STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Common Core RAC overview and PARCC information

April 2012

Our conversation today

- ❑ CCSS and Model Curriculum Overview
- ❑ PARCC Updates
- ❑ NJ ASK Transition
- ❑ Regional Achievement Centers
- ❑ College and Career Readiness Task Force

The Quiet Revolution & Model Curriculum

Common Core State Standards

- Fewer, clearer, more rigorous
- Internationally benchmarked

Commonness

- Leverage state and nation-wide expertise (46 States and DC)
- PARCC (23 States and DC)

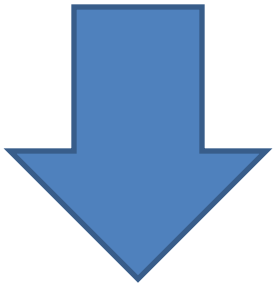
Continuous improvement

- Model 1.0 followed by Model 2.0
- Professional Development (content & grade specific)

The CCSS Difference: Grade 7 ELA

Before: NJCCCS (2004)

1. Produce written work and oral work that demonstrate comprehension of informational materials.



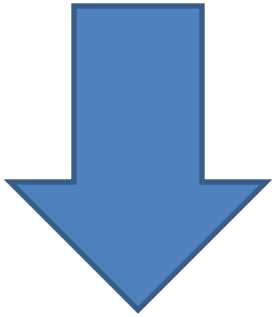
After: CCSS (2010)

2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

The CCSS Difference: Grade 8 Math

Before: NJCCCS (2004)

1. Understand and apply the Pythagorean Theorem.



After: CCSS (2010)

1. Explain a proof of the Pythagorean Theorem and its converse.
2. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
3. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

The CCSS Difference: Grade 3-5 ELA: Integration of Knowledge and ideas

Grade 3: **Compare and contrast the most important points and key details** presented in **two texts** on the same topic

Grade 4: **Integrate information** from two texts on the same topic **in order to write or speak about the subject knowledgably**

Grade 5: Integrate information from **several texts** on the same topic in order to write or speak about the subject knowledgably.

College Readiness : Grade 11 ELA

Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

Introduce **precise** knowledgeable claims(s), establish the **significance** of the claim(s), **distinguish** the claim(s) from alternate or opposing claims, and create an **organization** that logically sequences claim(s), counterclaim(s), reasons and evidence.

Develop claim(s) and counterclaim(s) **fairly and thoroughly**, supplying the **most relevant evidence** for each while pointing out the **strengths and limitations** of both in a manner that **anticipates the audience's** knowledge level, concerns, values, and possible biases.

Model Curriculum 1.0

<table>
<tr><th colspan="2">Version 1.0</th><th colspan="2">Version 2.0</th><th>Version 1.0</th></tr>
<tr><th colspan="2">WHAT
Students need to Learn</th><th colspan="2">HOW
We can best Instruct</th><th>WHEN
do we know students have Learned</th></tr>
<tr><th>Standard</th><th>Student Learning Objectives</th><th>Instruction</th><th>Formative Assessments</th><th>Summative/Formative</th></tr>
<tr><td>CCSS Standard 1</td><td>SLO #1

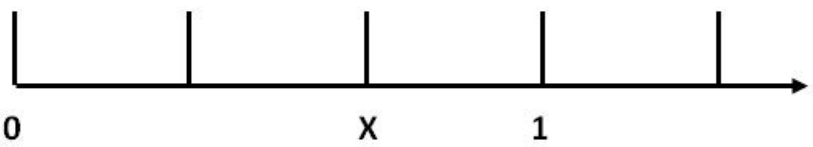
SLO #2</td><td rowspan="2">• Model Lessons
• Model Tasks
• Engaging Instructional Strategies</td><td rowspan="2">• Effective checks for understanding
• Teacher designed formative assessments</td><td rowspan="2">Unit Assessment
SLOs 1-5</td></tr>
<tr><td>CCSS Standard 2</td><td>SLO #3

SLO #4

SLO #5</td></tr>
<tr><td colspan="5">General Bank of Assessment Items 2.0</td></tr>
<tr><td colspan="5">Student level learning reports - Professional development - Resource reviews</td></tr>
</table>

