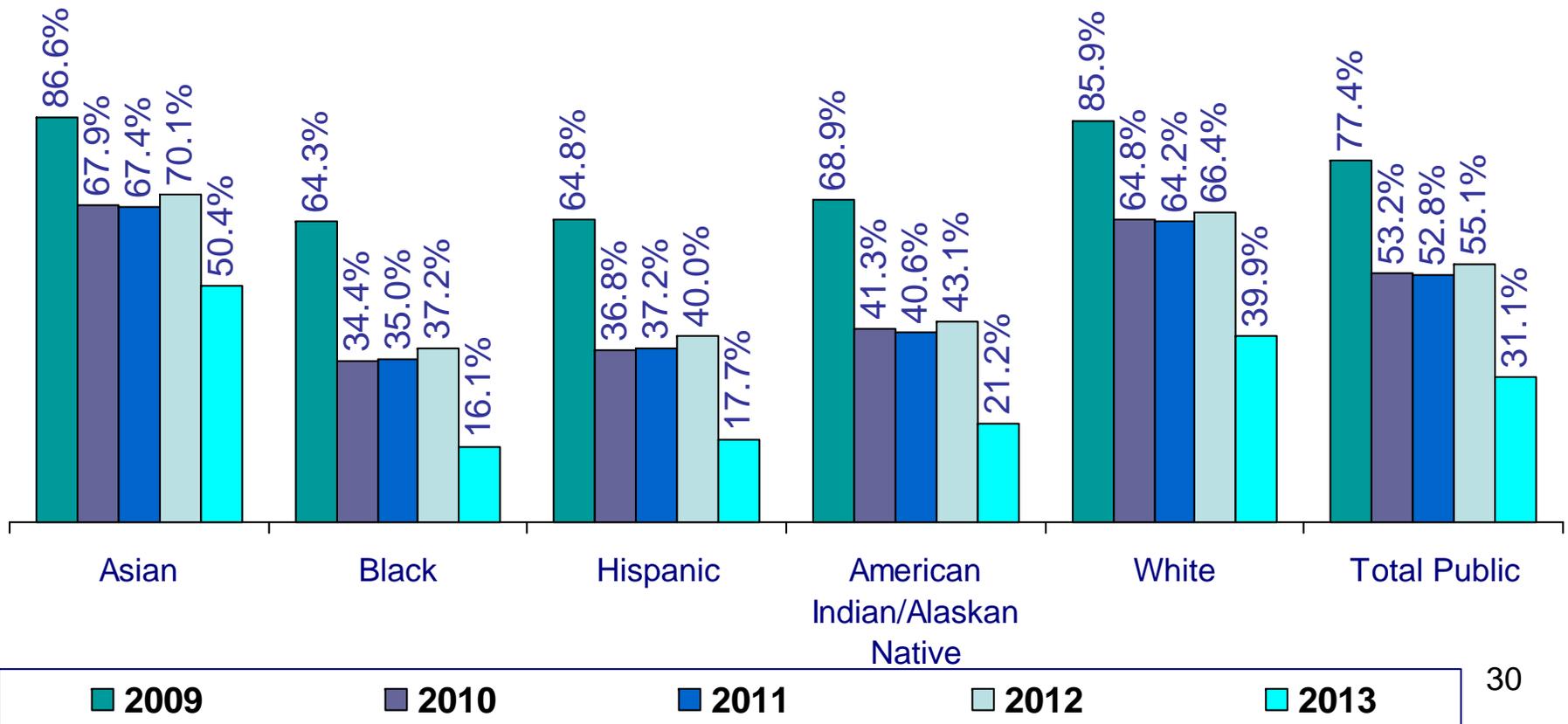
Beginning in 2013-14, data will be available for students who received ELL services at any time prior to test administration.



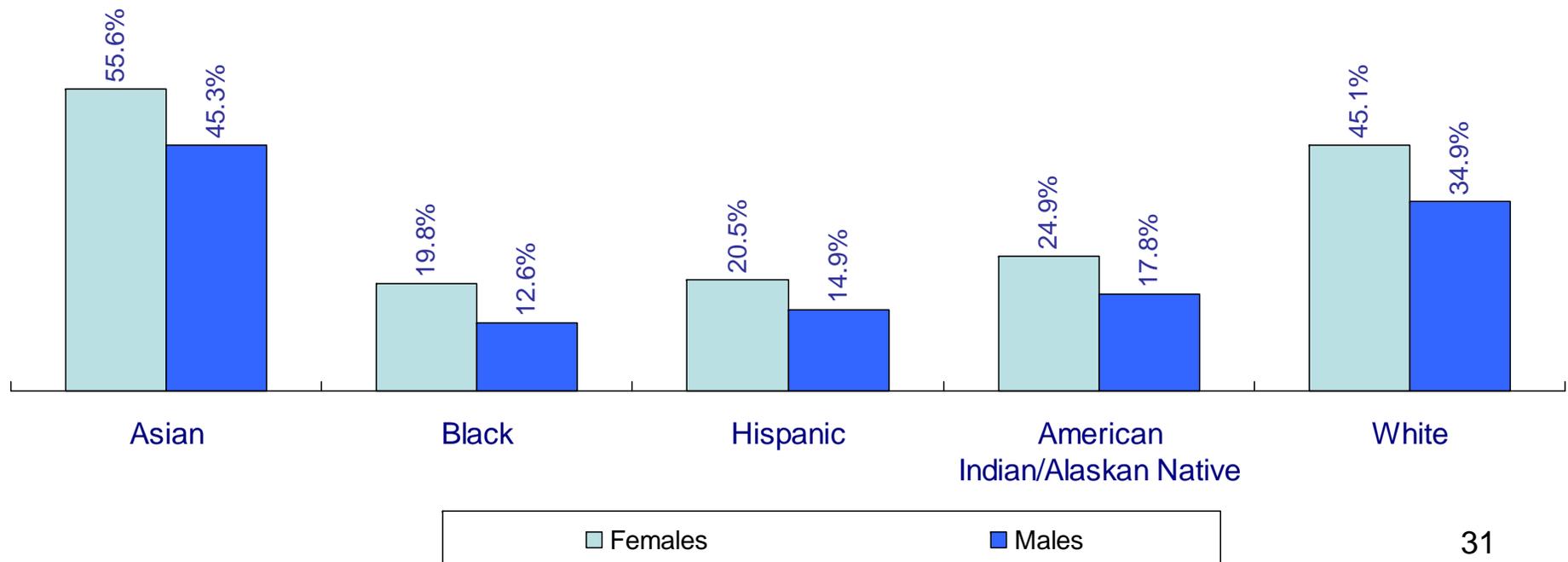
5 percent of students with disabilities met or exceeded the ELA proficiency standard (NYS Levels 3 or 4) in grades 3-8



