



Our Students. Their Moment.

College and Career Readiness

November 16, 2015

Common Core Task Force

In September 2015, the governor announced the creation of a “Common Core Task Force” and charged it to:

1. Review and reform the Common Core State Standards;
2. Review New York State’s curriculum guidance and resources;
3. Develop a process to ensure tests fit curricula and standards;
4. Examine the impact of the current moratorium on recording Common Core test scores on student records, and make a recommendation as to whether it should be extended;
5. Examine how the State and local districts can reduce both the quantity and duration of student tests, and develop a plan whereby districts include parents in reviewing local tests being administered to analyze those tests’ purpose and usefulness; and
6. Review the quality of the tests to ensure competence and professionalism from the private company creating and supplying the tests.

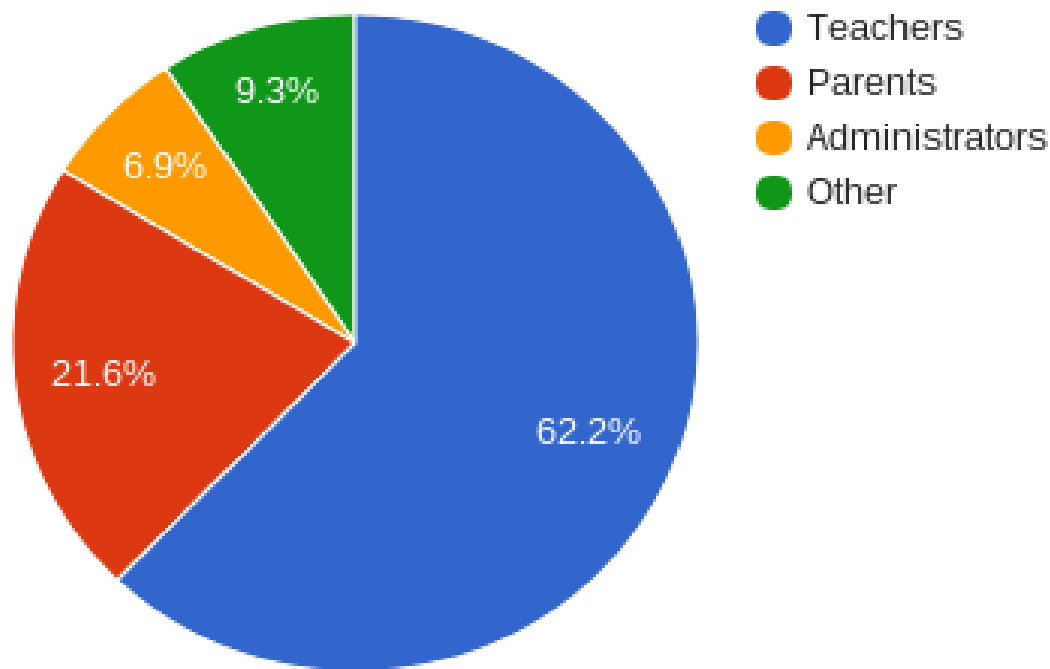
Role in Common Core Task Force

- **The Commissioner is one of 15 members appointed by the governor to the task force.**
- **It is anticipated that the task force will be charged with producing a report with recommendations in December, in anticipation that the contents of the report would be part of the State of the State address.**
- **The task force has organized into 3 work groups: Standards, Curriculum and Assessments.**
 - **The Commissioner is a member of all three work groups and this presentation outlines the anticipated recommendations from the Commissioner to the task force.**