Model Curriculum

Grade 3 sample formative assessment items

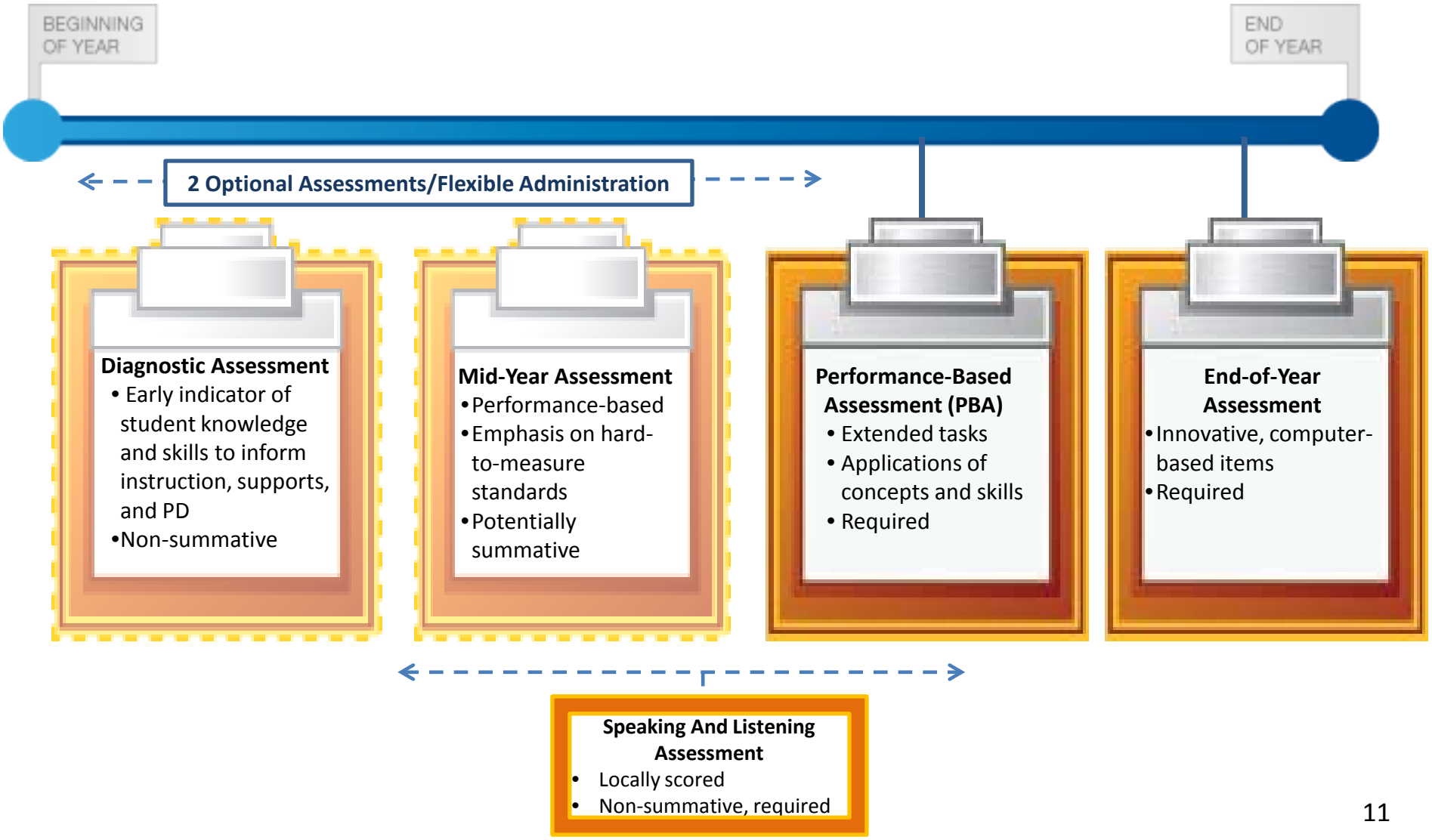
Code #	CCSS and/or NJCCCS	
3.NF.1	Understand a fraction **1/*b*** as the quantity formed by **1** part when a whole is partitioned into ***b*** equal parts; understand a fraction ***a*/*b*** as the quantity formed by ***a*** parts of size **1/*b***.	
#	**STUDENT LEARNING OBJECTIVES**	**CORRESPONDING CCSS/NJCCCS**
3	Identify unit fractions and fractions composed of unit fractions on the number line.	**3.NF.1**
VOCABULARY		
Partitioning, Unknown, Equation, Multiple, Properties of Operations, Arrays		
ASSESSMENT		
Sample SLO #3	Find the fraction numeral which names the location X.  a. $\frac{2}{4}$ b. $\frac{2}{3}$ c. $\frac{1}{2}$ d. $\frac{3}{4}$	
Sample SLO #3	Bob, Jasmine, Margo, Tim and Elijah were a team. Only Bob and Margo were bused to school. What part of the team did not arrive by bus? **A.** 2/3 **B.** 3/5 **C.** 2/5 **D.** 1/2	

