Genesee Valley PTA Spring Conference

The Common Core Learning Standards

Saturday, May 17, 2014

Presented By
Dr. Bob Aloise

NYS PTA Education Coordinator
Dr. Bob Aloise

- NYS PTA Education Coordinator
- Member – TOTY Committee, DASA Committee, ELL Committee
- NYS Family Engagement Coalition
- Former Sup’t. of Schools, Ass’t. Sup’t. for Curriculum, Principal Special Educ. Director & Teacher
Teaching in Sydney, Australia

1974-75
Sherwood Grange Primary School
Grade 6
In a Worldwide Market, Expectations of ... Employers Colleges
Our Challenge: Graduating All Students College & Career Ready

Class of 2011

<table>
<thead>
<tr>
<th>Population</th>
<th>Graduation Rate</th>
<th>College and Career Ready*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide</td>
<td>74.0%</td>
<td>34.7%</td>
</tr>
<tr>
<td>White</td>
<td>85.1%</td>
<td>48.1%</td>
</tr>
<tr>
<td>Black</td>
<td>58.4%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58.0%</td>
<td>14.5%</td>
</tr>
<tr>
<td>ELL</td>
<td>38.2%</td>
<td>6.5%</td>
</tr>
<tr>
<td>SWD</td>
<td>44.6%</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

* 75% English Regents & 80% Math Regents
The Gaps Are Disturbing

www.engageNY.org
The Value of Education

Education pays:

<table>
<thead>
<tr>
<th>Unemployment rate in 2010 (%)</th>
<th>Median weekly earnings in 2010 ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.9</td>
<td>1,550</td>
</tr>
<tr>
<td>2.4</td>
<td>1,610</td>
</tr>
<tr>
<td>4.0</td>
<td>1,272</td>
</tr>
<tr>
<td>5.4</td>
<td>1,038</td>
</tr>
<tr>
<td>7.0</td>
<td>767</td>
</tr>
<tr>
<td>9.2</td>
<td>712</td>
</tr>
<tr>
<td>10.3</td>
<td>626</td>
</tr>
<tr>
<td>14.9</td>
<td>444</td>
</tr>
</tbody>
</table>

Average: 8.2%

Average: $782

Are we challenging our students?

The requirements for graduating high school, including tests and courses I had to pass were:

**All 2010 Graduates**

69%

- **Easy**
  - Very easy 23%
  - Very 2%

30%

- **Challenging**

**Graduation Requirements Were Very/Pretty Easy**

- Enrolled in four-year college 80%
- Enrolled in two-year college 66%
- Enrolled in no program/other 58%

Source: College Board's 2011 “One Year Out” Study.
Are we preparing our students?

Student achievement is drastically low. Our nation is at a moment of crisis when it comes to preparing our students for the rigors of college and the demands of the increasingly global workplace.

National Assessment of Educational Progress (NAEP)

- NAEP: What Is It And Why Is The United States Not Keeping Up In The World?
- 1995 US Tied For 1st Place: College Graduates
- Today: 14th Place
- Common Core Standards (Adopted Now in Most States) Based on NAEP
## Grade 4: % of Students At/Above Proficiency: NAEP ELA 2002 – 2013 *

### Massachusetts

<table>
<thead>
<tr>
<th>Year</th>
<th>2002</th>
<th>2003</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
<th>2011</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80%</td>
<td>73%</td>
<td>78%</td>
<td>81%</td>
<td>80%</td>
<td>83%</td>
<td>79%</td>
</tr>
</tbody>
</table>

### New York

<table>
<thead>
<tr>
<th>Year</th>
<th>2002</th>
<th>2003</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
<th>2011</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>67%</td>
<td>67%</td>
<td>69%</td>
<td>69%</td>
<td>71%</td>
<td>68%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Grade 4: % of Students At/Above Proficiency: NAEP Math 2000 – 2013 *

Massachusetts

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2003</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
<th>2011</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31%</td>
<td>41%</td>
<td>49%</td>
<td>58%</td>
<td>57%</td>
<td>58%</td>
<td>58%</td>
</tr>
</tbody>
</table>

