



**TO:** P-12 Education Committee

**FROM:** Angelica Infante-Greene *A. Infante - Greene*

**SUBJECT:** Update on the Next Generation Learning Standards for English Language Arts and Mathematics

**DATE:** July 6, 2017

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**SUMMARY**

**Issue for Discussion**

The Department will provide an update on the Next Generation Learning Standards for English Language Arts and Mathematics.

**Reason(s) for Consideration**

Recognizing the need to continually improve the learning standards that guide education in New York State, the Department is conducting 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.

**Proposed Handling**

This issue will be before the Regents P-12 Education Committee for discussion at the July 2017 meeting.

**Background Information**

The Next Generation Learning Standards for English Language Arts and Mathematics have been revised through a collaborative effort of numerous educators, parents and stakeholders across New York State that resulted in substantive changes while maintaining rigor.

The new standards meet the 2015 legislative requirement that the standards be reassessed with stakeholder input. The Governor's Task Force made a series of

recommendations in December 2015, many of which are reflected in the revised standards including gathering input in new standards from local districts, educators and parents through an open and transparent process; ensuring the standards meet the needs of ELLs/MLLs and, and provide additional resources for professional development of teachers.

<https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/NewYorkCommonCoreTaskForceFinalReport2015.pdf>

The Department has engaged a wide variety of stakeholders, which includes educators, parents, and the community at large, through surveys (AIMHighNY) that allowed users to give feedback on each of the standards. The first survey was available from mid-October until November 30, 2015. More than 10,500 people responded to the survey and provided over 750,000 pieces of feedback.

The Department created two committees of New York State stakeholders, one for English language arts and one for mathematics. Recruitment for the committees was done through a statewide selection process hosted on the AIMHighNY website in March 2016. The Standards Review Committees represented 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 collaborated with individuals with child developmental expertise to ensure the new standards are appropriate at all levels. The Standards Review Committees met virtually in spring of 2016 and in person in summer of 2016 to develop guidance and provided recommended revisions to the English language arts and mathematic standards based on the AIMHighNY survey results, recommendations from the Content Advisory Panels, and guidance from other stakeholder groups.

The State Education Department released draft learning standards for public comment in September 2016 and received more than 4,100 public comments. The English Language Arts (ELA) and Mathematics Learning Standards Advisory Committees met through a series of all-day, in-person meetings and web meetings from December 2016 through April 2017 and reviewed every learning standard, making any necessary modifications based on professional expertise as well as input gathered from public comment, parent input, and child development experts. Educators who work with students with disabilities and English language learner/multilingual learners were actively involved in the review process as well. The committees integrated necessary changes into the standards while ensuring that the standards continue to be rigorous and challenge New York's students to achieve at the highest levels.

The draft standards were presented at the Board of Regents meeting in May 2017. The standards were renamed as the Next Generation Learning Standards for English Language Arts and Mathematics. They were posted on AIMHighNY for public comment until June 2, 2017.

## **New York State Next Generation P-12 Learning Standards for Mathematics Revision**

Overall, 238 responses were submitted in response to the draft New York State Next Generation Mathematics Learning Standards. Respondents were asked to provide comments for any grade (Prekindergarten-Grade8), high school course (Algebra I, Algebra II, Geometry), and the Plus standards through an open-ended survey comment box. Areas of focus for discussion/modifications based off the feedback gathered have centered on the following:

- Further clarification of certain standards is needed to help with clearly identifying grade-level expectations. NYSED is currently involved in the creation/writing of guidance “unpacking” documents designed to help educators better understand the focus of identified standards, as well as aid districts in aligning their curricula, instruction, and assessments to the revised set of standards. Standards identified throughout the review process, including the most recent survey will be further clarified in these guidance documents.
- General comments were expressed over the placement of certain standards and their effect with the coherence of topics. Final outstanding issues will be brought to the Mathematics Content Advisory Panel next month for review/discussion.
- General comments were expressed regarding the need for updated grade level/course reference sheets and the identification of pre/post-test standards for grades 3-8. Once final adoption of the Next Generation Learning Standards for Mathematics takes place, the Office of Curriculum and Instruction will be working with the Office of State Assessment and groups of educators to update the current reference sheets, as well as re-examine the pre/post-test standards for each grade level 3-8.
- Recommendations were made for the inclusion of grade level/course introductions. The final standards document will contain grade level and course introductions that highlight critical areas of focus. These introductions are in draft form currently.

## **New York State Next Generation English Language Arts Standards Revision**

Overall, 252 responses were submitted in response to the draft New York State Next Generation English Language Arts Learning Standards. Respondents were asked to provide comments for any grade (Prekindergarten-Grade 12) through an open-ended survey comment box. Based on that feedback, plus additional reviews from researchers and content specialists, the Department will focus revision work on the following areas:

- Revising the Prekindergarten-Grade 3 ELA Standards to ensure they are appropriate for the grade levels;
- Adding more guidance around the range of reading experiences and text complexity expectations, specifically for P-3;
- Adding clarity around the writing expectations for each grade;
- Updating the introduction to clarify how the standards apply to all students, including students with disabilities and English language learners/Multilingual learners.

To address the concerns around Prekindergarten-Grade 3 ELA, the NYSED Early Learning Standards Task Force met on June 7<sup>th</sup>-8<sup>th</sup> and reviewed each standard, Prekindergarten- Grade 3. The Early Learning Standards Task Force includes over 30 educators from across New York State, including current classroom teachers from Prekindergarten-Grade 2. Additionally, the Department is working on supporting documents that clarify developmentally appropriate practice and provide guidance around curriculum and instruction.

The Early Learning Task Force recommended changes to the standards to ensure that the standards are appropriate for the early grades. Additionally, they added the following statement to the beginning of each grade level to clarify that for students who need it, guidance and support should be a regular part of classroom instructional practice: “Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of standards, some students may require support to demonstrate skills.” This applies to all students for each of the early learning standards.

### **Related Regent’s Items**

<http://www.regents.nysed.gov/common/regents/files/216p12d4.pdf>  
<http://www.regents.nysed.gov/common/regents/files/1216p12d1.pdf>  
<http://www.regents.nysed.gov/common/regents/files/517p12d2.pdf>

### **Timetable for Implementation**

The Department will present the final Next Generation Learning Standards for English Language Arts and Mathematics for consideration for adoption at the September meeting.