

NYSED Mathematics External Group
November 30, 2005
Albany NY

Attendees: Mathematics department heads from NYC Board of Education, Syracuse, Rochester, and Buffalo. Representatives of School Administrators Association of NYS, New York State United Teachers, Association of Mathematics Teachers of NYS, NYS Association of Mathematics Supervisors, New York State School Counselor Association

I. *James Kadamus, Deputy Commissioner of Education: Welcome and Overview*

Charge to the Group

- Review final proposal to Board of Regents on new commencement level Mathematics program
- Identify any potential problems
- Report to Jean Stevens, Assistant Commissioner of Education
- Group is last check before proposal made to Regents

Implementation of new commencement level Math program

Final proposal to Board of Regents will be submitted December 8-9, 2005. The proposal will include:

- Continuing 3 unit Math requirement for graduation
- New courses will be:
 1. Integrated Algebra
 - May only be offered in 1-year and 2-year versions
 2. Geometry
 3. Algebra II/Trigonometry
- Each course will have a Regents Examination
- Any one (1) exam will satisfy requirement for Regents Diploma
- Student must pass all three (3) exams for Regents Diploma with Advanced Designation
- Student scoring 85 or higher on all three (3) exams will be awarded Mathematics Mastery designation on his or her diploma (same will occur for Science)
- Phase in for new exams:
 1. Integrated Algebra June 2008
 2. Geometry June 2009
 3. Algebra II/Trigonometry June 2010
- Phase out for old exams:
 1. Math A June 2009
 2. Math B June 2010
- Districts will be able to chose their own start date for administration of Integrated Algebra, as long as they understand Math A must end by June 2009.
- First Integrated Algebra Exam may use post-equating, meaning a conversion chart for scores will not available until mid-Summer of early-Fall 2008.

Note that the above proposal is just that, a proposal. The Board of Regents must approve this in December.

Online survey of professionals regarding implementation

- Conducted throughout November, 2300 people completed survey
- 76% of respondents stated June 2008 was best start date for first new exam (one of main factors in choice of that date for the start)
- 86% stated they were knowledgeable about new grades 3-8 standards and program
- 96% stated they were knowledgeable about new commencement level standards and program
- 9% stated their districts were not aligned with new program in grades 7-8
- 76% stated their districts were partially aligned with new program in grades 7-8
- 15% stated their districts were fully aligned with new program in grades 7-8 (curriculum must be aligned in grades 7-8 to ensure smooth transition to new commencement level exams)
- 27% stated their districts were fully aligned with new standards K-12
- 41% stated their districts were not aligned with new standards K-12
- 32% stated their districts were partially aligned with new standards K-12
- NYSED may contract with a vendor for development of questions for first new Integrated Algebra and Geometry exams
 - This will allow for new tests to be developed and field tested in time for implementation dates
 - New York State Mathematics teachers will review the test banks and select questions, as they have in the past

II. *Anne Schiano, Team Coordinator Curriculum, Instruction, and Instructional Technology, The Big Picture*

- 6 years ago, the Bureau of Mathematics had seven (7) associates, responsible for:
 - Technical Support
 - Training in the field
 - Exam development and coordination
- Today, NYSED has two (2) Math Associates, both of whom started in late November 2005. They are responsible for:
 - Designing assessments
 - Providing resources for aligning curriculum to new standards, primarily in the Big 5 districts and other identified districts in need
- To ensure support for other areas of the state, NYSED:
 - Networks with professional associations
 - Provides resources online, primarily through the Virtual Learning Space (VLS)
 - Utilizes networks like Regional Student Support Centers (RSSCs)
 - Open Statewide Math Resource Center, spring 2006, providing:
 - Direct services, technical assistance, professional development, etc. to Big 5 and other high needs districts
 - Electronic resources for other districts

III. ***JudyFantuzzi & John Svendsen, NYSED Math Associates, Math Tool Kits***
(<http://www.emsc.nysed.gov/3-8/guidance.htm>)

- Online resources for PreK-8 and 9-12 Mathematics teachers
- PreK-8 includes:
 - Overview of new math core curriculum PowerPoint
 - Parents' Guide to preK-8 Math
 - Complete 2005 Mathematics Core Curriculum
 - Templates for analyzing textbooks in comparison to new core curriculum (NYSED does not endorse any particular textbooks)
 - Crosswalk between 1998 Math standards and 2005 Math standards
 - Glossary and suggested language for students by grade level
 - Professional Development modules- grade 3-8 guides on what to teach when (suggestions, not requirements)
 - Sample tests for new 3-8 Math assessments
- 9-12 includes:
 - Complete 2005 Mathematics Core Curriculum
 - Updated Graduation Requirements
 - Crosswalk between 1998 Math standards and 2005 Math standards
 - Approved course descriptions for new commencement level courses

IV. ***Jean Stevens, Assistant Commissioner for Curriculum and Instructional Support & David Abrams, Assistant Commissioner for Standards, Assessment and Reporting, Roundtable Discussion***

- All participants given opportunity to offer feedback on proposal
- Most feedback directed to content-specific issues
- A lengthy discussion surrounding the need for conversion scales in ensuring fairness in testing lead to a discussion on teachers', parents', and the community-at-large's understanding of psychometrics of testing program. NYSED recognizes the need for plain language information on the assessment system and will develop documents and post to www.nysed.gov at some time in future.
- NYSED foresees a day in the future (no definite plans yet) when no raw scores are not converted to scores on a 1-100 scale. Rather, they would like to use an AP-like scale of 1-5 or a scale similar to that used on assessments in 3-8 system.
- NYSSCA's feedback focused on administrative and student-centered issues, rather than content issues:
 - Post-equating first round of Integrated Algebra tests will be a hardship for students and local schools:
 - If scores unavailable until mid-summer, early-Fall students failing exam and class will be unable to attend summer school
 - Students must be placed in proper Math classes prior to start of school
 - Students forced to miss summer school will have to repeat course, forcing them to take 4 years of Math to meet graduation requirement

- Switch to new courses and exams should occur simultaneously in all districts to ensure that students are learning same material. This is essential for students when they transfer from one district to another.
- Students transferring into NYS from other states or countries are at a clear disadvantage in achieving a Regents Diploma with Advanced Designation under new proposal. For students entering NYS in later grades, 11 or 12 for example, it will be very difficulty to take and pass 3 Regents exams
- NYSED should review list of Approved Alternative Exams to ensure exams are available that adequately meet learning standards. This is particularly important for transfer students, as noted above.
- Common-language materials should be developed explaining why these changes are occurring, what the changes are, and how students will be impacted.
- NYSED must ensure that all commonly used student data management systems can accommodate new labels of Mastery in Mathematics and Mastery in Science.
- New graduation requirements in Math must be clearly communicated to everyone in the field, in writing. Posting changes to website is not good enough for such a critical piece of information. Continued confusion over graduation requirements in Science and Languages other than English, as seen on NYSSCA listserve and services such as Guidance Direct were cited as examples of why information must be presented in writing.
- NYSED must inform college admission offices of new graduation requirements and new Mastery labels, ensuring admissions officers understand their meaning and timeline for implementation.

Respectfully submitted,

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NYSSCA Past-president