New York

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2003</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
<th>2011</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21%</td>
<td>33%</td>
<td>36%</td>
<td>43%</td>
<td>40%</td>
<td>36%</td>
<td>40%</td>
</tr>
</tbody>
</table>

## Program For International Student Assessment

### PISA – 2012 RESULTS

<table>
<thead>
<tr>
<th></th>
<th>MATH</th>
<th>READING</th>
<th>SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE</td>
<td>494</td>
<td>496</td>
<td>501</td>
</tr>
<tr>
<td>CHINA</td>
<td>613</td>
<td>570</td>
<td>580</td>
</tr>
<tr>
<td>FINLAND</td>
<td>519</td>
<td>524</td>
<td>545</td>
</tr>
<tr>
<td>USA</td>
<td>481</td>
<td>498</td>
<td>497</td>
</tr>
</tbody>
</table>

[www.oecd.org/pisa](www.oecd.org/pisa)
What is The Common Core Learning Standards (CCLS)?

A set of clear, consistent, internationally-benchmarked K-12 standards in English Language Arts and Mathematics that will provide a clear and consistent framework to prepare our students for college and the workplace.

CCSSI Video
Benefits of Common Core

Competition:
The CCLS are internationally-benchmarked, ensuring that our students are prepared to be competitive in the global job market.
Benefits of Common Core

Equity:
The Common Core will foster consistent expectations not dependent on state or zip code. We will hold all students to high academic expectations.
History

• 1880s  Regents Exams Introduced
• 1990s  NYS Standards Introduced
  Grades 4 & 8: ELA & Math
  Grades 4 & 8: Science, (Grade 5 Writing)
  Grades 6 & 8 Social Studies
• 2006  Prog. Expanded to Grades 3-8 ELA & Math
• 2010  Common Core Standards Adopted in NYS
• 2013  Grades 3-8: Scores Released – First ELA & Math Common Core-Based Assessments
Related Legislation

• The Elementary & Secondary Education Act (ESEA) 1965 Title Funds
• G.W. Bush No Child Left Behind (NCLB)
• Every child 3-8 on grade level ELA/math by 2014 ‘Annual Measurable Objective’- AMO
• Unrealistic – Waivers sought
• NYS Waiver = Revised AMO: 2016-17 reduction by 50% students not ELA/math-proficient
A Word About Curriculum

• **A Standard**: What **All** Students Should **Know** & Be Able To **Do** In A Particular Grade/Subject
• **A Curriculum**: The Course That Teachers Teach, Including Materials To Meet The Standards
• Each District Selects Its Own Curriculum For Teachers To Use With Students
• Each District Selects Its Own Materials For Teachers To Use With Students
American vs Other Nations’ Curricula:

“A Mile Wide....... An Inch Deep”
How Do We Know If Students Are Learning The Standards?

Statewide Assessments
## Implementation: Assessment

### Diagnostic and interim assessments (optional)
Most assessments are traditional pencil and paper
Results available to schools in two-to-four weeks
Support for both traditional and integrated math course sequences
Field testing begins 2012, operational by 2014

### Diagnostic and interim assessments (optional)
Assessments are computer-adaptive
Most results are available instantly, though some items may require human grading
Reports link directly to professional development and research-based strategies for instruction
Field testing begins 2013, operational by 2015
The Regents Are Listening

- PARCC Assessments Postponed
- Algebra Grade 8: Take Regents Only
- inBloom Data Collection Postponed
- Cap at 1% Instructional Time Used For Assessments To Inform APPR
- Eliminate Local Tests For APPR In K-2
- New ELA Regents Pass Scores Moved From 2017 To 2022: ELA 75% Algebra 80%
<table>
<thead>
<tr>
<th>2005</th>
<th>2010 Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify main idea and supporting details in informational text.</td>
<td>Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
</tr>
</tbody>
</table>
## Mathematics

### One Step Up…

<table>
<thead>
<tr>
<th>2005</th>
<th>2010 Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read and write whole numbers to 1,000.</td>
<td>Fluently add and subtract within 1,000 using strategies and algorithms based on</td>
</tr>
<tr>
<td>• Compare and order numbers to 1,000.</td>
<td>place value, properties of operations, and/or the relationship between addition</td>
</tr>
<tr>
<td></td>
<td>and subtraction.</td>
</tr>
</tbody>
</table>