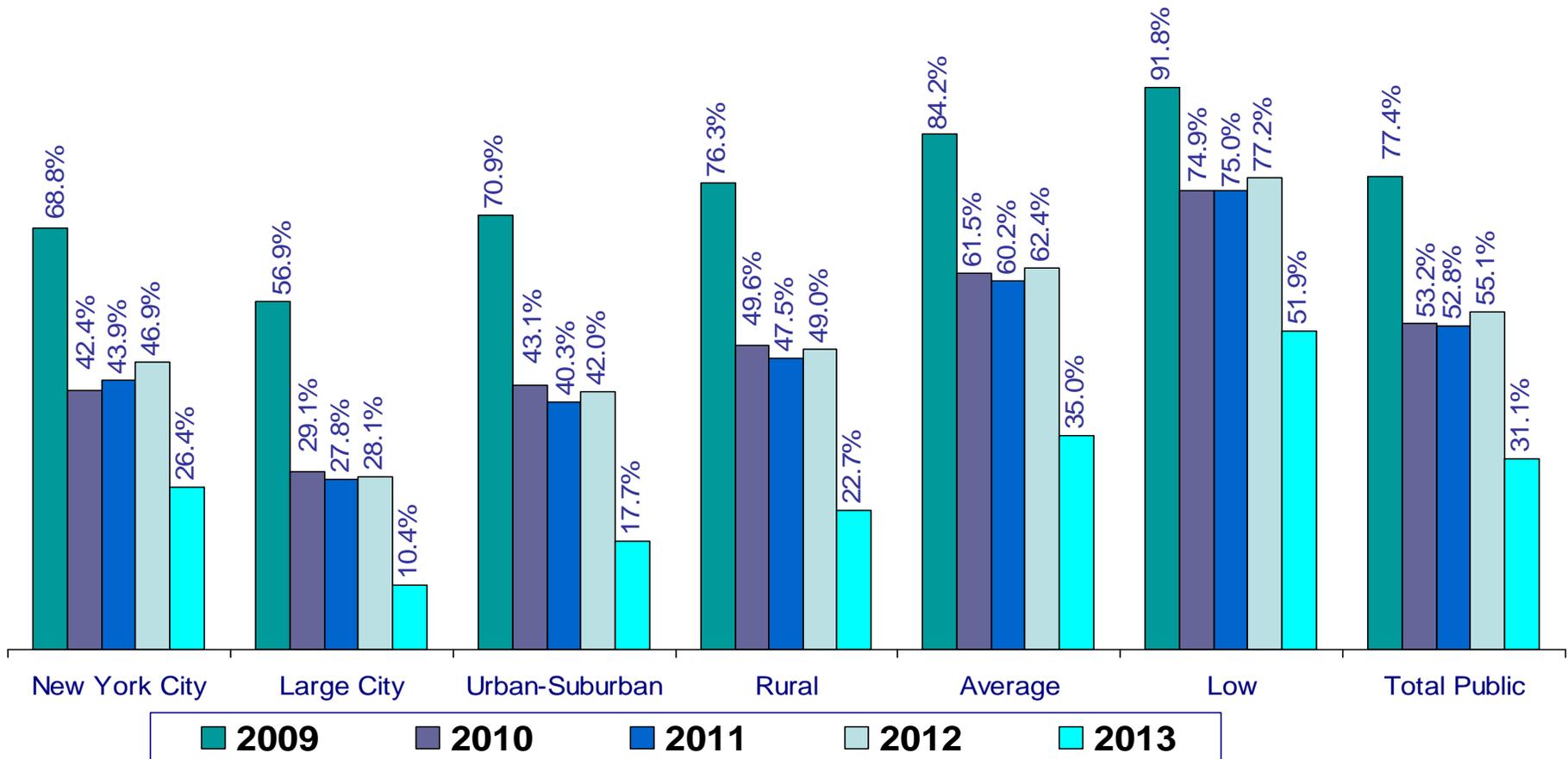
The ELA proficiency results (NYS Levels 3 or 4) for race/ethnicity groups across grades 3-8 reveal the persistence of the achievement gap



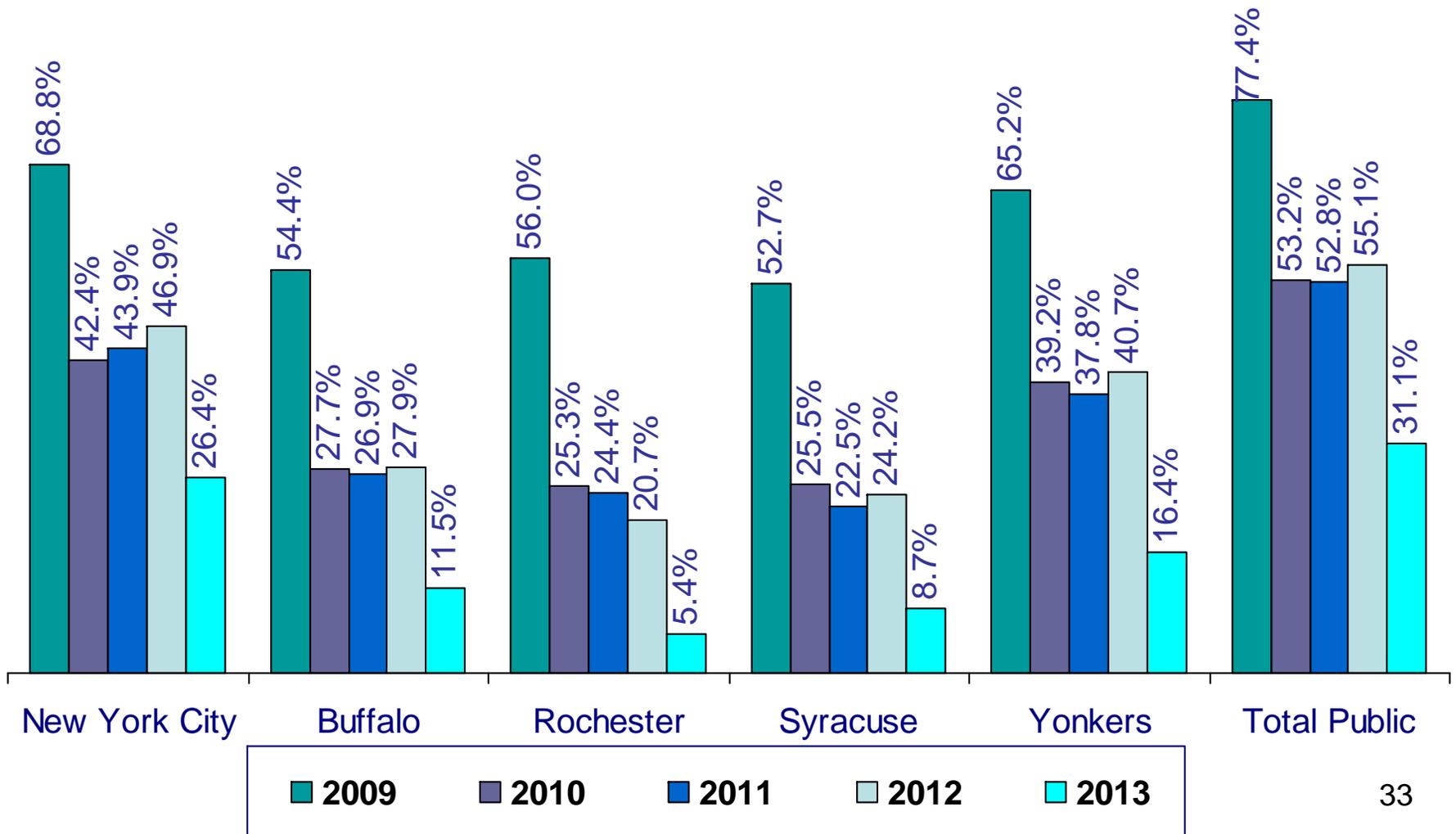
Across all race/ethnicity groups in grades 3-8, girls performed better than boys on the ELA proficiency standard (NYS Levels 3 or 4)