Common Standards require Common Assessments

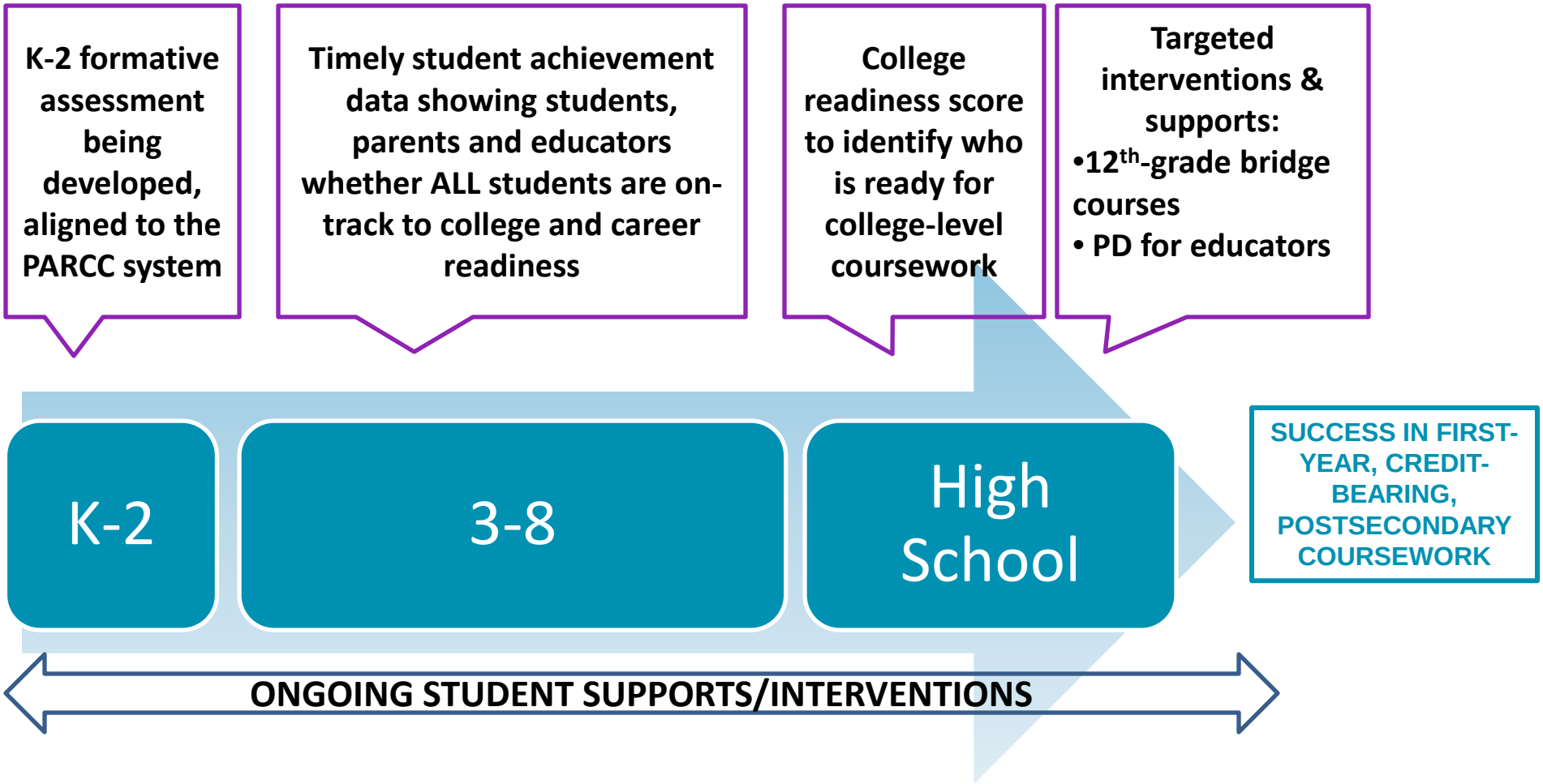
- **Common Core State Standards** are critical, but just the first step
- **Common Assessments** aligned to the Common Core will **help** ensure the new standards truly reach every classroom
- **Quality Implementation** is required for students to reap the benefits of new standards

PARCC Assessment Design

English Language Arts/Literacy and Mathematics, Grades 3-11



Goal #2: Build a Pathway to College and Career Readiness



Claims Driving Design: ELA/Literacy

Students are on-track or ready for college and careers

Students read and comprehend a range of sufficiently complex texts independently

- Reading Literature
- Reading Informational Text
- Vocabulary Interpretation and Use

Students write effectively when using and/or analyzing sources.