NYS School Designations

• “Priority School” – poorest ELA/math results or graduation rate less than 60% (5% of schools in state)
• “Focus District” – contains at least one priority school (10% of all schools in state)
• District Comprehensive Improvement Plan
• “Reward School” – highest ELA/math achievement

• eseathnkntank@mail.nysed.gov
Annual Professional Performance Review

- 2010 NYS Adopts Annual Professional Performance Review – APPR
- New Evaluative Tool for Teachers & Administrators
- Teacher Ratings: Highly Effective, Effective, Developing, Ineffective
- Evaluation Based on Proficiency & Student Growth On Multiple Measures
## Evaluating Educator Effectiveness

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td>20%</td>
<td>- Student growth on state assessments (state-provided)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student learning objectives</td>
</tr>
<tr>
<td>Locally Selected Measures</td>
<td>20%</td>
<td>- Student growth or achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Options selected through collective bargaining</td>
</tr>
<tr>
<td>Other Measures</td>
<td>60%</td>
<td>- Rubrics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sources of evidence: observations, visits, surveys, etc.</td>
</tr>
</tbody>
</table>
Assessments and APPR

• 2011-2012 Grades 4-8 ELA & Math Only Measured

• 2012-2013 – All Teachers Measured

• In Grades With No State Assessments – Student Learning Objectives (SLOs) Used
  Example: K, 1, 2, 3, Phys. Ed., Art, Music
<table>
<thead>
<tr>
<th>Growth Ratings</th>
<th>2011-12 Percent of Teachers</th>
<th>2012-13 Percent of Teachers*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Effective</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>Developing</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Ineffective</td>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>

*Note: 38,394 ratings provided in 2012-13.
HEDI Summary (Teachers)

126,849 (3,920 no composite reported – 3.1%)

<table>
<thead>
<tr>
<th>HEDI Rating</th>
<th>STATE-WIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>49.7%</td>
</tr>
<tr>
<td>Effective</td>
<td>41.8%</td>
</tr>
<tr>
<td>Developing</td>
<td>4.4%</td>
</tr>
<tr>
<td>Ineffective</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

91.5%
any of the grades 4-8.

<table>
<thead>
<tr>
<th>Growth Ratings</th>
<th>2011-12 Percent of 4-8 Principals</th>
<th>2012-13 Percent of 4-8 Principals*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>Effective</td>
<td>79%</td>
<td>75%</td>
</tr>
<tr>
<td>Developing</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>Ineffective</td>
<td>7%</td>
<td>7%</td>
</tr>
</tbody>
</table>
HEDI Summary (Principals)

3,207 Reported (115 no composite reported – 3.6%)

<table>
<thead>
<tr>
<th>HEDI Rating</th>
<th>STATE-WIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>26.0%</td>
</tr>
<tr>
<td>Effective</td>
<td>60.9%</td>
</tr>
<tr>
<td>Developing</td>
<td>7.5%</td>
</tr>
<tr>
<td>Ineffective</td>
<td>2.1%</td>
</tr>
</tbody>
</table>
What NYS PTA is Doing
Common Ground on Common Core: Let’s Get it Right – Move the Common Core Back on Track

The major statewide educational organizations representing school boards, parents, superintendents, teachers, principals, business officials and other educators have joined together to outline our Common Ground on Common Core and identify a five-point action plan for getting New York’s Common Core back on track.

The Common Core Learning Standards represent the most significant increase in student expectations New York schools have ever faced. Our students need and deserve the best efforts of local educators and state officials working together to help them succeed.

Background

When the New York State Board of Regents adopted the newly developed Common Core Learning Standards, student learning was at the heart of their effort. Their goal was to more clearly define the relevant skills and knowledge students will need for success in college or careers in a highly competitive global economy.

