Understanding the Common Core Standards

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December 2014
100 9th graders

74% graduate from high school

35% “College- and career-ready graduation rate”

Note: The college- and career-ready graduation rate is the percentage of students graduating with a score of at least 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.
Why Readiness Matters –
College Remediation in NYS

Over 50% of students in NYS two-year institutions of higher education take at least one remedial course.

Remediation Rates for First-time,
Full-time Undergraduates

Source: NYSED Administrative Data for all Public, Independent and Proprietary 2- and 4-year institutions of higher education
The Talent Dividend

Economists say that if the U.S. could increase math and science achievement by 10%, America’s GDP could grow by 36%.

What Are the Common Core Standards?

The Common Core standards are state-developed K–12 standards in math and English language arts (ELA)/literacy that are grounded in research, internationally benchmarked, and anchored in college and career readiness.

- The Common Core standards specify **what we expect** students to know and be able to do in each grade to progress and by the end of high school to be college and career ready.

- **How** to get students to that point is up to states, districts, schools and teachers, which includes decisions about curriculum, training, tools, materials and textbooks.

Source: [www.corestandards.org/about-the-standards](http://www.corestandards.org/about-the-standards)

“**As a math teacher for 22 years, I witnessed first-hand how American students have slipped further and further behind their global competitors.... I truly believe these standards will result in the curricular and instructional changes that New York students need to become college ready and have an opportunity to participate positively in the global economy they will encounter when entering the workplace.**”

— Marylee Liebowitz, math coach, Putnam Northern Westchester BOCES, Mid-Hudson Valley

Why the Common Core Standards?

- **Preparation**: The standards are college and career ready. They will help prepare students with the knowledge and skills they need to succeed in education and training after high school.

- **Competition**: The standards are internationally benchmarked. Common standards will help ensure our students are globally competitive.

- **Equity**: Expectations are consistent for all — and are not dependent on a student’s zip code.

- **Clarity**: The standards are focused, coherent and clear. Clearer standards help students (and parents and teachers) understand what is expected of them.

- **Collaboration**: The standards create a foundation to work collaboratively across states and districts, pooling resources and expertise, to create curricular tools, professional development, common assessments and other materials.

Source: [www.corestandards.org/about-the-standards](http://www.corestandards.org/about-the-standards)
Examples of Skills Covered in the Standards

- **Reasoning**
  “Construct viable arguments and critique the reasoning of others.”

- **Use of Data**
  “Use probability to evaluate outcomes of decisions.”

- **Teamwork/Time Management**
  “Work with peers to set clear goals and deadlines.”

- **Research**
  “Conduct research projects to answer a question or solve a problem.”

- **Problem Solving**
  “Evaluate hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.”

Source: [http://www.achieve.org/skills-CCSS](http://www.achieve.org/skills-CCSS)
Case study: MASSACHUSETTS

A report by the Massachusetts Business Alliance for Education became the blueprint for the bipartisan Massachusetts School Reform Act of 1993, which included:

1. More money to urban schools and pre-K
2. Ambitious academic standards
3. High-stakes testing (MCAS = Massachusetts Comprehensive Assessment System)

Improvement was so slow at first that researchers thought the reforms had failed. State Superintendent David Driscoll stuck to his guns.

department/partnership-mass-wants-system-wide-what-takes-business-role-school-reform
MASSACHUSETTS: Results worth waiting for

• 2005: Massachusetts scored at the top of all four categories (4th and 8th grade ELA and math) measured by the National Assessment of Educational Progress (NAEP)

• 2008: Massachusetts 8th graders tied for 1st in the world in science on the Trends in International Mathematics and Science Study exam.

• Narrowing achievement gaps: From 2002 to 2009, NAEP scores for African-Americans and Hispanics on 4th and 8th grade ELA improved faster than those of white students.

The share of adults with a college degree has grown more in Massachusetts than in any other state.

Worker productivity has grown more quickly in Massachusetts than in all but 2 other states.

Development of the Common Core Standards

2009: Governors and state education commissioners met and agreed to develop internationally benchmarked, college- and career-ready, K–12 ELA/literacy and mathematics standards. Development began with state content experts, education researchers, teachers, and higher ed faculty.

March 2010: National Governor’s Association released draft for public comment/feedback.