- Written Expression
- Conventions and Knowledge of Language

Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.

Claims Driving Design: Mathematics

Students are on-track or ready for college and careers

Solve problems involving the major content for their grade level with connections to practices

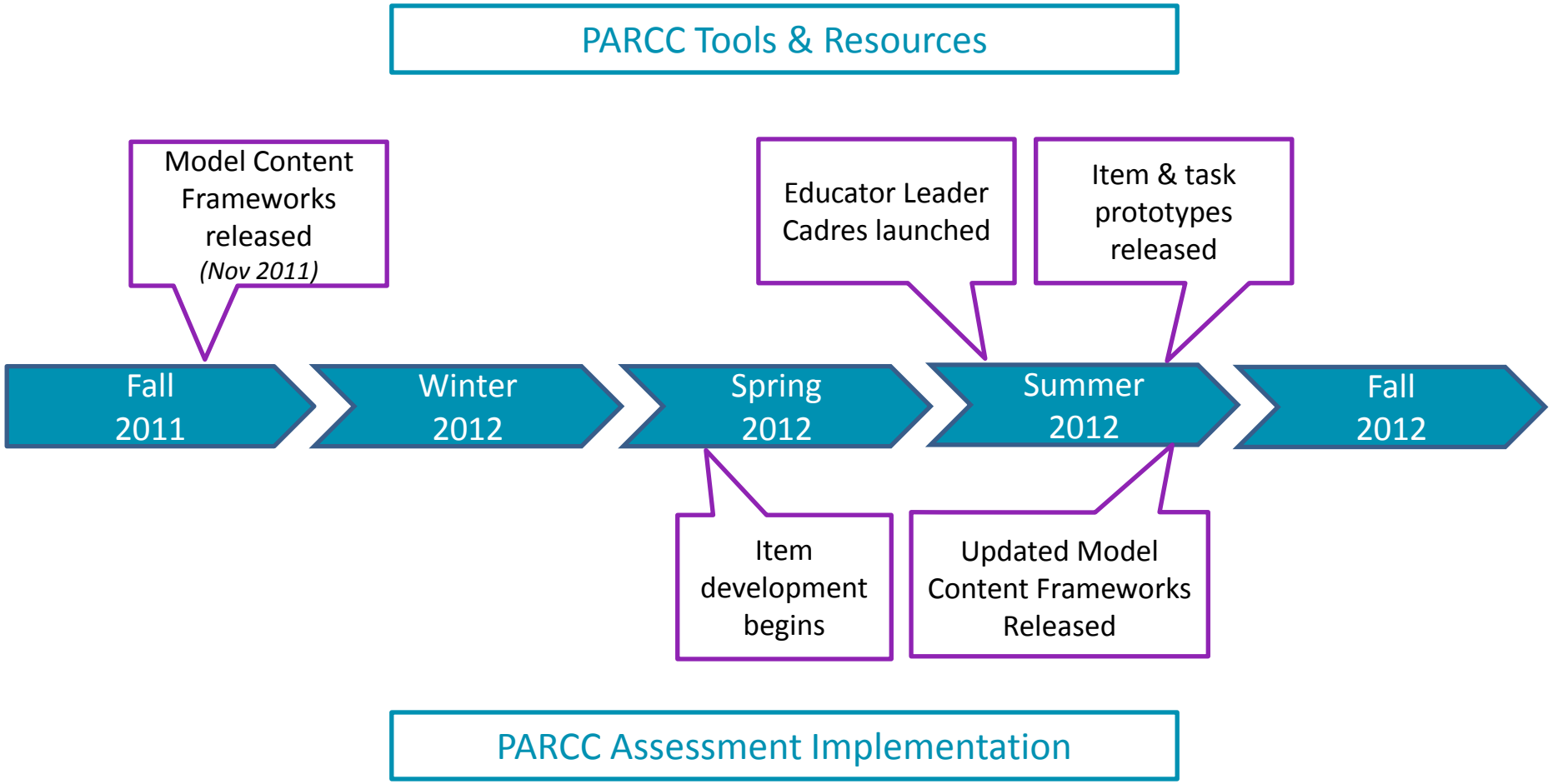
Solve problems involving the additional and supporting content for their grade level with connections to practices

Express mathematical reasoning by constructing mathematical arguments and critiques