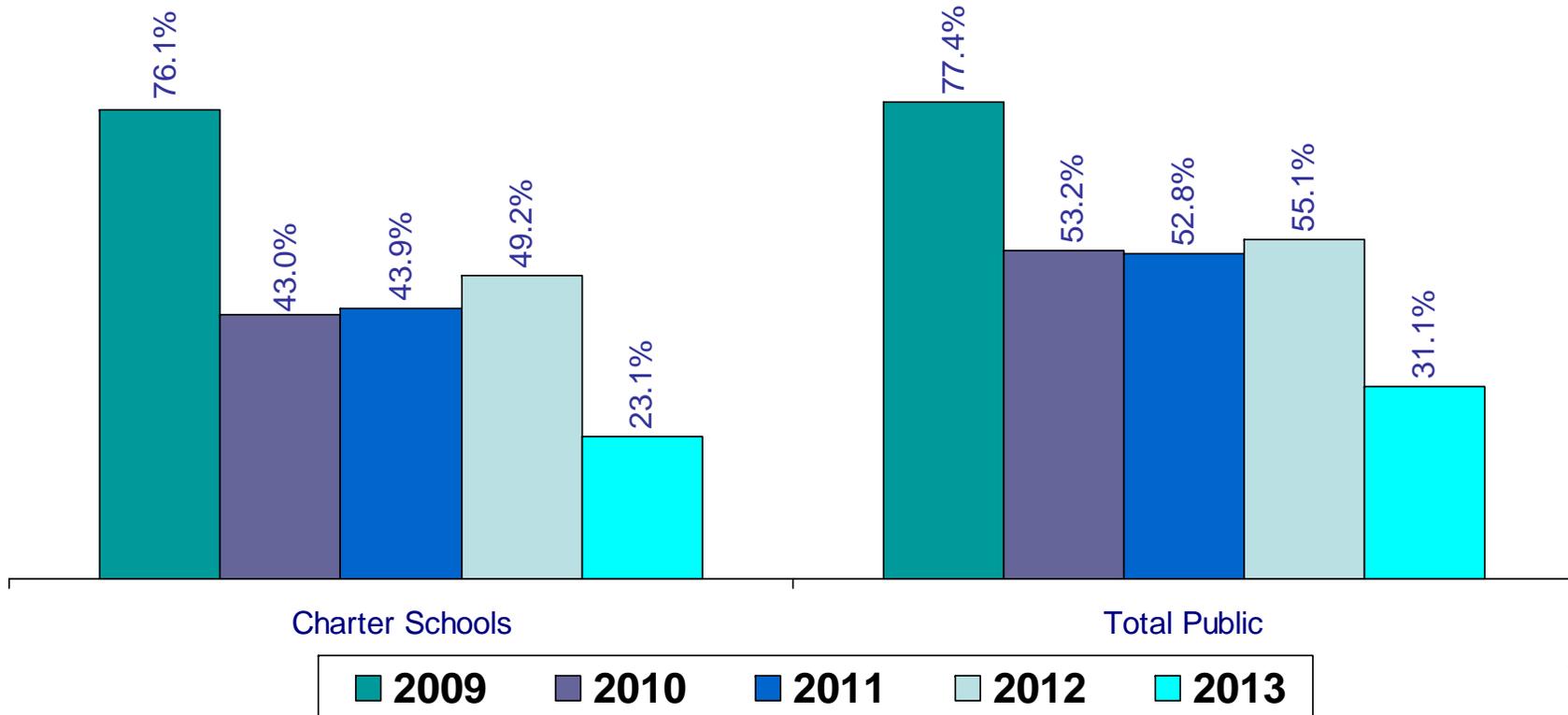
Across grades 3-8, lower-need communities continued to outperform other areas of the State in ELA proficiency (NYS Levels 3 or 4)



A smaller percentage of students in grades 3-8 met or exceeded the ELA proficiency standard (NYS Levels 3 or 4) in the Big 5 cities than statewide.



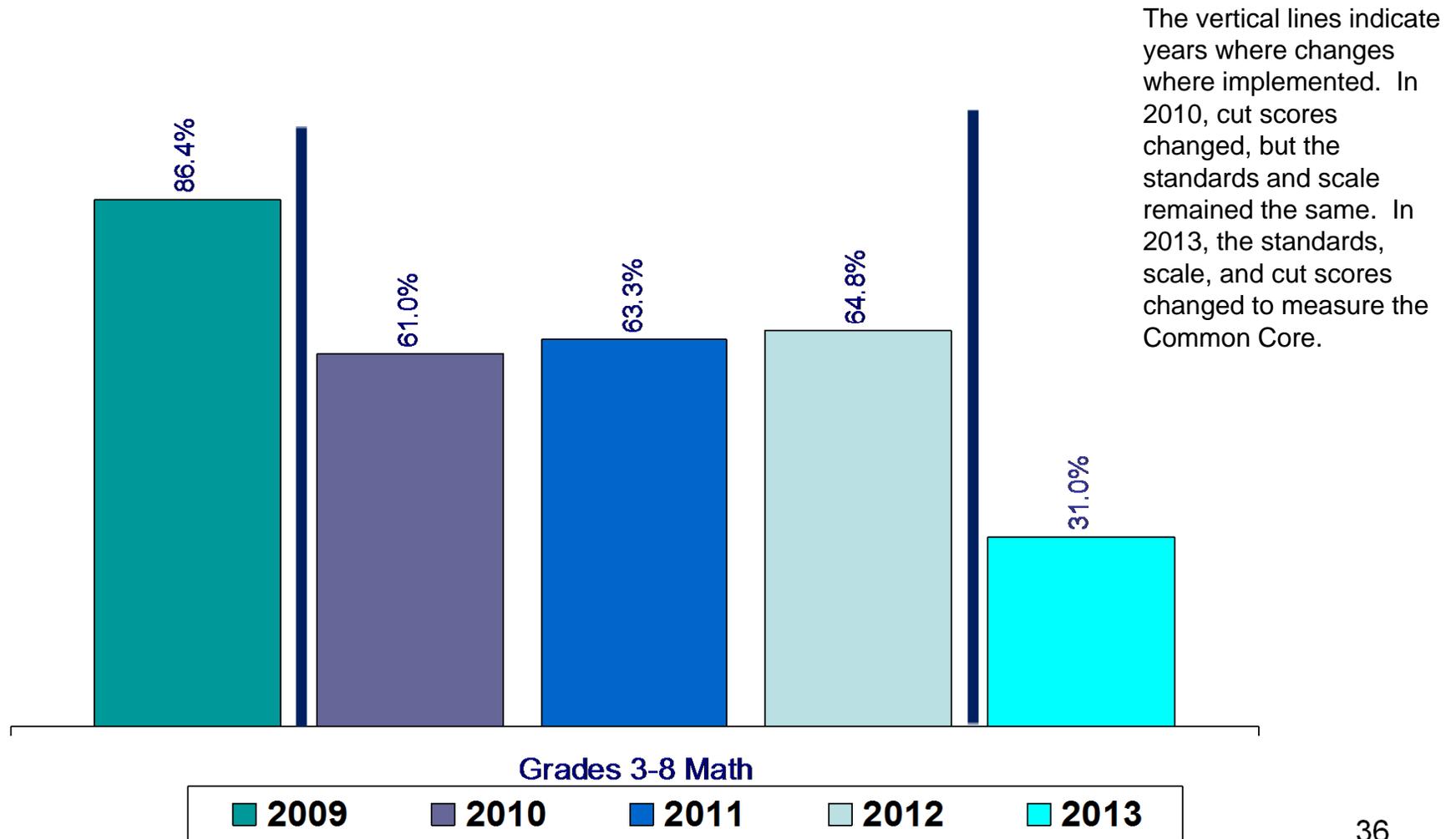
**English Language Arts 2009-2013
Charter Schools Comparisons
Grades 3-8 Combined
Percentage of Students Scoring at Levels 3 and 4**