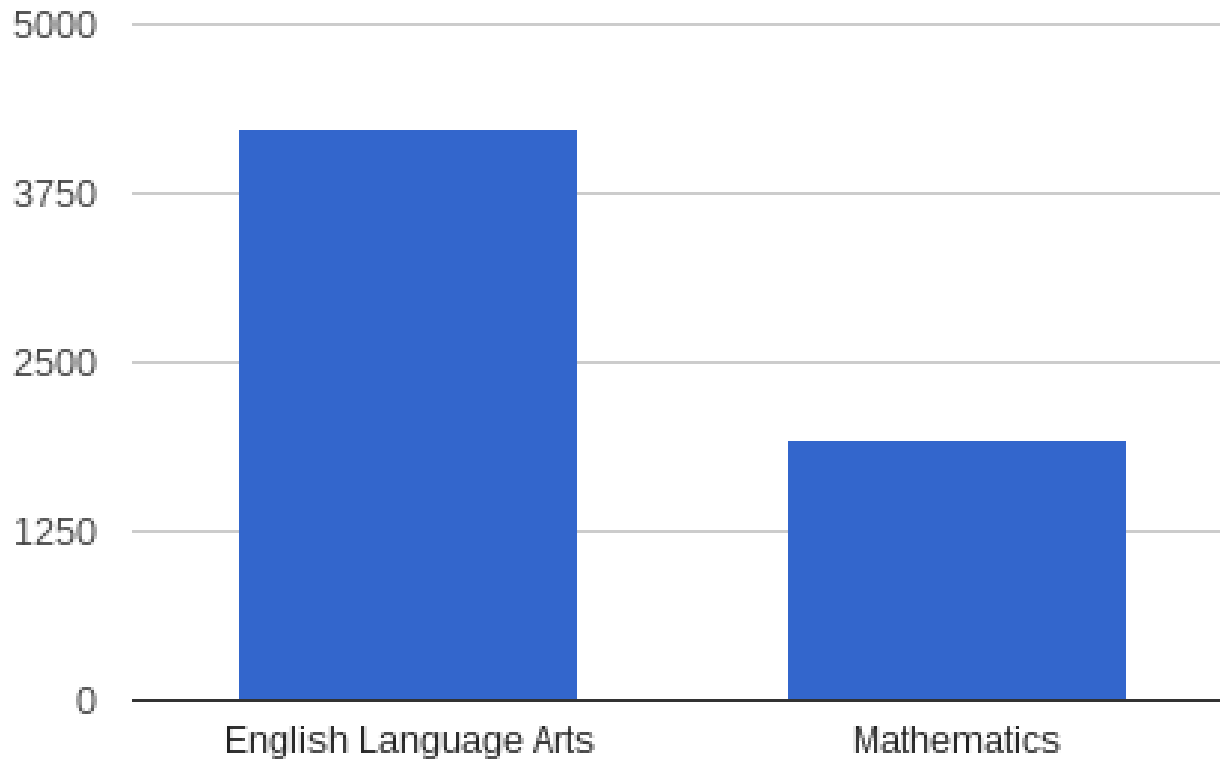
Standards: What we've done

- In October, the Department launched a comprehensive survey of the Common Core - AIMHighNY.
- To date, the survey has been highly trafficked:
 - Over 5,500 have submitted at least one piece of feedback;
 - Teachers have provided the most feedback; and
 - Over 70 percent of the feedback has been supportive of the standards.

Survey Participation: Teachers have provided the most feedback



Feedback by Subject



Mathematics Feedback: Top 5 grades

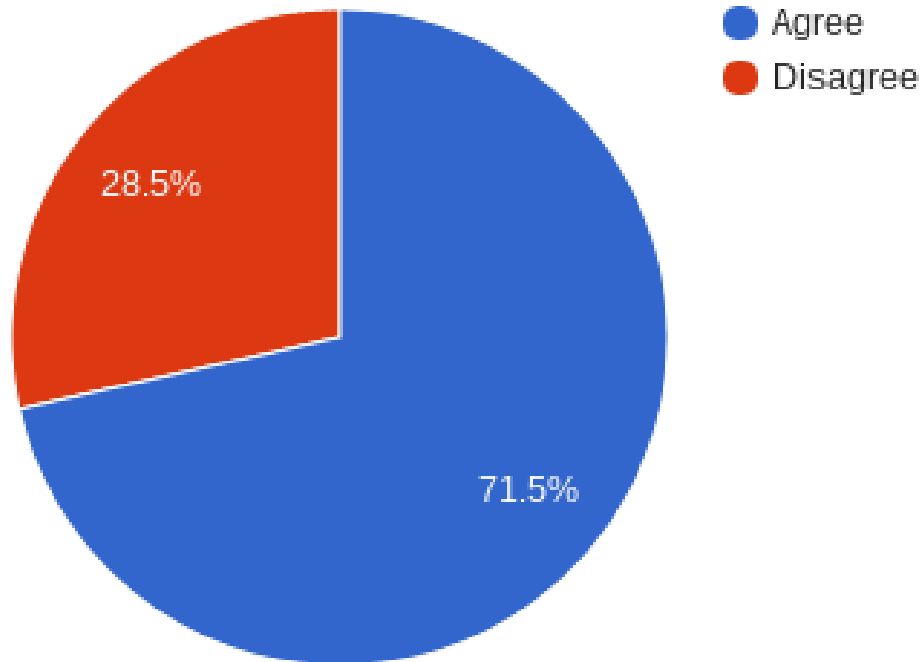
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4