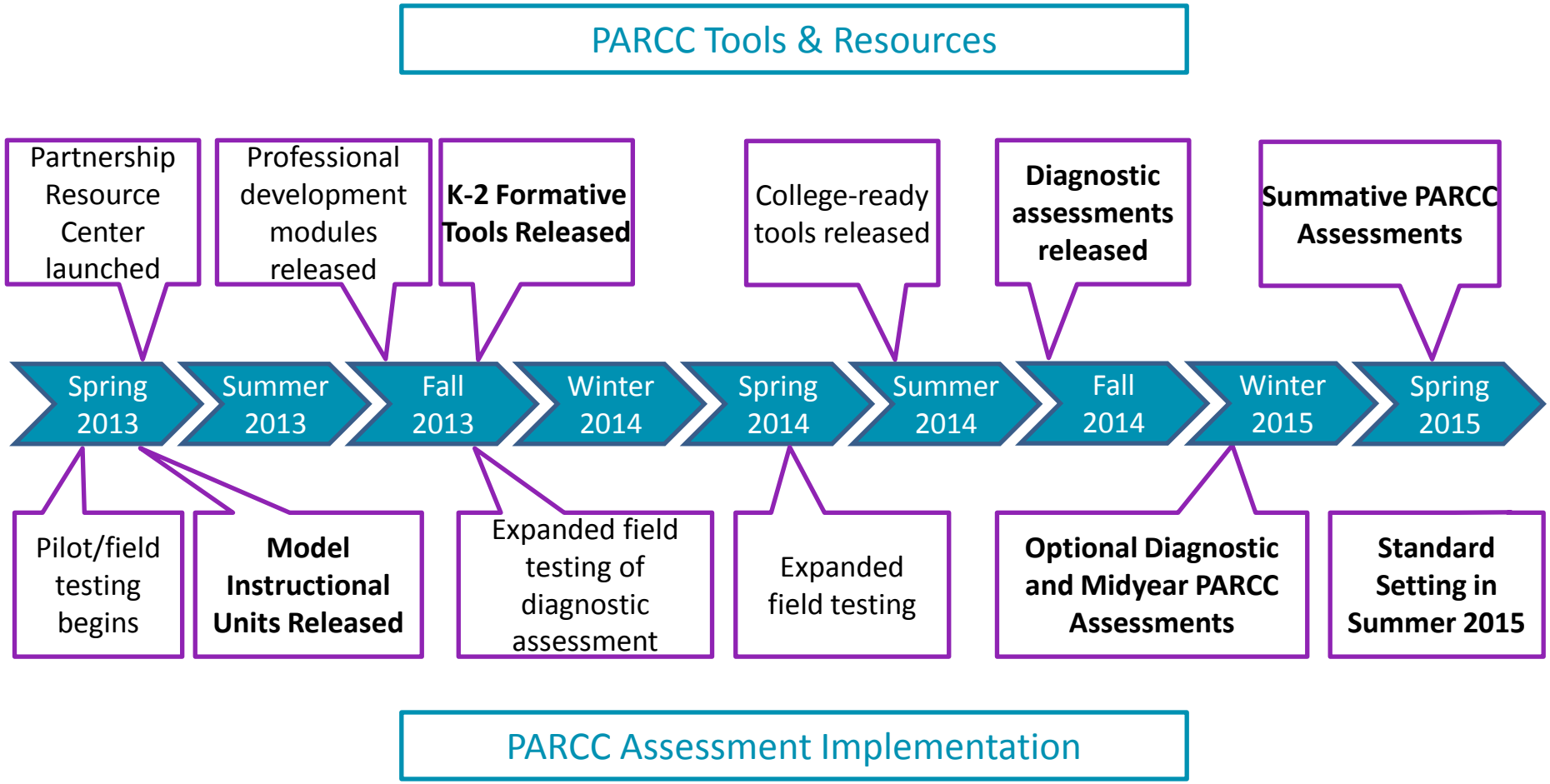
Use the **modeling practice** to solve real world problems

Demonstrate fluency in areas set forth in the Standards for Content in grades 3-6