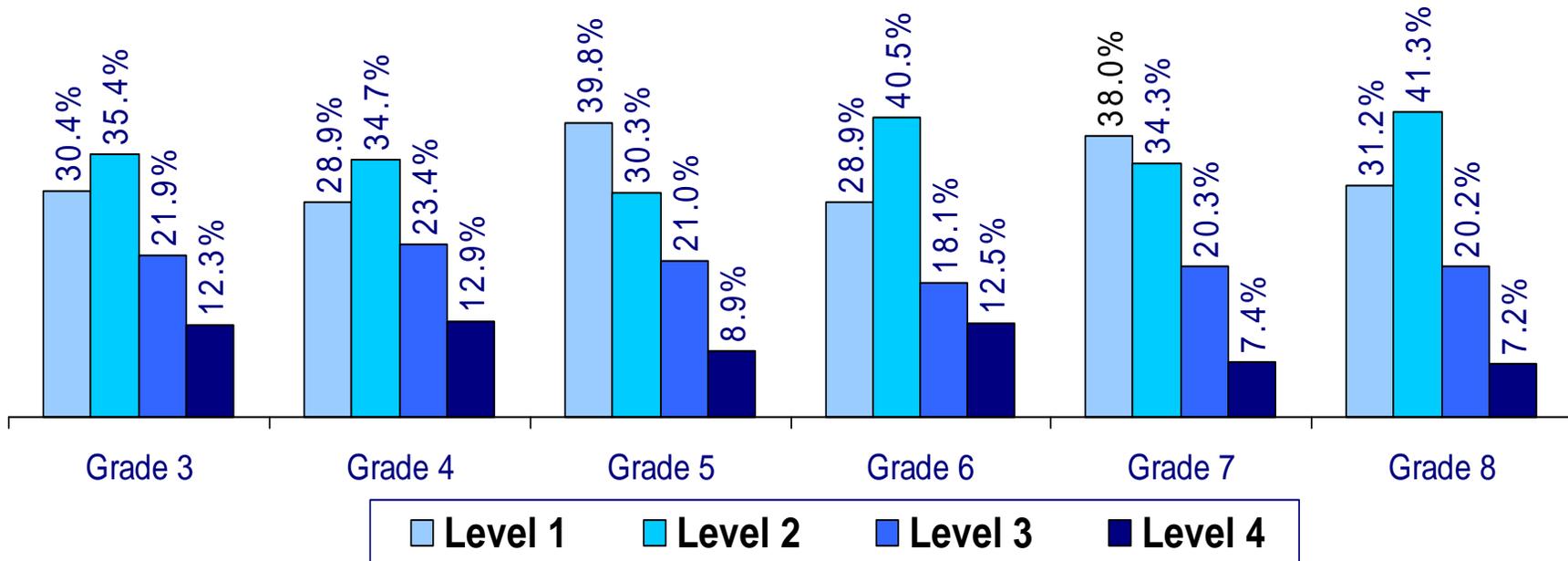
2013 Grades 3-8 Math Results



In math, 31 percent of grades 3-8 students across the State met or exceeded the proficiency standard (NYS Levels 3 or 4) in math, reflecting a new baseline relative to the Common Core Standards

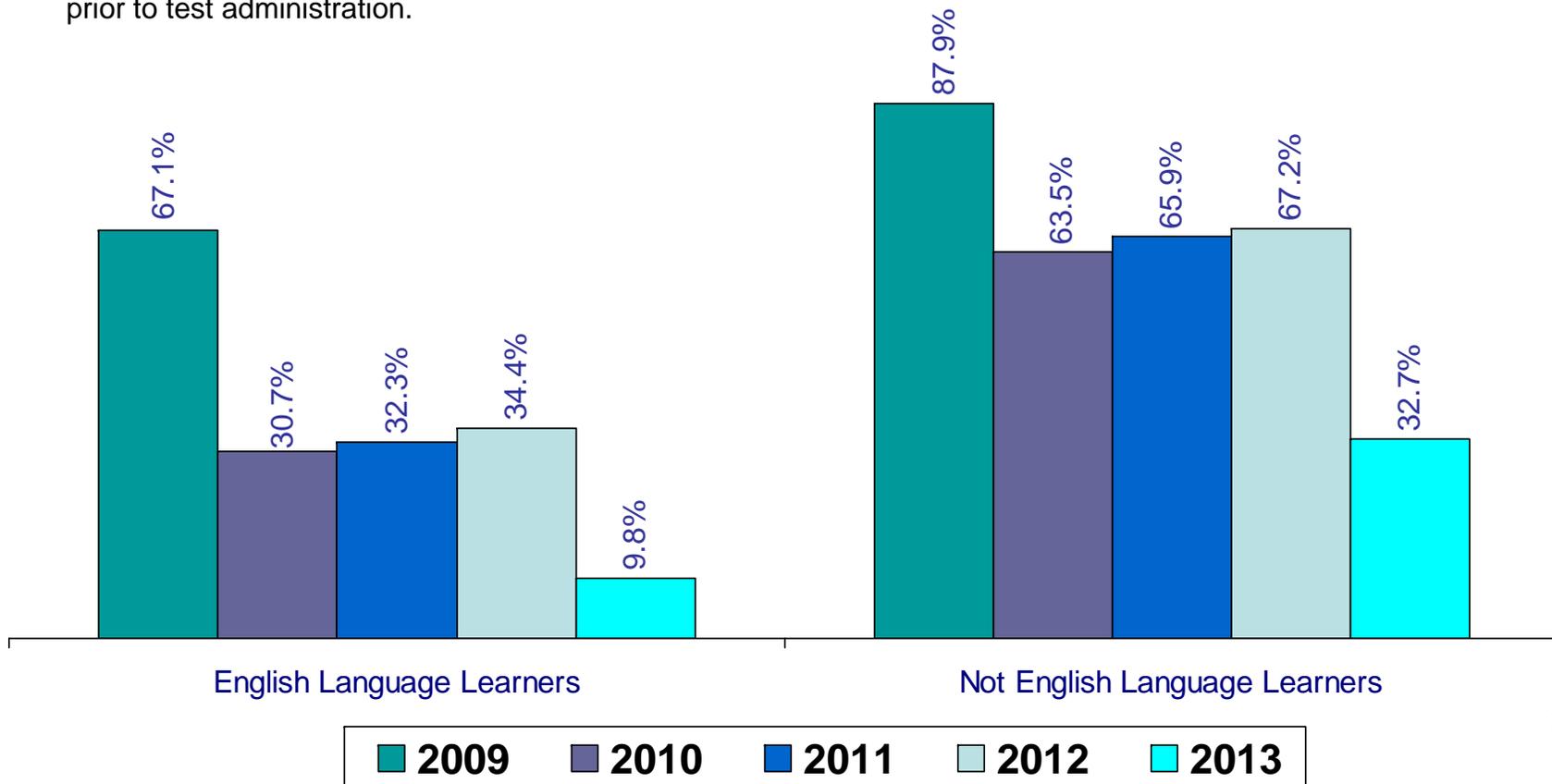


In each grade level statewide, the majority of students performed at NYS Levels 1 or 2 in math