- 10,000 individual comments received from citizens in all 50 states
- New York had more than 570 commenters—parents, higher education faculty, and over 300 teachers—far outnumbering the participation in any other state except California

June 2010–November 2011: Final standards released. Individual states further reviewed and decided whether to adopt them. Ultimately, more than 40 states and the District of Columbia adopted the Common Core standards.
**New York's Leadership in Developing the Common Core**

NY had more members on the Math & ELA K-12 Work Teams than any other state:

**MATH**
- **Douglas H. Clements**
  - SUNY Distinguished Professor
  - Graduate School of Education
  - University at Buffalo
- **Stacey Caruso-Sharpe**
  - Mathematics Teacher
  - Lynch Literacy Academy
  - Board of Directors, NYSUT
  - VP, American Federation of Teachers
- **Elaine Carman, Miguel Cordero, Linda Curtis-Bey, Lisa Emond, Sandra Jenoure, and Ronald Schwartz**
  - Members of the Department of STEM
  - NYCDOE Office of Curriculum, Standards and Academic Engagement

**ELA**
- **Susan Lafond**
  - National Board Certified Teacher (NBCT) in English as a New Language (EAYA ENL)
  - Assistant in Educational Services, NYSUT
- **Diana Senechal**
  - Author, ELA and ESL certified

Source: Achieve
New York Standards and Testing Milestones

1865: First administration of Regents exams

1966: First administration of the Grades 3, 6, and 9 Pupil Evaluation Program Tests in Reading and Mathematics

1996: Board of Regents approves learning standards in seven content areas, including ELA and math

2006: First administration of the Grades 3–8 ELA and math tests, required by federal No Child Left Behind Act

2010: Board of Regents benchmarks proficiency cut scores against college readiness indicators, so a student who passes the Grades 3-8 ELA and math tests should be on track to graduate from high school and enter college without needing remedial courses

NY State: NAEP vs State Reading Scores, 2003-09

Standards and Testing Milestones (continued)

2010: Board of Regents adopts Common Core standards, replacing the previous ELA and math standards

2013: First administration of Common Core Assessments in Grades 3-8 ELA and math

2014: Roll-out of Common Core Regents Exams begins
  • June 2014: ELA and Algebra I
  • June 2015: Geometry
  • June 2016: Algebra II

Class of 2022: First cohort of high school graduates required to pass Common Core Regents Exams at the college- and career-ready level for graduation

*Transition to Common Core is a twelve-year phase-in.*
NYS Grade 3-8 Math Assessments

Depth of Math—Students are expected to understand math conceptually and solve math problems rooted in the real world, deciding for themselves which formulas and tools (such as protractors or rulers) to use. Questions often require students to complete multiple steps and are linked to more than one standard, drawing on the application of multiple skills and concepts.

Water tank problem (Grade 8 Math)
- Students must recall the formula for the volume of a cylinder and apply it to solve a real-world problem.
- Incorrect answer choices are based on plausible missteps.

New York State Grade 3-8 ELA Assessments

Focus on Text—To answer ELA questions correctly, students need to read and analyze rigorous literary and informational texts completely and closely, and be prepared to answer multiple choice and essay questions with information gathered from those texts.

What Are Wind Tunnels? (Grade 5 ELA)

- Authentic non-fiction text—This is an actual article on NASA’s website, written by an expert in the history of spaceflight.

- Six multiple choice questions measures various skills, including students’ ability to find the main idea, explain how an author uses reasoning and evidence to support particular points, and draw inferences based on specific information in the text.

Trusted College and Career Readiness/ Common Core Messengers

- Teachers are the most powerful messengers, followed by other educators (superintendents, principals, school boards).
- Support from business, especially at the local level. It is critical that job creators are vocal on what skills they need to fill open positions.
- Chambers of commerce are extremely effective proponents.

Source: Achieve
Do Americans Oppose the Common Core?

It depends how well they understand what the standards are, what they are not, and what they will be used for.

- Misconceptions were common among opponents, a majority of whom feared imposition of a national curriculum.
- “States have been deciding whether or not to use standards ...that are the same across states.... They will be used to hold public schools accountable for their performance.”

GALLUP/PHI DELTA KAPPA
Poll conducted May/June 2014

EDUCATION NEXT
Poll conducted May/June 2014

Adjustments to Common Core Implementation

- The requirement to pass Common Core Regents Exams at the college and career ready level has been extended. The class of 2022 will be the first to face the new higher graduation requirements, **12 years after the adoption of the standards** in 2010.