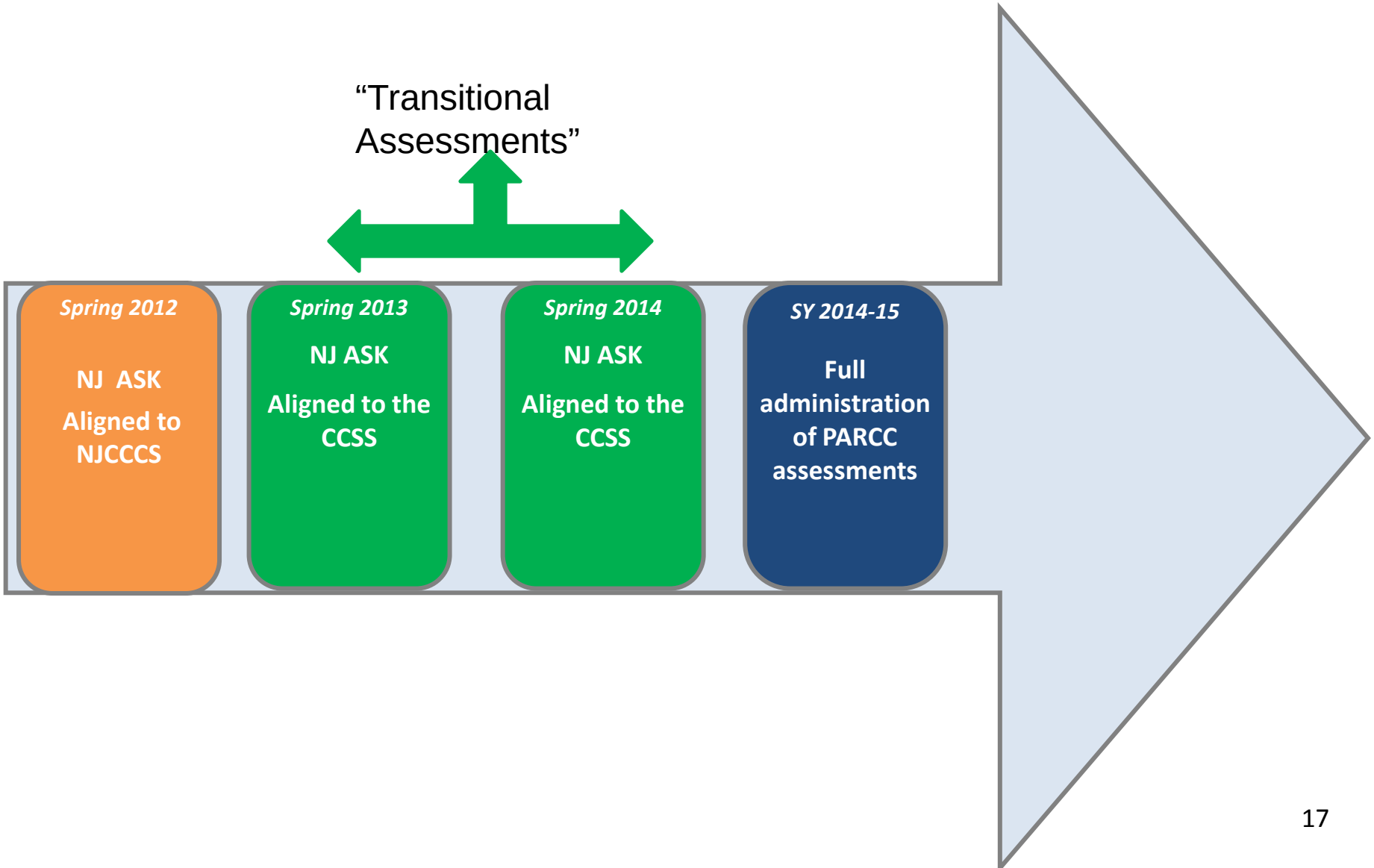
PARCC Timeline Through 2011-12



Timeline Through First PARCC Administration in 2014-2015



Assessment Transition Timeline



Regional Achievement Centers

Context for the Regional Achievement Centers (RACs)

Through New Jersey's waiver from provisions of the Elementary and Secondary Education Act (ESEA), the Department of Education has developed a new school accountability system to replace certain provisions of No Child Left Behind.

The Department is undergoing a fundamental shift from a system of primarily oversight and monitoring to service delivery and support

RACs represent the Department's most ambitious, focused effort to date to improve student achievement across the state:

- Shift focus from all schools to low performing schools
- Significant resources aligned with proven turnaround principles
- State resources and activities coordinated to support RACs

Regional Achievement Center mission & guiding principles

RAC Mission Statement:
New Jersey's Regional Achievement Centers, struggling schools, and their districts will partner to set clear goals for student growth, put proven turnaround principles into action, and use data to drive decision-making and accountability. Working together, we will meet our shared goal of closing the achievement gap and preparing all of our students for success in college and career.

RAC Guiding Principles:

- **Partnership**: Regional Achievement Centers, Priority and Focus Schools, and their districts work together.
- **Research base**: School turnaround principles proven to drive student achievement are put into action.
- **Support**: High impact professional development is regularly provided to teachers, leaders, and Regional Achievement Center teams. Resources are targeted to support Priority and Focus Schools.
- **Accountability**: RAC teams, Priority and Focus Schools, and their districts are held directly accountable for results.