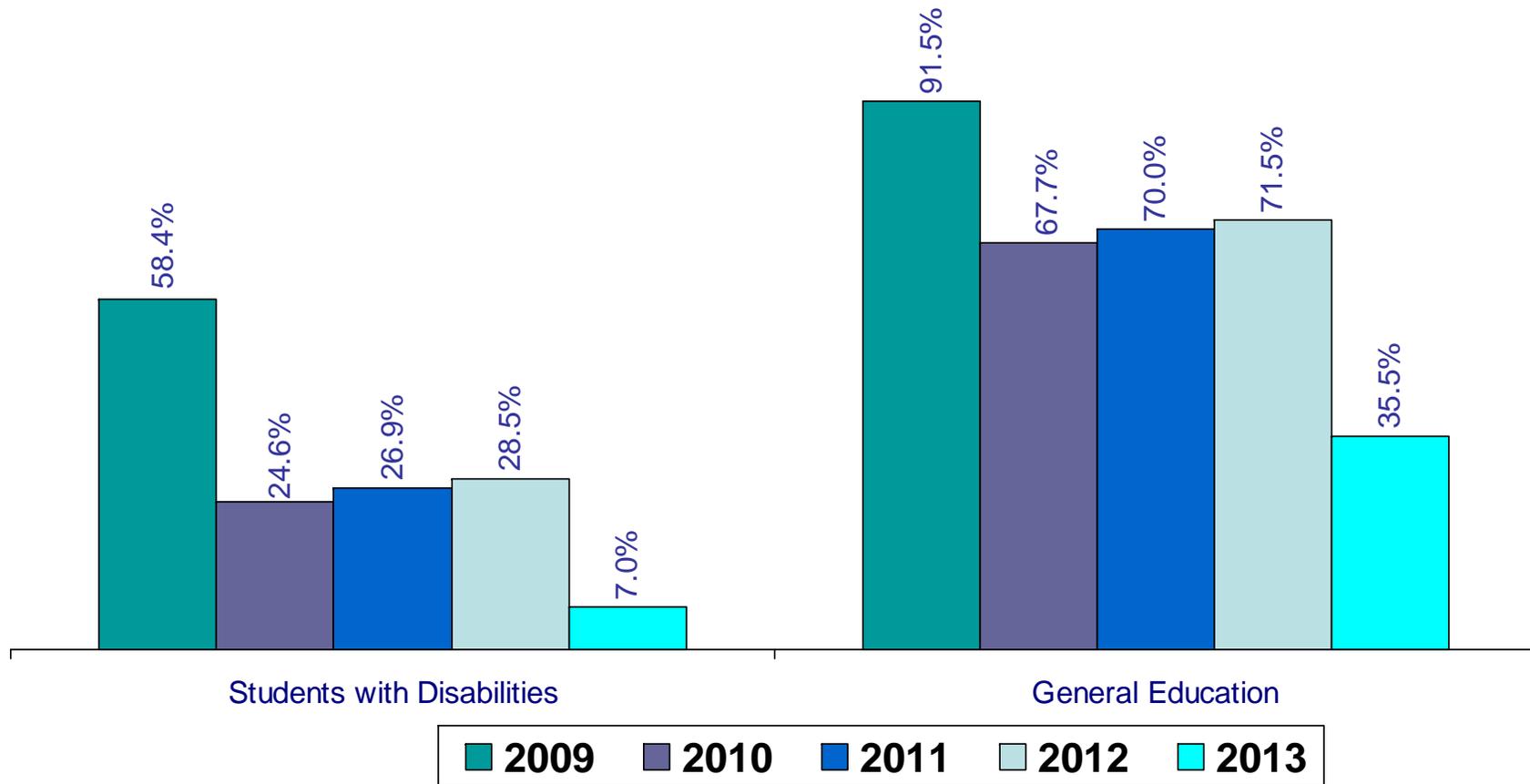


9.8 percent of English language learners met or exceeded the math proficiency standard (NYS Levels 3 or 4) in grades 3-8

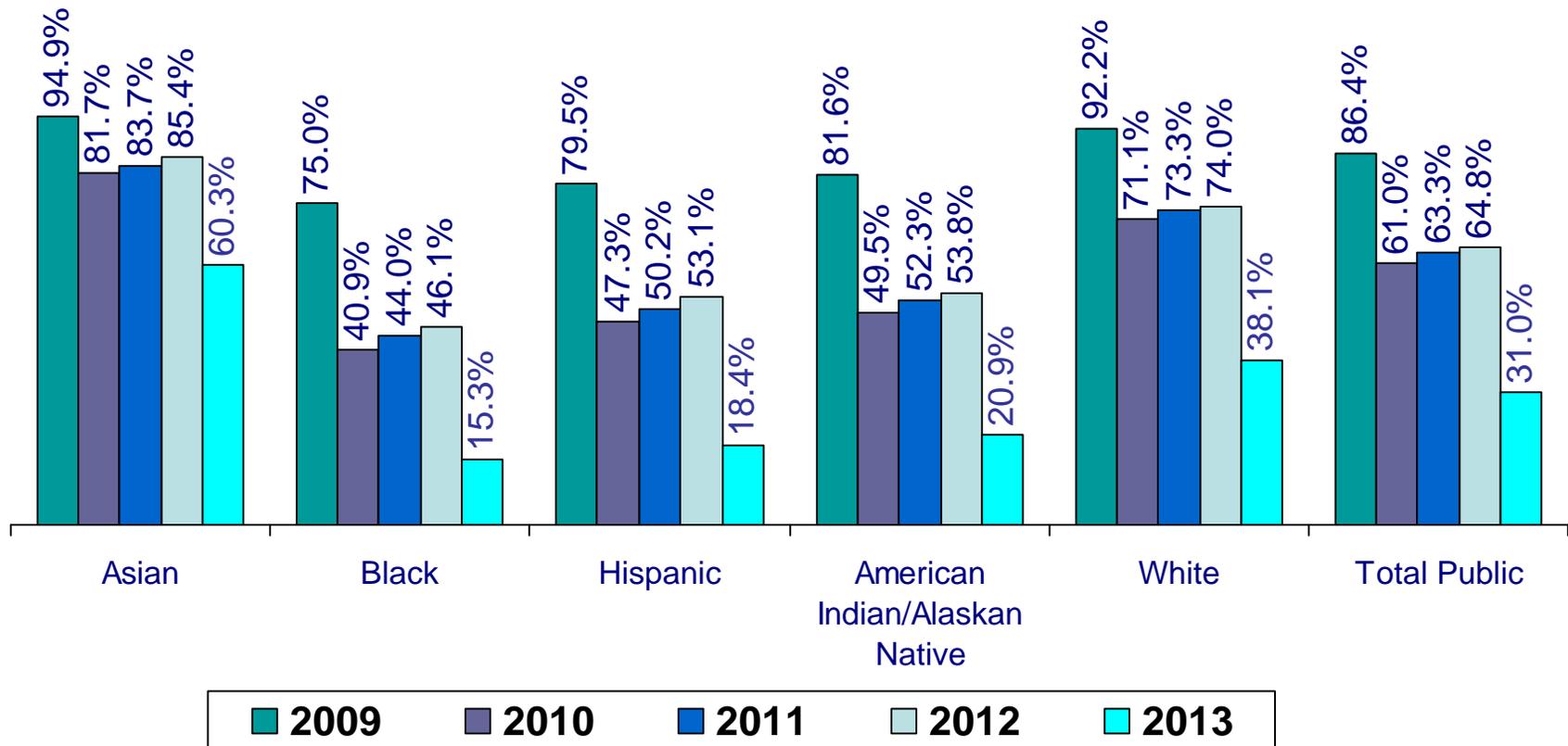
Beginning in 2013-14, data will be available for students who received ELL services at any time prior to test administration.