Early efforts to advance this agenda focused correctly on student learning and preparing for implementation of the Common Core Learning Standards. More recently, however, the demands of other initiatives – including compliance with new teacher and principal evaluation requirements and associated testing, recurring budgeting challenges, and accelerated implementation of Common Core testing – have all diverted resources and focus from student learning and adapting to the Common Core Standards.

Schools continue to endure a stretch of difficult fiscal times. Most state aid was frozen in 2009-10 and total state aid to schools was cut in both 2010-11 and 2011-12. Despite the aid increases enacted in the last two state budgets, over 70 percent of school districts are still receiving less help now from the state than in 2008-09, five years in the past.

Schools will do their best to adapt to the current fiscal realities, but new reforms cannot achieve full success without adequate funding aimed at new professional development, curriculum development, and support for all schools.

Recently, the State Education Department released student scores from the grades 3 through 8 English language arts and math tests administered this past spring. State Education Commissioner John King predicted that these student scores would be significantly lower than those of last year – and they were. That was also Kentucky’s experience - the first state to align its tests with the Common Core.

Commissioner King has stressed that the tests create a new “baseline” for measuring the progress of students and that “the results do not mean schools taught less than last year or that students learned less than last year.”

Board of Regents Chancellor Merryl Tisch added,

Teachers, principals, superintendents and school boards have worked extraordinarily hard to implement the Common Core. With the right tools, the right training, and continuous feedback and support, our teachers - the best teaching force in the country - will make sure all our students are prepared for college and career success in the 21st century.
Testimony

NYC PTA Testimony before the Senate Standing Committee on Education
The Regents Reform Agenda: “Assessing our Progress”
Syracuse, New York
October 1, 2013

Senator Flanagan, members of the Education Committee and Friends. My name is Richard Longhurst. I am Executive Administrator of the NYS Congress of Parents and Teachers or PTA. I wish to share with you a rationale for strong support of instruction reform based on Common Core standards coupled with a deep concern for the future of that reform based on aspects of its implementation.

If you ask our members (and we have), our concerns aren't based so much on a fear of instructional change, but with a perception that we have become obsessed with student testing, with preparation for tests and with the use of test results for purposes never intended by their designers. The bottom line for parents is that extraneous issues such as APPR and student testing have become so closely associated with the common core that this potentially positive reform effort is threatened over its linkage with other factors.

We strongly believe that parent support and understanding of this reform effort is essential to a successful future. Conversely, a strong and emotional rejection could doom the reform to failure. Let's not throw the baby out with the bathwater.

As students, most of us remember asking ourselves, how am I ever going to use this stuff when I grow up as echoed in the words of Paul Simon's song Kodachrome. While Kodachrome may be gone, as parents, we recognize the potential value of shifts from mile wide and an inch deep instruction to deeper understanding through development of key cognitive and analytical skills. We welcome instruction that expects us to not only learn facts but also to apply them to everyday life. Most of all, we welcome instruction that builds on the pride that Americans have in our abilities to think independently and to create. We see these shifts as necessary to enabling our children to compete with their international counterparts and we welcome the attention to change that will develop skills necessary for future success prior to high school graduation.

While we welcome the promise that Common Core instruction offers, we are also warary. The achievement of change can't be one sided. When our members perceive that tests and preparation for tests are narrowing curriculum by focusing more on high stakes exams than on preparation of the whole child for a successful life, the experience based perception becomes reality. When non productive test stress replaces the positive stress associated with the effort to learn new skills, parents often fail to separate what they experience from the original instructional goal. Instead they focus their fear and anger squarely on the Common Core, the very movement we are trying to support.

What do we do about that? The answers lie in keeping our eyes on an essential prize by recognizing the need for a sequence of essential implementation steps. These would include not only the development of technical components but also strategies designed to assure understanding and commitment among those who implement the technical components, the families that provide essential support, and the students who ultimately benefit.

We compliment the NYS Education Department for their efforts to develop the excellent resources found on EngageNY.com. We also acknowledge their efforts to bring these resources to practitioners.
WHERE WE STAND
2012
THE BASIS FOR ACTION

Where We Stand is the official position document of the New York State PTA. It is comprised of resolution statements adopted by convention delegates. These statements are intended to guide members as to what action to take on specific issues that affect the education, health and welfare of children and youth.