Regional Achievement Centers approach

- **Identify schools**
- **Assess needs** Quality School Review (QSR) and School Improvement Plan
- **Implement targeted interventions** aligned to proven turnaround principles

8 Turnaround Principles

1. **School Leadership**: The principal has the ability to lead the turnaround effort
2. **School Climate and Culture**: A climate conducive to learning and a culture of high expectations
3. **Effective Instruction:** Teachers utilize research-based effective instruction to meet the needs of all students
4. **Curriculum, Assessment, and Intervention System**: Teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted
5. **Effective Staffing Practices**: The skills to better recruit, retain and develop effective teachers and school leaders
6. **Enabling the Effective Use of Data**: School-wide use of data focused on improving teaching and learning, as well as climate and culture
7. **Effective Use of Time**: Time is designed to better meet student needs and increase teacher collaboration focused on improving teaching and learning
8. **Effective Family and Community Engagement**: Increased academically focused family and community engagement

Regional Achievement Centers approach

❑ Demonstrated or completed

	1	2	3	4
Major element	**Quality School Review (QSR)**	**School Improvement Plan (SIP)**	**School Accountability Management**	**Student performance**
Timing	***Spring and fall 2012***	***Aug – Oct 2012***	***Sept 2012 – ongoing***	***Ongoing***
Description	*Baseline evaluation of schools on indicators based upon the 8 turnaround principles; replaces CAPA*	*Collaborative plan created by schools, districts, and the RAC staff for specific intervention activities against all QSR indicators*	*Clearly defined metrics to measure implementation progress and initial student outcomes on the SIP intervention activities*	*Student performance on 6-week formative assessments (Priority Schools and select Focus Schools); student performance on NJASK and HSPA*
Illustrative example	• **Turnaround Principle:** Quality of Instruction • **QSR Indicator 3.3:** Teachers use frequent checks for understanding during and at the end of each lesson to inform future instruction. Evidence of need: ❑ Less than 50% of teachers observed used high quality checks for understanding	• **SIP intervention activities on indicator:** ❑ Targeted PD for teachers on high quality checks for understanding (e.g., wait time)	• **50-day review** ☑ 95% attendance at targeted PD session ☑ 50 – 70% of teachers observed used high quality checks for understanding • **100-day review** ☑ 70 – 90% of teachers observed used high quality checks for understanding	• **Formative assessments:** ❑ 18 week assessment: 10 point increase from baseline in reading and math • **NJASK:** ❑ 45% proficiency (4 point increase) in both math and reading in year 1

RAC support model: field-based teams partner with Priority and Focus Schools

Chief Academic Officer
Penny MacCormack

School Improvement Director

Executive Director for Regional Achievement *(7)*

Executive Directors for Regional Achievement lead RAC teams and work directly with LEA leadership

RAC Staff Team (# varies by region)
State Turnaround Coaches
State Elementary Literacy Specialist
State Secondary Literacy Specialist
State Mathematics Specialist
State Instructional Specialist
State English Learners Specialist
State Culture & Climate Specialist
State Data Specialist
State Human Capital Specialist
State Intervention/Special Ed Specialist
Project Manager

State Turnaround Coaches work directly with principals and ensure interventions are coordinated & cohesive

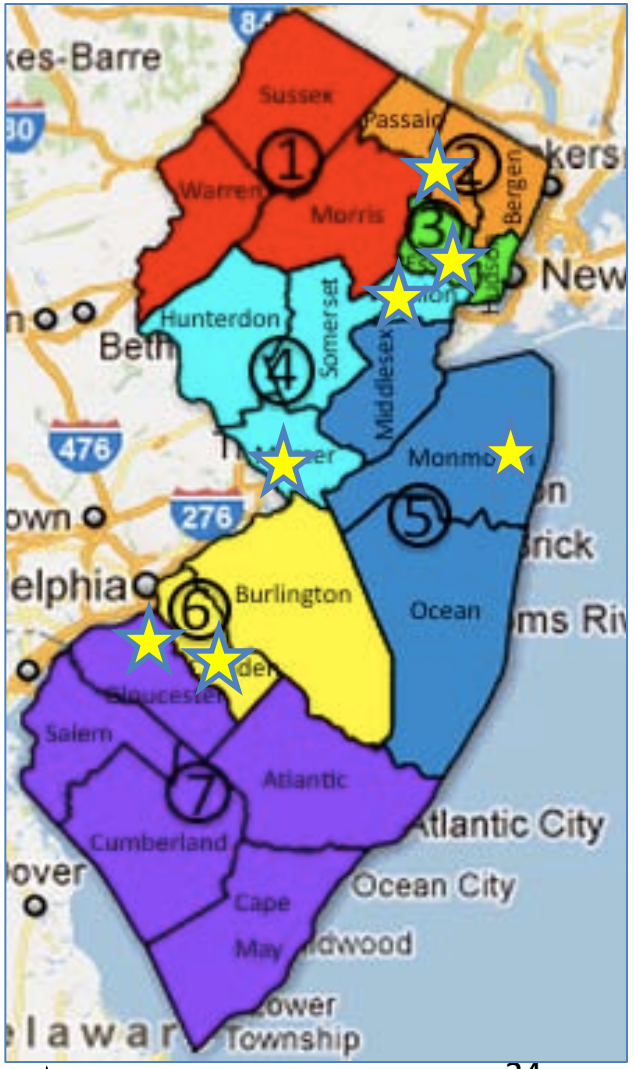
Content-area specialists partner with school leaders (e.g., data leader) and staff to build capacity in specific turnaround areas

