

Indiana Academic Standards Evaluation Status Update

March 12, 2014

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**STATE BOARD OF
EDUCATION**



**Indiana
Department of Education**
Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Today's Update

HEA 1427 Requirements

Project Plan Overview and Status Update

FAQ on Comments Received To Date

Questions

HEA 1427 Requires SBOE To Adopt “College and Career Readiness Standards”

State Board of Education required to perform a “comprehensive evaluation of the common core standards”

State Board of Education required to “adopt college and career readiness educational standards” by July 1, 2014.

“The educational standards must meet national and international benchmarks for college and career readiness standards and be aligned with postsecondary educational expectations. The state board shall implement educational standards that use the common core standards as the base model for academic standards to the extent necessary to comply with federal standards to receive a flexibility waiver under 20 U.S.C. 7861.”

Legislative Study Committee, OMB Fiscal Impact Report, Impact Upon Schools Provided Additional Parameters

6 members of Legislative Study Committee issued the following guidance:

- Utilize the highest standards in the United States
- Prepare Hoosier students for college and career success
- Obtain a waiver from No Child Left Behind
- Maintain Indiana's sovereignty and independence from the federal government
- Effective testing to match our rigorous standards.

OMB Fiscal Impact report, submitted by September 1, 2013, concluded the cost to Indiana would increase if adoption of standards and selection of an assessment were delayed and urged standards adoption well before the July 1 deadline.

Other factors: balanced calendar/ early August start dates; teachers need sufficient time to consider transitions in curriculum maps and if necessary develop new lessons plans

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Evaluation Project Plan Overview: 2014

Task	3 - 9 Feb	10 - 16 Feb	17 - 23 Feb	24 Feb - 2 Mar	3 - 9 Mar	10 - 16 Mar	17 - 23 Mar	24 - 30 Mar	31 Mar - 6 Apr
on & Training	3 FEB								
N.: Individual eval.	4 - 11 FEB								
N.: On-site Reconcil.		13 - 14 FEB							
Review of Draft			19 FEB - 12 MAR						
arings				24 - 26 FEB					
Expert Reviews			20 - 28 FEB			14 - 21 MAR			
on					3 - 24 MAR				
N.: Individual Review						14 - 18 MAR			
N.: On-site Reconcil.							19 - 20 MAR		
t Individual Review							20 - 24 MAR		
t On-site Reconcil.								24 MAR	
ure						14-26 MAR			
ew								25-30 MAR	
table Review/Update			20 FEB						31 MAR
eting	6 FEB					12 MAR			

Phase I: Evaluation – Completed February 19

Consulting, facilitation and orientation: Sujie Shin, Assistant Director of the [Center on Standards and Assessment Implementation](#) at WestEd

Math and English/Language Arts Evaluation Panel evaluations

- Evaluated multiple sets of standards on own merit
 - Math: IAS 2000, IAS 2009, CCSS, NCTM
 - E/LA: IAS 2006, CCSS, NCTE.
- Panels divided into groups of four: Math (K-5, 6-12) and ELA (K-5, 6-12)
- On-site “blind” consensus evaluation process Feb. 13-14
- Other standards used during on-site evaluation: Massachusetts 2010 (*Dr. Sandra Stotsky*)
- Each team either: (1) selected one of the existing written standards, (2) combined language from two or more versions to achieve maximum clarity, or (3) wrote their own standard.

Evaluation Team Process

Mathematics/2nd Grade/Computation

Math	2	Model addition of numbers less than 100 with objects and pictures	"0"		
Math	2	Add two whole numbers less than 100 with and without regrouping	"+"		
Math	2	Subtract two whole numbers less than 100 without regrouping	"+"		
Math	2	Understand and use the inverse relationship between addition and subtraction	"+"	"understand" is unclear in this context;	
Math	2	Use estimation to decide whether answers are reasonable in addition problems	"+"		This should be a practice that is always followed.
Math	2	Use mental arithmetic to add or subtract 0, 1, 2, 3, 4, 5, or 10 with numbers less than 100	"+"		Mental strategies are important, but none are being taught!
Math	2	Solve problems involving addition and subtraction of whole numbers less than 1,000 fluently using a standard algorithmic approach and show the inverse relationship between addition and subtraction	"0"	still need to emphasize meaning beyond algorithm	
Math	2	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction	"+"	define fluently; define "within 100"	What does "fluently" mean at this level?