Resolutions that appear in this document are reconsidered within seven years of their original adoption or reaffirmation. At seven year increments they are reintroduced to convention delegates. By majority vote, delegates determine whether to adopt positions that have been recommended for retention (reaffirmation) or update, or to be rescinded. A resolution may be rescinded from this document when the action(s) in the resolved clauses has been taken. Rescinded resolutions are entered into an ongoing record of retired resolutions. Action may be taken through legislation, regulation or program. Delegates may also be asked to adopt a position(s) in the form of a new resolution, one that has not been previously presented to the delegate body. Resolutions are arranged from the most recently adopted retention(s), update(s) and new resolution(s) to the oldest within one of 14 issue categories.

The PTA is effective only through the support and action of its members. Once positions are adopted the NYS PTA relies on local units, councils and regions to educate members and the public on the issues and to encourage grassroots advocacy.

KEY:
(R- ) Retention - convention delegates voted to retain a position after seven years, and wording remains as originally submitted.
(U- ) Update - convention delegates voted to retain after seven years, but wording has been changed or removed from the original position.
SED State Education Department
NYS New York State

HOW TO READ DATES:
Most recent year of adoption, followed by ("R-" or "U-" plus the year(s) submitted).
Examples - Retention: 2011 (R-’04); Update: 2011 (U-’04); New: 2009

The statements for Action that appear in this document are the "resolved" clauses of resolutions, numbered and written as adopted by convention delegates. Since NYS PTA is a branch of the National PTA, it is important to refer to National PTA's Legislative Program as an additional action guide.
Position Papers and Resolutions

New York State PTA

Position Paper:
NYS LEARNING STANDARDS

New York State PTA supports the ongoing efforts of the New York State Board of
Education in establishing and maintaining high academic standards for student achievement. This initiative has not only been impressive but has extended
beyond academic standards and also across income levels. The alignment of high academic standards
assessments gives students the education necessary for today's workforce and workforce of the future.

The following statements represent comments and concerns based on the New York State PTA's Policy, Education Emphasis, New York State PTA, its units, councils and regions, will:

1. Ensure that all children and youth have equal opportunity to develop to their full potential.
2. Parents, teachers, and administrators should guide every child to achieve academic success.
3. Every school district must be held accountable for its delivery of educational services.
4. Continued emphasis on parent involvement is an integral part of the success of educational initiatives.
5. Parents and guardians of students should be provided with comprehensive information on educational programs.
6. School district and state compliance to close the academic equity gap must be monitored.
7. Individual student academic skills must be evaluated for the purpose of creating skills-appropriate instructional programs.

- Promote implementation of higher standards for all levels of public education
  1. New York State PTA continues to support the Learning Standards Initiative.
  2. All students must continue to have access to Regents level courses and programs.
  3. Curriculum and assessments must be reviewed and revised to ensure the effectiveness of Learning Standards and each other.
  4. All school districts must be accountable for the opportunities available for students to access college and career readiness and leadership programs.

- Provide opportunities for academic, vocational, and technical education at the secondary level
  1. New York State PTA again expresses its support and appreciation of the Learning Standards Initiative and its continued support of the initiative.
  2. New York State PTA supports meaningful component retesting and all that provide valuable information on academic achievement and the Learning Standards. We also support, until all other components are in place, a 55 passing grade.

- New York State PTA recognizes that governance of graduation criteria at the secondary level is an important issue and all alternative forms of diplomas must be considered.

- Embracing the Advocate Within

New York State PTA

everychild. onevoice.

Proposed Resolutions 2013
Other Efforts...

• Convention
• Summer Leadership Conf.
• Leg. Ed. Conf.
• Lobby Day
• Publications
• Committees/Partnerships/Regents
• Meetings With Commissioner King
Hear Our Voice

“Our PTA VOICE must be heard and easy to remember. We stand for sensible measures that will help all children and families realize the promise of the Common Core Standards.” Lana Ajemian

President, NYS PTA

- Value input from parents
- Order a one-year delay
- Implement first, test second
- Create improved, flexible testing
- Expand professional development
Q & A

doctoraloise@aol.com