Project Managers monitor the progress and success of RAC interventions

RACs are organized geographically; each RAC field team will have an office within the region

Subject to revision

#	Counties	# Priority Schools	# Focus Schools	Total Priority & Focus
1	Morris - Sussex - Warren	0	5	5
2	Bergen - Passaic	6	39	45
3	Essex - Hudson	26	46	72
4	Hunterdon - Mercer - Somerset - Union	15	26	41
5	Middlesex – Monmouth - Ocean	3	30	33
6	Camden - Burlington	24	3	27
7	Atlantic - Cape May - Cumberland - Salem - Gloucester	1	34	35



★ Indicates Regional HQ

RAC focus: capacity building, sustainability, shared accountability

Capacity building

- RAC teams spend 90% of time in Priority Schools
- Priority Schools only will hire or identify leaders in math, literacy, data, and climate and culture
  - RAC teams will establish professional development and other training opportunities for schools leaders on tailored topics

Sustainability

- RACs work with P&F Schools to align Title I and/or district funds with School Improvement Plans
- Priority Schools receive RAC support for three years at a minimum
- Focus Schools receive RAC support for two years at a minimum

Shared Accountability

- RAC staff are equally accountable for Priority School success
- Seven-week cycle is used to report on P&F School progress against goals

Urgent action: Priority Schools that fail to implement the required interventions or fail to demonstrate required improvement in student academic achievement may become subject to state-ordered closure or other action

Transition to College and Career Ready Task Force

The Problem:

Disconnect between High School graduation requirements and College & Career readiness

- College Remediation Rates
- Business/Industry Failure Rates

Task Force Charge

- What does college and career readiness mean?
- What is the appropriate way to assess this level of achievement?
- What graduation requirements should be mandatory, including comprehensive examinations and end-of-course assessments?
- What processes, benchmarks, and timelines should be established to guide the transition from the current system to the new system?

Task Force Membership

- PreK-12
- Community Colleges
- 4-Year Colleges
- Business/Industry
- State Department of Education

What does college and career readiness mean?

Common Core State Standards

- Adopted by New Jersey June 2010
- Literacy (ELA, Social Studies/History, Science)
- Mathematics
- Focused, clear, coherent progression
- 46 states & DC

The Task force recognized that other measures should be included

What is the appropriate way to assess this level of achievement?

End-of-Course Assessments

- Correspond to specific learning standards
- Inform classroom practice and teacher professional development
- PARCC (23 states): Grades 9,10,11 ELA and Mathematics
- DOE to develop additional EOCs (initially Science and Social Studies)

What graduation requirements should be required?

- DOE and Higher Education to determine EOC “proficiency” levels
- DOE to determine number and type of EOCs required for a high school diploma (includes CCSS and non-CCSS)
- Districts have flexibility on non-CCSS assessment development

What processes, benchmarks, and timelines should be established to guide the transition from the current system to the new system?

PHASED TRANSITION

Phase I:
Current grades 9-12
- HSPA/AHSHA
- Optional: SAT, ACS, Accuplacer/Bridge course

Phase II:
Current grades 5-8
- Pilot new EOCs (teacher training and setting proficiency)
- Optional SAT, ACT, Accuplacer/Bridge course

Phase III:
Current grade 4 and below
- New EOC graduation requirements include re-taking modules

What you can expect of me…

- Willingness to listen, learn & reflect
- Quiet determination
- Persistence
- Resilience

What I need from you …

- Honest constructive feedback
- Willingness to problem solve
- Expect the DOE to continuously improve