Phase I: Public Comment Period – In Process Through March 12

Draft standards posted 2/19

- “Raw ingredients” - no articulation or architecture yet conducted; math standards not placed in courses.

Public hearings in Sellersburg, Indianapolis, Plymouth 2/24-2/26

Approximately 100 individuals in total testified

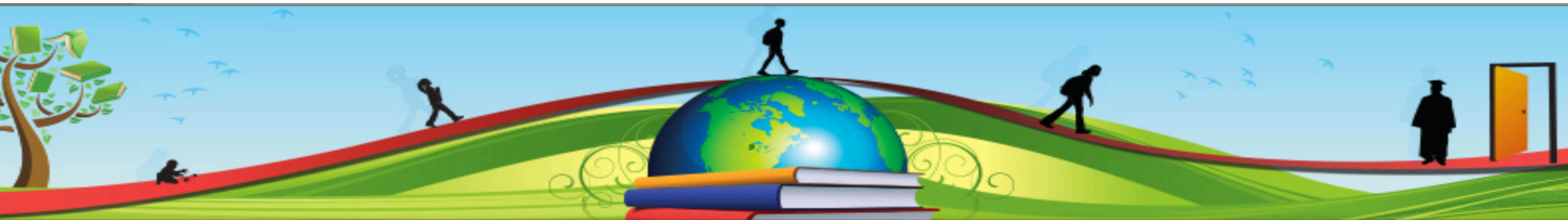
10 of 11 Board members attended at least one hearing

Content specialists, evaluation panel members, SBOE and IDOE staff also attended all three hearings

Invitations sent to the following local and national experts to provide input on 2/19 version of draft standards:

- Dr. Sandra Stotsky (University of Arkansas) – in discussion until 3/3 – declined to participate
- Dr. James Milgram (Stanford University) – will review second draft of standards
- Dr. James Davis (IU Bloomington) – declined to review due to lack of standards expertise; possibly on CCR panel
- Dr. Shauna Findlay (Indiana ASCD) – completed review
- Ms. Janet Rummel (Indiana Network of Independent Schools) – completed review
- Ms. Kathleen Porter-Magee (Fordham Institute) – completed review

Over 600 comments submitted through online portal (open through March 12th)



[Indiana Academic Standards Review 2014 Evaluation Process.](#)



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Public Comment on Identified K-12 Content Standards for College and Career Readiness




Posted: Tue, 02/18/2014 - 8:35am

Updated: Wed, 02/19/2014 - 6:52pm

Mathematics and English/Language Arts

Proposed College and Career Ready Standards

Mathematics

- [k-5-math-excel](#) 
- [k-5-math-pdf](#) 
-
- [6-8-math-excel](#) 

Content area *

Please Select

Grade level *

Please Select

Standard number *

0

Select one (see survey instructions for definition of terms below) *

- Bias
- Free of Bias
- Clarity
- Lack of Clarity
- Specificity
- Lack of Specificity
- Grade Appropriate
- Grade Inappropriate
- Other

Comment on the specific standard

Once you click "Submit Your Comments", your information will be saved. You will have the opportunity on the "Thank You" page to return to this form and make additional comments.

Submit Your Comments

Back

Phase II: Articulation – In Process Through March 19

By Grade Level & Content Strand

1. Articulation Step 1:
 - Appropriate balance for depths of knowledge (DOK) represented: Recall, Skill/Concept, Strategic Thinking, Extended Thinking
 - Balance for Skill Acquisition: Introductory Skill, Practice Skill, Mastery of Skill
 - Alignment in both DOK and Skill Acquisition to grade levels above and below
2. Articulation Step 2: Remove any redundancy and make edits for like skills that can be integrated into one standard
3. Articulation Step 3: Incorporation of any outstanding public comments and recommendation from technical teams & advisory teams.
4. Articulation Step 4: Reconvene evaluation panels for final review

Phase II: National Expert Input – through March 24

Invitations sent to the following national experts to provide input on the next iteration of draft standards:

