



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**TO:** P-12 Education Committee

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**SUBJECT:** Revision and Implementation of New English Language Arts (ELA) and Mathematics Standards

**DATE:** February 22, 2016  
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**AUTHORIZATION(S):**

## SUMMARY

### Issue for Discussion

Provide the Board of Regents with a timeline for revision and implementation of the new New York State Learning Standards in English Language Arts (ELA) and Mathematics.

### Reason(s) for Consideration

Recognizing the need to continually improve the learning standards that guide education in New York State, the Department will conduct a revision process of the State's ELA and mathematics standards. Additionally, to ensure a successful implementation of the new standards, the rollout strategy will allow for professional development and curriculum development prior to when students take new assessments that measure the standards. The changes are also consistent with the recommendations from the Governor's New York Common Core Task Force.

### Proposed Handling

This issue will come before the P-12 Education Committee for discussion at the February 2016 meeting.

## **Background Information**

The New York State Education Department (NYSED) adopted the P-12 Common Core Learning Standards in January 2011. As with any set of standards, it is necessary for the Department to conduct a standards review periodically to ensure the learning standards are rigorous, appropriate, and represent what a student should know and be able to do in a specific subject area. Additionally, Section 305 of Education Law, subdivisions 53 and 54, authorize and direct the Commissioner of Education to complete a comprehensive review of the education standards administered by the Education Department and seek input from education stakeholders. By statute, the review of standards must begin in the 2015-16 school year.

To date, the Department has engaged a wide variety of stakeholders, which includes educators, parents, and the community at large, through a survey (AIMHighNY) that allowed users to give feedback on each of the standards. The survey, which was available from mid-October until November 30, 2015, allowed all New Yorkers to provide feedback on both the ELA and mathematics standards. The Commissioner and NYSED staff have also been seeking out and listening to many stakeholders regarding State standards.

New York State's AIMHighNY survey had thousands of comments and recommendations, with the largest percentage of the feedback coming from classroom teachers. More than 10,500 respondents provided feedback on one or more of the State's current learning standards. In total, survey participants submitted 246,771 pieces of feedback. More than 70 percent of the feedback was supportive of the standards; approximately 29 percent was in disagreement. The thousands of points of feedback included recommendations and comments about the standards, including specific changes to the wording and suggestions to move standards across grade levels.

Additionally, the New York State English Language Arts and Mathematics Content Advisory Panels (CAPs) reviewed the survey data and made initial recommendations for possible revisions and guidance. The CAPs, which have been meeting since 2011, include classroom teachers, school administrators, curriculum specialists, and members of institutions of higher education. The membership of the panels includes representatives from New York State United Teachers (NYSUT), Association of Mathematics Teacher of New York State (AMTNYS), New York State Association of Mathematics Supervisors (NYSAMS), New York State Reading Association (NYSRA), and New York State English Council (NYSEC). The following is a snapshot of the trends noted from the survey and initial recommendations made by the panelists.

### **Mathematics Advisory Panel**

- **Provide Guidance on Implementing the Standards for Mathematics**

Survey respondents noted a need for clarification of standards and terminology within them.

The panel recommends:

- Include clarifications within the standards document to give more specificity to the intent of the standards as is done in the New York State P-12 Science Learning Standards (NYSSLS), based on the Next Generation Science Standards (NGSS) document.
- Define terminology within certain standards.
- Create a set of sample tasks for standards or clusters of standards to further clarify and show limitations of particular standards.
- Provide more professional development around the standards, their intent, and how to provide instruction utilizing the Mathematical Practices and the Six Instructional Shifts needed to effectively implement the Standards for Mathematics.
- Provide more resources for parents regarding standards. Further, provide professional development to teachers around these parent resources so they too can fully explain the standards, the math-based instructional strategies, tools, and how the concepts progress from year to year.

- **Additional Analysis of Survey Data**

Since there were comments made that focused on revisions and/or movement of standards to another grade level, mainly K-4 and high school courses, the panel recommends that the Department look for areas of revision.

### English Language Arts Advisory Panel

- **Review of the New York State PreK-12 ELA Standards and Survey Data**

Results of the survey are basically supportive of the overall standards themselves, but survey results indicate areas where standards require revision. In several areas, there were comments about the content and appropriateness of the Standards, or questions about how the standards work across grade levels. To clarify the standards for educators and parents, the panel recommends that the Department should review the data, feedback, and standards to consider possible revisions to the standards with close attention to the lower grades.

- **Provide Guidance on Understanding and Implementing the Standards**

Some survey comments revealed a lack of clarity regarding the language of the standards as well as the performance expectations at the various grade levels. Additionally, respondents had questions regarding the level of text complexity required in a classroom of varied reading levels. The Department should develop a glossary of terms and explore ways to make the ELA Standards document

interactive so that there are direct hyperlinks to definitions, performance level descriptors, Network Team Institute training materials, and other curriculum guidance.