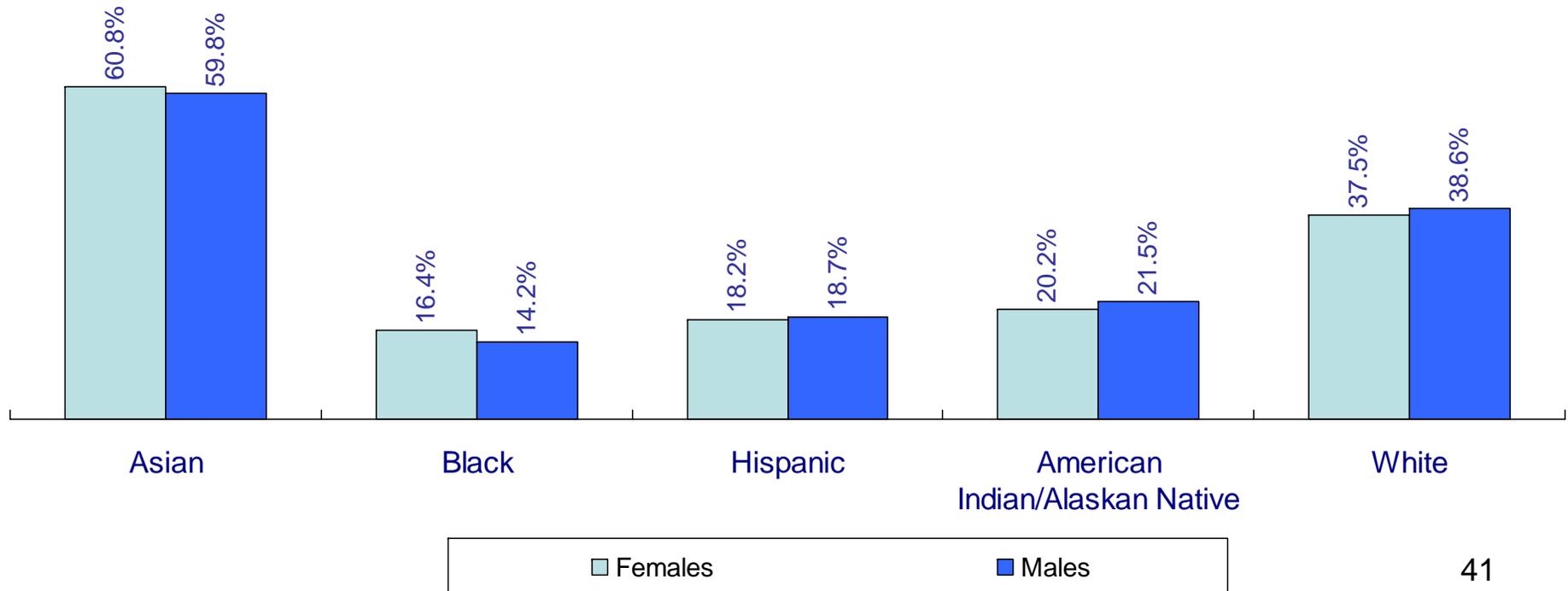
7 percent of students with disabilities met or exceeded the math proficiency standard (NYS Levels 3 or 4) in grades 3-8



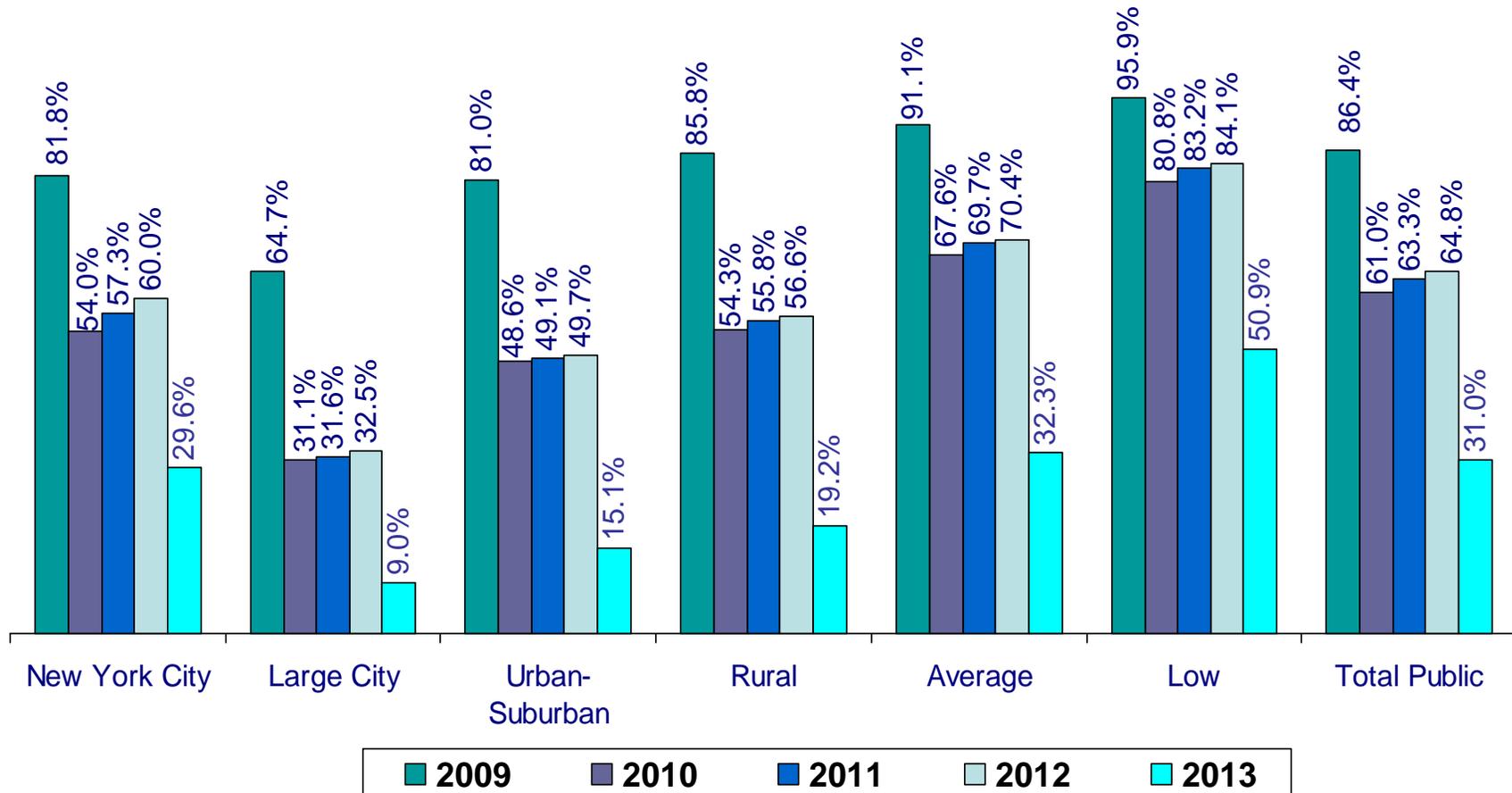
The math proficiency results (NYS Levels 3 or 4) for race/ethnicity groups across grades 3-8 reveal the persistence of the achievement gap