- Dr. Sandra Stotsky (University of Arkansas) – declined to review
- Dr. James Milgram (Stanford University) – will review second draft of standards – requested extension to March 24
- Dr. Terrence Moore (Hillsdale College) - TBD
- Dr. Michael Cohen (Achieve) – in negotiation, TBD
- Professor Hung-Hsi Wu (UC Berkeley) – will review second draft of standards
- Ms. Sujie Shin (WestEd)—recommendation TBD

Phase III: Architecture – In Process Through April 1

Architecture

1. National expert to assist in the architecture work
2. Identify and articulate guiding principles
3. Identify layout of document and components to include, e.g., goals of standards, overview of organization of standards, glossary, companion documents including examples
4. Identify whether/how anchor and process standards are incorporated, as well as literacy standards

Final Approval, Federal Waiver Update

FINAL APPROVAL STEPS

LSA working on fiscal impact report required by statute

- OMB report indicated the implementation cost differential between a consortium developed test and customized test is minimal. However, Indiana would have to invest, in addition to the budget appropriation for assessment of 30M approximately \$9M-10.5M to develop a customized assessment.

March Education Roundtable and April SBOE Meetings

USDOE to approve of process by which standards deemed “CCR”

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Team Qualifications and Perceived Bias

Comment	Analysis
Evaluation panel members unqualified	<p>Evaluation teams were made up of classroom teachers, curriculum coaches, administrators, and school district staff with over 447 years of combined experience in English/Language Arts and Mathematics, as well as subject matter experts with earned doctorates in Mathematics, Mathematics Education, Rhetoric and Composition, Language Education, Curriculum and Instruction, and Elementary Education, representing various Indiana institutions of higher education.</p>
Evaluation panel members biased toward Common Core	<p>While several members of the evaluation team may have worked on PARCC teams, or may have testified against the Common Core pause, that does not make them biased toward the Common Core. Many educators were against the Common Core pause, due to real and perceived disruptions in education. Those who served on PARCC teams were selected not because of any Common Core bias, but because of their subject matter expertise, content knowledge, and expert reputations—the same reasons they were selected to serve on College and Career Ready or Advisory panels.</p> <p>The evaluation panel teams were selected from previously-identified technical, advisory, and CCR teams. Those teams were created using a variety of methods, including working to ensure that all types of school districts were represented; reaching out to other state agencies and entities for recommendations; and identifying subject matter experts.</p>

Speed of Process, Lack of Coherence in 2/19 Draft

Comment	Analysis
Process too rushed	<p>The process of standards review of evaluation began back in August, when IDOE organized technical teams (to review the current academic standards and Indiana “danglers”), as well as the Advisory and College and Career Readiness teams, to review the work of the technical team. Following the State Board resolution of December 20th, evaluation panels were created using the pre-existing teams, and the work to evaluate multiple sets of standards began right away. The state must have a sense of urgency to release the new College and Career Ready standards to schools before the summer begins, so that schools may begin planning for transition to implementation in 2014-2015, and the state may begin plans to adopt its college and career ready assessment in 2015-2016 (with piloting in 2014-2015 by continued use of CoreLink).</p>
Draft standards posted 2/19 not articulated, lacking architecture	<p>This was done by design, in order to maximize transparency and public input into the standards process. Indiana is one of the first early adopter Common Core states that is attempting to substantially revise its standards. The teams felt it important that the public be permitted to weigh in on the “raw ingredients” of the standards—the skills identified by the experts as skills necessary to ensure that students are college and career ready. The team is in the process of working through standards articulation, incorporating public comment, as well as standards architecture, further incorporating public comment.</p>

Educator Concerns About Impact on Students, Schools

Comment	Analysis
Teachers frustrated and concerned about changing standards, impact upon student outcomes, schools	<p>IDOE and the State Board will work diligently to provide transition support that will minimize the impact of the change in standards (much like is done every time standard change).</p> <p>The professional development will include crosswalks from previous standards to new standards; guidance documents; and other materials to help teachers transition to the new standards.</p>
9-12 Math standards provided by strand, not by course	IDOE Mathematics content experts are working on separating the 9-12 Math standards into courses. After articulation, the 9-12 Math standards will appear by course, as opposed to strand.

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