***Note: Standards for Mathematical Practice, which cover all grade levels, have received the most feedback.**

English Language Arts Feedback: Top 5 grades

- **Prekindergarten**
- **Kindergarten**
- **Grade 1**
- **Grade 2**
- **Grade 3**

The majority of the feedback is supportive of the standards



Reasons for Disagreement: English Language Arts

- **Across all grades, feedback is focused on the Common Core Reading Standards.**
- **The majority of disagreement focuses on the Reading Standards in the early elementary grades.**

Reasons for Disagreement: Mathematics

- **Standard is too complex**
- **Standard is confusing**
- **Standard should be broken down into more manageable parts**
- **Some students have trouble understanding the vocabulary involved in word problems**
- **Too many mathematical strategies in the younger grades can lead to confusion**

AIMHighNY Next Steps:

- **Continue outreach to encourage participation in the AIMHighNY survey which closes Monday, November 30.**
- **Review results of the survey with Content Advisory Panels, practitioners, parents and stakeholders.**
 - **From the conversations establish recommendations related to next steps.**

Standards: Our Recommendations

- 1. The Department should continue and finish the comprehensive review of the Common Core Learning Standards including the AIMHighNY survey, discussions with Content Advisory Panels, practitioners, stakeholders and parents to establish appropriate next steps.**
- 2. The Department should commit to conducting comprehensive reviews of the state's learning standards every five years, including a robust public engagement strategy.**

Curriculum: What we've heard

As part of my travels around the state, this is a synopsis of what I have heard about curriculum:

- **The speed of the rollout of the new standards did not allow for the development of aligned curricular materials.**
- **Some districts used the modules as a script and found them to be too rigid.**
- **The modules are not aligned for use with English language learners and students with disabilities.**

Curriculum: What we've done

- Curriculum has always been subject to local control, and should continue to be, with support from the Department.
- The Department has clarified that the curriculum modules are optional. Districts may adapt, adopt, or ignore these resources. They are not intended to be mandatory scripts.
- The Department has worked to develop scaffolds to allow for adaptation of the modules to English language learners and students with disabilities.

Curriculum: What we've done

- [EngageNY](#) was launched to provide resources including curriculum and modules, in addition to other resources such as providing field guidance, English language learners and students with disabilities scaffolds, and videos showing exemplar teaching.
- [EngageNY](#) has had over 140 million page views and over 32 million downloads since its launch.
- Launched *Uncommon Approaches to the Common Core* conferences as a collaboration between the Office of P-12 and the Office of Cultural Education.
- Collaborated with Massachusetts and Rhode Island on the Tri-State/EQuIP Rubric to help teachers evaluate the quality, rigor, and alignment of adapted lessons.