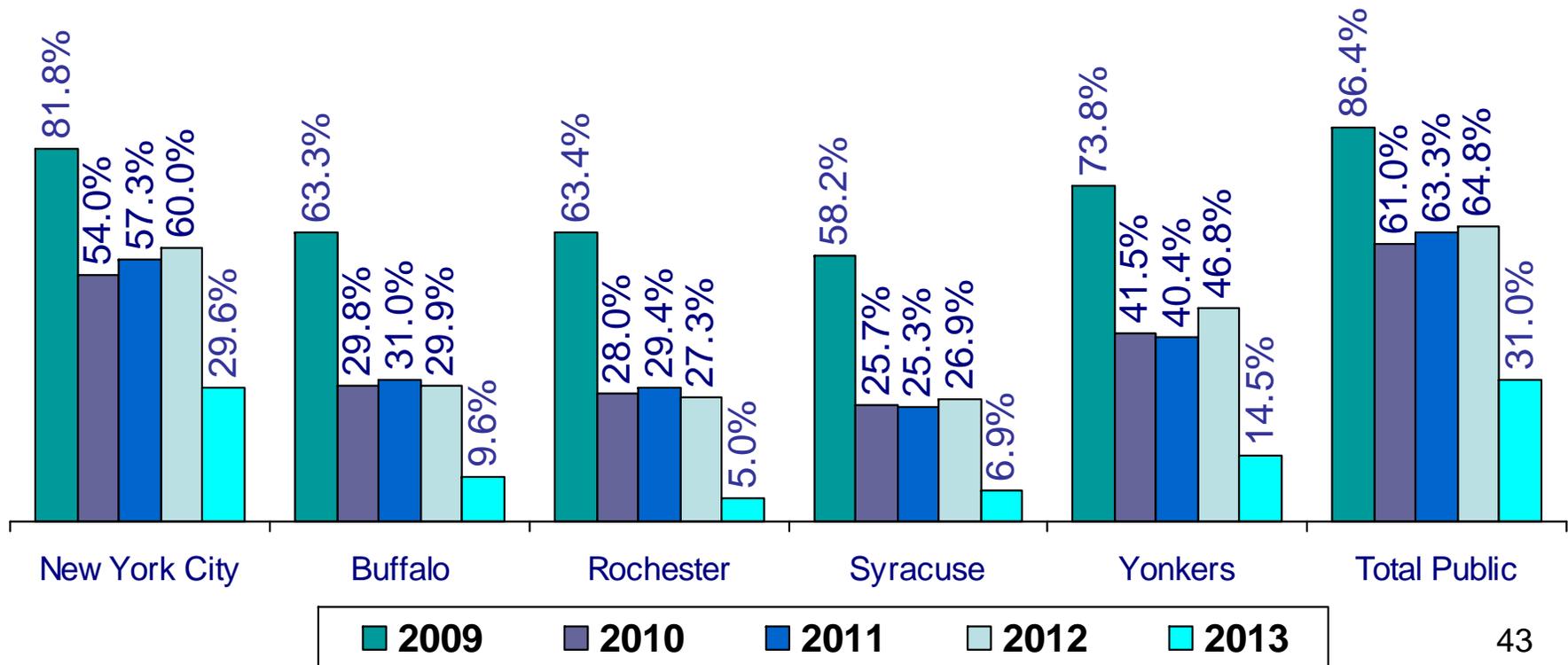
Results on the math proficiency standard (NYS Levels 3 or 4) in grades 3-8 were relatively comparable for girls and boys across race/ethnicity groups



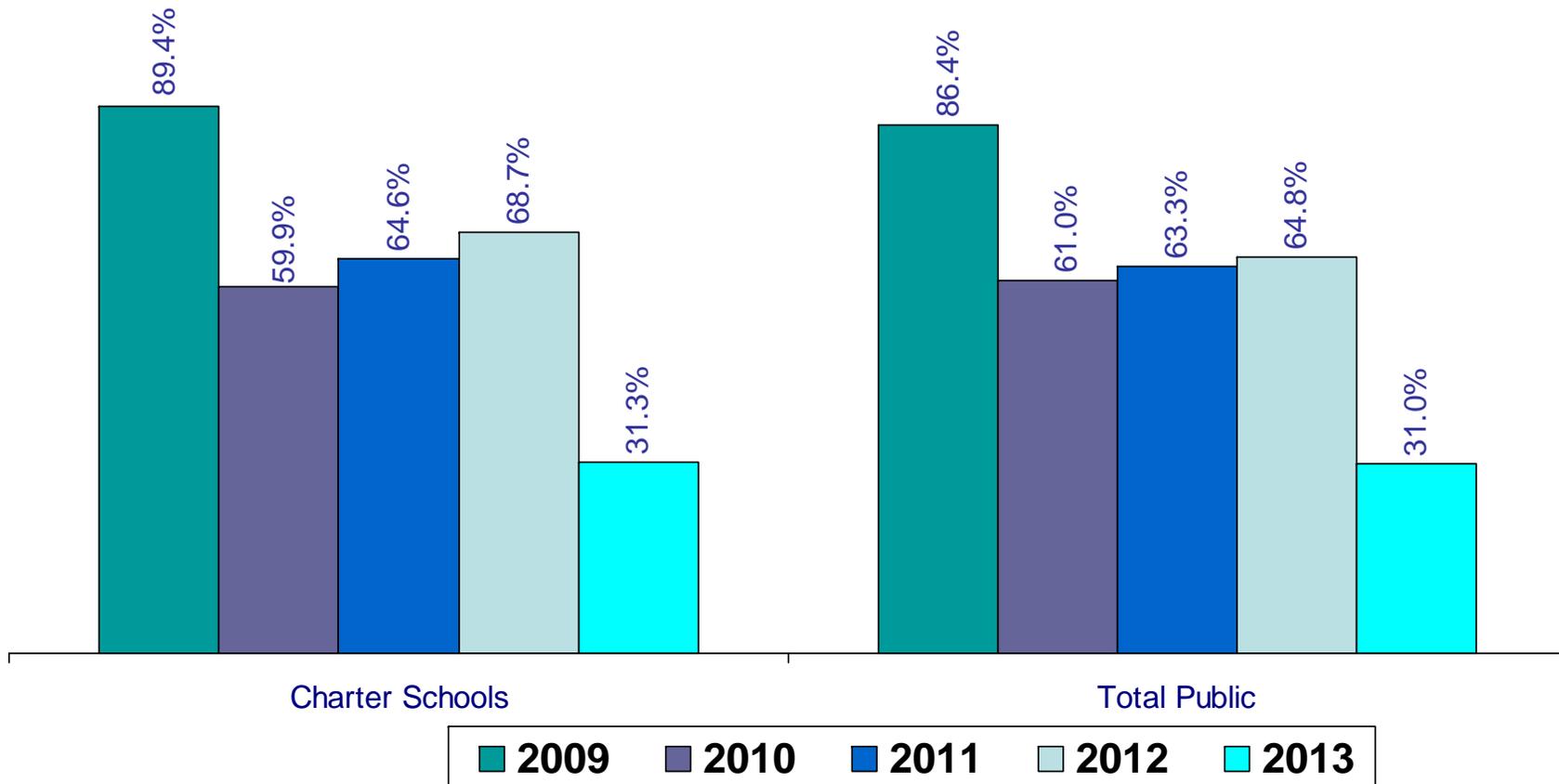
Across grades 3-8, lower-need communities continued to outperform other areas of the State in math proficiency (NYS Levels 3 or 4)



