





TO: P-12 Education Committee

FROM: Angelica Infante-Green 

SUBJECT: New York State Common Core Learning Standards Survey and Review

DATE: December 12, 2015 

AUTHORIZATION(S):

SUMMARY

Issue for Discussion

Should the Board of Regents adopt the suggested timeline and steps for revision of New York State's Mathematics and English Language Arts P-12 Common Core Learning Standards?

Proposed Handling

This issue will come before the P-12 Education Committee for discussion at the December 2015 Regents meeting.

Background Information

The New York State Education Department 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, authorized and directed 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 be completed by the end of 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 30th, allowed users to provide feedback on both the ELA and mathematics standards. The following principles guided the design of the survey of the standards:

1. *Focus on the standards:* The review focused on the substance of the actual standards themselves.
2. *Improve what already exists:* The intent was to improve current standards based on public input from parents, educators, administrators, and other key stakeholders.

The survey user was able to note whether she/he agreed with the standard, and if not, if the standard should be discarded, moved to another grade level, broken up into several more specific standards, or rewritten.

Survey Results

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 addition to the survey completed online, New York State United Teachers submitted a composite response on behalf of teachers from four local teachers' unions representing approximately 1,700 teachers.

In total, survey participants submitted 246,771 pieces of feedback. The average survey respondent gave feedback on 23 standards. 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.

In the Department's initial analysis of the feedback, there is evidence that participants provided more feedback on the ELA standards than on the math standards. The majority of the feedback for both subjects was in the early grades (prekindergarten through grade four).

For Discussion

Going forward, the Department plans to pursue a transparent and wide-ranging stakeholder engagement strategy to make revisions to the standards, including:

1. **Initial development of specific recommended revisions:** The New York State English Language Arts and Mathematics Content Advisory Panels (CAPs) will review the survey data and make recommendations for possible revision. The CAPs, which have been meeting since 2011, include classroom

teachers, school administrators, curriculum specialists, and members of institutes of higher education. Additionally, the Department will create a committee of New York State stakeholders to develop guidance and provide recommended suggested revisions based on the AimHighNY feedback. The committee will include educators certified in English Language Arts, Mathematics, Elementary Education, Literacy, Special Education, English as a New Language and Bilingual Education, School and District Administration, and other appropriate certification areas spanning Prekindergarten to Grade 12. Representatives of New York State's institutes of higher education, including SUNY, CUNY, and independent colleges, will also be included to bring subject content expertise and knowledge of child development.

- 2. Gathering feedback on initial recommendations via statewide stakeholder engagement:** The initial specific recommended revisions developed under #1 above will be shared with numerous stakeholder groups from across the state. Additional feedback will be collected. These groups include additional educators, as well as parents, community-based organizations, business leaders, and members of higher education institution including CUNY and SUNY systems.
- 3. Development of final suggested revisions:** The Department, in collaboration with key stakeholders, will use the feedback to develop a draft set of new standards. Any changes to the standards would be presented to the Board of Regents for consideration and adoption, with possible roll-out in schools no earlier than the 2019-20 school year. The timeline would allow for the lead time required for the Department to thoughtfully revise the assessments and provide curricular guidance to schools, and allow schools time to align curriculum and provide professional development to educators and parents.

Next Steps

This winter, the Department will announce additional opportunities for educators and other stakeholders to be involved in the revision process of the standards based on the feedback that was collected from the AimHighNY survey. As updates become available, they will be posted on the Department's website at www.nysed.gov/AIMHighNY. Additionally, a draft timeline will be released to the public that outlines the steps the Department intends to take to ensure a gradual and thoughtful transition to new standards.