Curriculum: Our Recommendations

- 1. Create a “Teacher Portal” to provide educators from around the state an online tool to share curricular resources, including adaptations of modules.**
 - **NYC has developed curriculum for ELA and mathematics based on the new standards.**
 - **Resources have been developed under Race to the Top.**
- 2. Work with the field to provide new, optional curricular resources for new generation science and social studies standards as they are adopted and implemented.**

Curriculum: Our Recommendations, cont'd

3. Invest in [EngageNY](#) to enhance resources made available to districts and teachers such as for students with disabilities and English language learners.
4. The governor and state legislature should commit to a 5 year investment of new state resources for Teacher and Principal professional development and training to expand the abilities of a talented educational workforce, as higher standards continue to be implemented.

Assessments: What we've heard

As part of my travels around the state, this is a synopsis of what I have heard about assessments:

- **The tests are too long.**
- **The testing program is not transparent because entire testing forms are not released.**
- **There is over-testing and teaching to the test in classrooms around the state.**
- **Students are anxious prior to and during test administration.**
- **The results are not released in a timely manner.**
- **Educators are not sufficiently involved in the assessment development process.**

Assessments: What we've done

- **Gave high school students more time to meet the new standards by extending the phase-in for Regents examinations required for graduation so that the class of 2022 is the first that is required to pass English and mathematics Regents exams at College and Career Ready levels.**
- **Eliminated high-stakes for students by reminding districts that the Department neither requires nor encourages districts to make promotion decisions using student performance on grades 3-8 tests.**

Assessments: What we've done, cont'd

- **Successfully advocated for \$8.4 million in state funding to reduce field testing.**
 - **As a result, the Spring 2016 will have at least 25% fewer students participate in standalone multiple choice field testing of grade 3-8 ELA and mathematics.**
 - **In addition, the Department will release a minimum of 60% test questions next year.**
- **Reduced testing times and the number of test questions on the federally-required tests by shortening the grades 3-8 English language arts (ELA) and mathematics tests.**

Assessments: What we've done, cont'd

- **Reduced unnecessary tests by expediting the review of evaluation plans where the changes reduce or eliminate unnecessary testing.**
- **Prohibited traditional standardized tests in grades K-2.**
- **Established a 1 percent cap on time for local tests.**
- **Eliminated “double-testing” that required some 7th and 8th graders who took the math Regents to also take the grade 8 math test.**
- **Provided flexibility to high school students by allowing students the option to take the “old” test in addition to the Common Core-aligned test.**

Assessments: What we've done, cont'd

- **The Department is transitioning to a new grade 3-8 ELA and mathematics test vendor.**
- **The new testing contract requires a significantly expanded role for educators in test development.**

Assessments: Our Recommendations

- 1. Extend the current freeze on reporting grades 3-8 test results on official student transcripts on permanent records through the 2018-19 school year.**
- 2. Convene a Next Generation Assessments Commissioner Advisory Council to advise and provide recommendations on computer based testing, implementation of adaptive testing and embedded performance-based tasks.**
- 3. Continue guidance to the field regarding the negative effects of “test prep” practices.**

Assessments: Our Recommendations, cont'd

4. **Gather input from the field regarding whether to allow students who are meaningfully engaged in the task to continue working on the ELA and mathematics tests as long as they need beyond the standard administration window.**
5. **Require educator candidates for certification to have embedded in their curriculum assessment literacy to ensure research-based and informed use of assessments in classrooms.**
6. **Issue follow-up *Teach More, Test Less Reports* to districts to reduce local overtesting.**

Assessments: Our Recommendations, cont'd

- 7. The governor and state legislature should fund the Board of Regents budget request to establish a Native Language Arts assessment which would provide English language learners the opportunity to test in their native language while they transition to English proficiency.**
- 8. The governor and state legislature should fund the Board of Regents budget request to improve the assessment of students with severe disabilities to allow students to more fully demonstrate their knowledge by adapting to their level of proficiency.**

Overarching Recommendation

- In addition to addressing the specific recommendations related to standards, curriculum and assessments, we must also find better ways to communicate and reach students, their parents, families, and communities. More needs to be done to strengthen mechanisms for communication and engagement so that parents and communities are supported throughout the transition.
 - **Investments to facilitate and support active, evidence-based family and community engagement strategies needs to be at the forefront of our efforts.**

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Thank You.