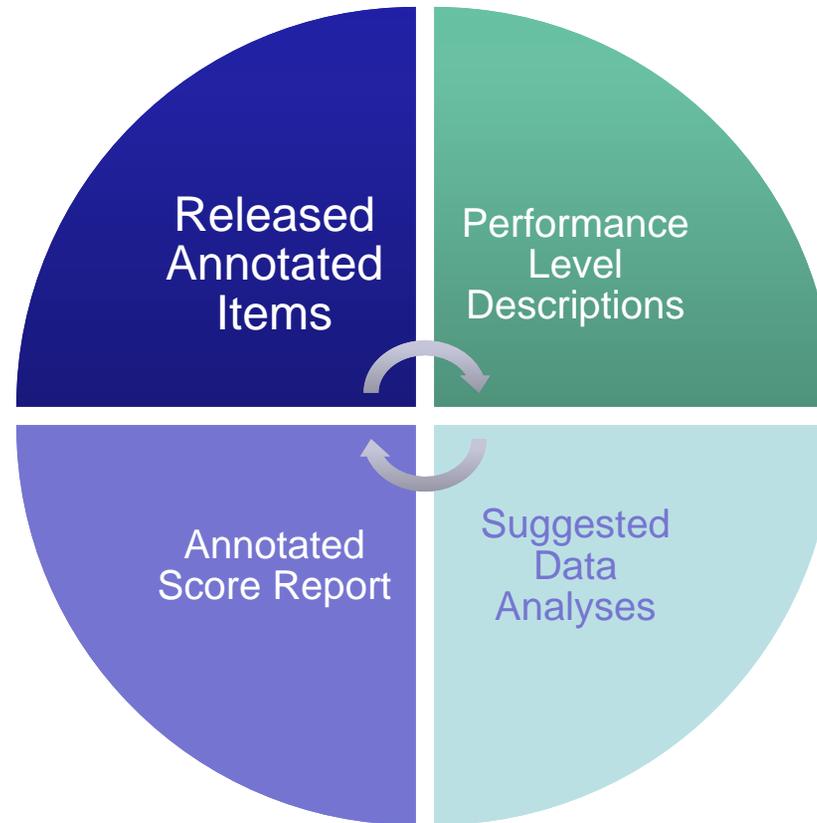
A smaller percentage of students in grades 3-8 met or exceeded the math proficiency standard (NYS Levels 3 or 4) in the Big 5 cities than statewide.



**Mathematics 2009-2013
Charter School Comparisons
Grades 3-8 Combined
Percentage of Students Scoring at Levels 3 and 4**



Materials to Support Score Interpretation and Use



Available on EngageNY.org upon release of scores

What is the Work?

Implementing the Common Core

Instructional Shifts Demanded by the Core

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

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Our Students. Their Moment.

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Parent and Family Resources

Network Teams

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- Network Team Institute: November 26-29, 2012
- Network Team Institute: October 10-11, 2012
- Network Team Institute: September 12-13, 2012
- Network Team Institute: August 13-17, 2012
- Network Team Institute: July 9-13, 2012
- Network Team Institute: June 5-7, 2012
- Network Team Institute: May 14-17, 2012

Welcome, Network Teams!

Welcome to the Network Team and Network Team Equivalent (NTE) space – a community built so that network team members can continually access materials, share resources, and connect with one another to drive education reform across New York State. All network team members have access to the Network Team Institute materials and a robust e-community.

About Network Teams

Network Teams and NTEs are New York State's vehicle for implementing the reforms associated with Race to the Top and the Regents Reform Agenda. They are 3- to 15-person teams, located around the state (about 800 individuals, total), who work in close partnership with districts and schools to build the capacity of New York State educators around our three school-based initiatives: Common Core Learning Standards (CCLS), Data-Driven Instruction (DDI), and Teacher/ Leader Effectiveness (TLE).

Each school district in New York State can receive support from its Network Team or NTE to help implement the State's education reforms.

Network Team Institute Calendar

For the dates of upcoming trainings, check the Network Team Institute Calendar. Please note that we will be posting a revised calendar for 2013 by February.



Most relevant and current information, and newest materials highlighted for easy access.



Featured Classroom Resources

- Year-Long Draft Curricular Maps in ELA and Mathematics
- Grades K-12 ELA Curriculum
- Prekindergarten-Grade 8 Mathematics Curriculum
- Common Core Instructional Shifts
- New York State P-12 Common Core Learning Standards



Latest News and Events

- Secure Online Growth Reporting System is Now Available
- Just Released! 2013 Test Guides for ELA & Mathematics
- NYS Common Core K-8 Social Studies Framework is Now Posted
- Common Core Resources Have a New Look!
- Commissioner's Teacher Advisory Council Announced



Featured Professional Development Resources

- Secure Online Growth Reporting System
- Test Guides for English Language Arts and Mathematics
- Tools to Guide the Collection of Evidence of Shifts in Practice
- Tri-State Quality Review Rubric and Rating Process
- New York State Common Core Sample Questions

One-stop location for resources and materials to support implementation of the Regents Reform Agenda

Curriculum Modules

- Exemplary, comprehensive, optional, free
- High-quality, rigorous, deeply aligned to the Common Core
- Address needs of students performing above and below grade level, students with disabilities, and English language learners
- Include performance tasks and other assessments that measure student growth – daily, weekly, at the end of each unit/module
- Ensure diversity of voices and perspectives in text selection
- Contain notes for teachers, templates, handouts, homework, problem sets, overviews
- Innovative creative commons license approach

Instructional Videos on EngageNY.org

A Portrait of a District Getting Smarter about Central School District

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



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

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



Teaching is the Core

Home » Teaching is the Core



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

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



Other Educator Resources

- Professional development videos developed with authors of Common Core and PBS
- Tri-State / EQUiP rubrics to evaluate curricular materials against the Common Core
- Curricular exemplars (sample lessons and instructional materials) developed with feedback from the authors of Common Core
- Grade- and subject-specific test guides and assessment design information
- Sample assessment questions developed with feedback from the authors of Common Core
- Network Team Institutes / Teacher & Principal Common Core Ambassadors Program

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</i> into an <i>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</i> into an <i>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> .
		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)

Samples January 3rd, 2013

NLAP Speaking and Listening (SL.2)
SL.2: SL.9-10.2

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



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August 2013