- NYSED has issued guidance stating that if districts choose to use state test results to make promotion or placement decisions, they should **make adjustments to ensure students are not negatively impacted by the Common Core transition**, and they should use multiple measures, not state test results alone.

- **Teachers and principals are protected from unfair termination based on student test results** during the initial years of New York’s new teacher evaluation system (which rates educators based on a combination of factors, including classroom observations and how much their students learn compared to similar students elsewhere in the state, as measured by year-to-year growth on state tests).

Adjustments to Common Core Implementation

- The Regents have taken several measures to reduce the amount of testing by local school districts, including:
  - For children in Kindergarten through second grade, eliminating local use of standardized tests to inform teacher evaluations;
  - Students who take Regents exams in math when they are in 7th or 8th grade do not also have to take the state math assessment;
  - Capping at 1% the instructional time that can be used for local assessments to inform teacher evaluations.

Welcome to EngageNY
Commissioner King talks about the newly redesigned EngageNY website and its evolution since the launch in summer 2011.

Resources and materials to support teachers and principals implementing the Common Core

Newest materials highlighted

Parent and Family Resources
Major Challenges Ahead

- Misinformation campaigns targeting the broader college- and career-ready agenda, including the Common Core standards, aligned assessments, and associated reforms.
- Helping the public adjust to lower assessment scores now that new, meaningful, more rigorous assessments have been implemented.
- Increasing the capacity of educators to teach to the rigor of college- and career-ready standards.
- Turnover in political and education leadership at the state level and in school districts and communities.
- Common Core standards as a lightning rod in state political campaigns.

Source: Achieve
KENTUCKY: Early Results Are Promising

• In 2010, Kentucky was the first state to adopt the Common Core standards. It also led the way in administering Common Core-aligned assessments. Students took the new tests in 2011-12.

• The first year Kentucky students were tested under the new system, proficiency rates fell by more than a third, a results officials had predicted.

• Dave Adkinsson, president and chief executive of the Kentucky Chamber of Commerce, has been touring the state and talking up the standards to communities and businesses:
  • “Implementation has been smoother than we expected. I’m not hearing significant resistance from teachers. I think they’ve been remarkably adaptable and committed.”

• Kentucky’s education commissioner says that if you judge in terms of the state’s college- and career-readiness rates, which rose from 34% in 2010 to 54% in 2013, “it’s been an overwhelming success.”

Source: http://archive.cincinnati.com/article/20140109/NEWS01/140109005/3-years-later-Common-Core-working-Kentucky
New York Business Support for the Common Core

More than 45 business leaders from across the state have signed on to support the Common Core via an open letter:

“As business executives, we understand how challenging it can be for organizations to operate in a changing environment. Yet the need to raise college- and career-readiness in K-12 education is urgent—which is why moving forward with Common Core is crucial.”

Participating companies and associations include ABC News, Ellis Medicine, Finger Lakes Advanced Manufacturers’ Enterprise, Klein Steel, National Grid, North American Breweries, The Pike Company, Rochester Business Alliance, SEFCU, the Business Council of New York State, and many others. The full letter and list of participating companies is available at http://www.nystudentsachieve.org/.
What Can Business Do To Support College and Career Readiness?

✧ Think strategically about your company’s support for education:
  • Philanthropy, government relations, PR
  • Build on your pre-existing activities and focus them on efforts that are tied specifically to CCR.
✧ Share information with your employees—
  • Common Core Standards: What Every New Yorker Needs to Know (Public Policy Institute, 2014)
What Can Business Do To Support College and Career Readiness?

Tell the community and your policymakers why your company supports high standards and CCR:

- Whenever your company meets with a politician or economic development official, add education reform to the agenda.
- Whenever your executives talk about economic development or competitiveness, make sure they emphasize that rigorous K-12 standards are needed to close the skills gap.

_Make the connection between education and business._
What Can Business Do To Support College and Career Readiness?

Work directly with local school districts:

- Ask the superintendent, school board, or principal to describe their plan for ensuring that the Common Core boosts student learning
- Speak about the skills gap at a Common Core parent information night
- Fund a Common-Core-aligned STEM program
- Offer to provide internships, mentorships, and job-shadowing placements
Business Center for a College- and Career-Ready America Kit and Website

The Business Center for a College- and Career-Ready America provides the information, tools and strategies business leaders need to take action in their communities.