### **Proposed Revision and Implementation Strategy**

To ensure that the revised standards reflect the views of educators and stakeholders from throughout New York State, the Department will soon convene Standards Review Committees in ELA and mathematics. These committees will provide recommended standards that will be posted for public comment. After a public comment period, the standards will be revised to reflect feedback and will be brought to the Board for consideration and adoption, with roll-out in schools expected in the 2017-18 school year. The implementation strategy would allow schools time to align curriculum and provide professional development to educators and parents. Additionally, the Department would ensure the assessments are aligned to the revised standards.

<b>Timeframe</b>	<b>Task</b>
December – February 2016	Department and educator workgroups analyze AIMHighNY results.
March – July 2016	<b>Phase 1: Standards Review Committees</b>
July - October 2016	<b>Phase 2: Public Comment</b>
October – November 2016	<b>Phase 3: Final Standards Revisions</b>
November – December 2016	<b>Phase 4: Consideration by the Board</b>
Beginning January 2017	<b>Phase 5: Curriculum Revisions Occur Throughout the State</b>
Begins Summer 2017	<b>Phase 6: Professional Development and Initial Implementation of New/Revised Standards</b>
School Year 2018-19	<b>Phase 7: First Year of Revised Grades 3-8 ELA and Mathematics Assessments</b>

### **Phase 1: Standards Review Committees**

The Department will create two committees of New York State stakeholders, one for English language arts and one for mathematics. Recruitment for the committees will be done through a statewide selection process hosted on the AIMHighNY website in March. In order to create awareness of the opportunity to participate in the standards review work, the Department will send a memo to the District Superintendents, Superintendents and other administrators, as well as multiple listservs and professional organizations. Interested educators can fill out an online application which includes a letter of recommendation and resume. The Department and the Content Advisory Panels will review submitted applications to select the committees. The Standards Review Committees will represent various parts of the State with a wide range of expertise including classroom teachers, elementary specialists/coaches, English

language learner/bilingual teachers, special education teachers, building level leaders, district level leaders, parents, students, higher education faculty, and business and community members. Importantly, the Standards Review Committees will collaborate with individuals with child developmental expertise to ensure the new standards are appropriate at all levels.

The Standards Review Committees will meet virtually in spring of 2016 and in person in summer of 2016 to develop guidance and provide recommended revisions to the English language arts and mathematics standards based on the AIMHighNY survey results, recommendations from the Content Advisory Panels, and guidance from other stakeholder groups.

### **Phase 2: Public Comment**

The Standards Review Committees will create a draft set of standards in English language arts and mathematics for all grade levels which will be posted on AIMHighNY for public comment. Importantly, the new standards documents will highlight specific areas of revision and will incorporate rationales for the revisions. Feedback will be collected through a process that employs both an online survey and outreach to key New York State stakeholder groups including the New York State Parent Teacher Association, business councils, English language arts and mathematics professional organizations, and others. Through AIMHighNY the Department will provide materials to BOCES, Teacher Centers, and regional leaders to help facilitate local dialogue and gather additional feedback around the draft standards. The Department will provide an AIMHighNY mailbox for ongoing feedback and comments throughout the revision process.

### **Phase 3: Final Standards Revisions**

The Standards Review Committees will meet to review survey data and additional stakeholder feedback from Phase 2 and make necessary revisions to the draft standards. Final draft standards will be shared with the English Language Arts and Mathematics Content Advisory Panels before going to the Board of Regents.

### **Phase 4: Consideration by the Board**

It is anticipated that the revised draft standards for English language arts and mathematics will be presented to the Board of Regents for consideration at the November 2016 meeting, with possible adoption as early as the December 2016 meeting.

### **Phase 5: Curriculum Revisions Occur Throughout the State**

Beginning January 2017, both the Department and local districts will begin revising their curricular materials to reflect the new standards. With the guidance of educators from throughout the State, the Department will revise the EngageNY curricular materials to align with the new standards. The Department will also provide guidance to districts to aid in the process of revising curriculum materials. Recognizing

that New York State has a long tradition of local control over individual students' curriculum, districts will have extensive opportunities during this extended phase to capitalize on the professional expertise of their own teachers to create new quality curriculum materials.

### **Phase 6: Professional Development and Initial Implementation of New/Revised Standards**

To ensure educators are prepared to provide instruction aligned to the new standards, they will have two full academic years to engage in professional development, development of classroom instructional materials, and to learn about the new assessments. During the initial implementation phase, the Department will continually provide updates and guidance to assist districts. Early in the 2017-18 school year, the Department will also provide information on the Grades 3-8 ELA and mathematics assessments aligned to the new standards.

### **Phase 7: First Year of Revised Grades 3-8 ELA and Mathematics Assessments**

In the spring of 2019, students will take Grades 3-8 ELA and mathematics assessments that measure the revised standards.

### **Next Steps**

Department staff will begin meeting with stakeholders to revise new learning standards for ELA and mathematics.