

North Dakota English Language Arts/Literacy and Mathematics Content Standards Development Committees

North Dakota Department of Public Instruction
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June 22 – 24, 2016

Committee Activity Summary

The State has established two content committees, one for English language arts/literacy and one for mathematics.

These two committees will **study the effects of implementing the 2011 approved academic content standards in each content area and draft any revisions to improve the structure and content of these standards for the purpose of establishing new state academic content standards in these two disciplines.**

Once complete, any committee recommendations will be submitted to the State for final approval by the state superintendent.

Committee Activity Summary

Recommendations from the content standards development committees, including any compiled public comments, will be reviewed for approval by the state superintendent, as specified in N.D.C.C. 15.1-02-04.3.

If approved, the recommendations will result in adopting a new generation of academic content standards for the state's future assessment and accountability system, and will guide local school districts in the development of local curricula. It is anticipated that this content standards development process will be completed in early 2017.

Content Standards Committee Structure

Following state procurement rules, the State has empaneled two separate content specialist committees, one for English language arts/literacy and one for mathematics, to review and revise content-specific academic standards.

Committee members are assigned to form four grade-level strands:

- Kindergarten -- Grade 2
- Grades 3 – 5
- Grades 6 – 8
- Grades 9 - 12

Content Standards Committee Structure

Each committee consists of licensed and validated educators, representing various educational interests and specialties, including

- General education, K-12
- Special education settings, K-12
- Higher education
- English learner settings
- Career technical education
- Title I schoolwide and targeted assistance schools

Committee Member Duties

- Review the content and structure of the state's current academic content standards for appropriateness
- Review select content standards from other sources for possible inclusion of content and structure, as deemed appropriate
- Examine and set the structural design for the proper articulation, breadth of inclusion, depth of knowledge, internal and cross-grade integrity, presentation of sequence, and support documentation of content standards
- Draft new or amending content standards language, delineating a clear degree of partial or substantial approach to standards revision

Committee Member Duties

- Participate in all discussions, including content analysis and drafting activities
- Participate in voting to resolve group decision making and validate final document disposition
- Prepare multiple drafts, review and consider public comments, and reconcile all matters, leading to a final draft recommendation
- Participate in any special preparation activities, as required
- Draft support instructional narrative and appendices, as required
- Document edits to all committee draft versions.

North Dakota Open Records and Meetings Law

Consult your copy of
A Guide to North Dakota's Open Records and Meetings Law

State of North Dakota Constitutional Mandate

Article VIII of the North Dakota State Constitution specifies that it is the responsibility of the legislative assembly to provide for a uniform system of free public schools throughout the state, beginning with the primary and extending through all grades up to and including schools of higher education. The Constitution states that the legislative assembly shall take such other steps as may be necessary to prevent illiteracy, secure a reasonable degree of uniformity in the course of study, and promote industrial, scientific, and agricultural improvement.

State of North Dakota Legislative Mandates

- State Superintendent shall supervise the development of course content standards and the assessment of students (NDCC 15.1-02-04.3-4)
- All approved schools must meet curricular requirements set forth in state law (NDCC 15.1-06-06)
- Each instructional unit in approved high schools will meet or exceed the state content standards (NDCC 15.1-21-02)
- State Superintendent will supervise the annual administration of state assessments in prescribed subjects and grades, aligned to the state content standards (NDCC 15.1-21-08)

Recent History of
Federal and State Efforts to Advance
State Academic Content Standard

A Nation at Risk:
The Imperative for Educational Reform, 1983
National Commission on Educational Excellence

This Reagan Administration report calls for states to advance certain critical reforms:

- Strengthen graduation requirements
- Enhance length and quality of instructional time
- Improve teacher preparation
- Establish accountability measures for achieving reform
- **Adopt more rigorous and measurable standards**

America 2000 Initiative, 1989

Following a National Governor's Association convocation in Charlottesville, VA, President George H.W. Bush advanced a framework for broad national educational goals achievable by 2000.

- Every child starts school ready to learn
- Graduation rates rise to 90%
- **Students demonstrate core competence leaving grades 4, 8, 12**
- Students achieve world-class leadership in math and science
- Every American adult is literate and can compete in global economy
- Schools are free of drugs and violence to secure learning

Improving America's Schools Act, 1994

President Bill Clinton and Congress enact the IASA, the reauthorized *Elementary and Secondary Education Act of 1965*, establishing a broad requirement for states **to develop their own academic content standards in English language arts and mathematics and to develop and administer state-level assessments, within select grade spans, aligned to the state's academic content standards.**

- Congress funded voluntary, state-developed school improvement grants to support these state-defined standards and assessments.
- By 2000, most states, including North Dakota, had developed their own standards had moved to produce aligned assessments.

No Child Left Behind Act, 2002

President George W. Bush and Congress enact the NCLB, the reauthorized *Elementary and Secondary Education Act of 1965*, **advancing further the requirement for states to establish and maintain high-quality academic content standards** in English language arts, mathematics, and science, expanding the quality requirements and grades included in a state's aligned assessments.

- North Dakota revises its standards to meet grade-level requirements and quality assurances.
- North Dakota upgrades its assessment program to better align to its revised content standards.

Race to the Top Grants, 2009 -2010

The Obama Administration provided voluntary grant funding to states to advance certain education improvement initiatives, including the adoption of college and career readiness standards.

Although North Dakota elected to not participate in these voluntary grants, **a state-level advisory committee, convened to study the grant application, did support state initiatives to advance college and career readiness, including aligned academic standards.**

Common Core State Standards, 2007 - 2010

The National Governor's Association and Council of Chief State School Officers collaboratively pursued the **voluntary engagement of states in developing and adopting a new generation of academic content standards in English language arts and mathematics**, titled the Common Core State Standards. The CCSS would provide a means for states to voluntarily address perceived disparity among state standards and articulate meaningful college and career readiness expectations.

- North Dakota voluntarily participated in development of the CCSS.
- North Dakota convened statewide committees of content specialists in June 2010 to consider the possible adoption of the CCSS.

Common Core State Standards, 2007 - 2010

From 2007-2009, the CCSS Initiative, established jointly by the NGA and the CCSSO, convened national content specialists to develop a broad framework for the eventual development of CCSS, drafted with the collaboration of the states and national education stakeholder organizations.

From 2009-2010, the CCSS Initiative developed four separate drafts that were released to the states and the public to gather comments, edit amendments, and general guidance, leading to a final draft, released in June 2010.

North Dakota State Content Standards Revision, 2010 - 2011

In June 2010, the ND Department of Public Instruction convened two committees, consisting of approximately 70 content specialists in English language arts and mathematics, **to review the content and structure of the CCSS, to assess its prospective application within the state, to provide any appropriate level of editing or revamping, and to recommend to the state superintendent whether the state should adopt, amend, or reject the CCSS as a basis for use as the state's academic content standards.**

The NDDPI commissioned a gap analysis to assist the committees in assessing the breadth, depth, and balance of the CCSS when compared with the state's older standards. The committees validated the accuracy of the gap analysis and proceeded with its study.

North Dakota State Content Standards Revision, 2010 - 2011

From June 2010 to April 2011, the standards development committees conducted external source reviews, participated in extensive discussions, drafted two formal drafts which were disseminated statewide for public comment, reviewed and assimilated the compiled public comments, and issued a third and final draft, completing its assigned duties.

The committees unanimously recommended to the state superintendent that the state adopt the final draft as the state's recognized official academic content standards in English language arts and mathematics.

North Dakota State Content Standards Revision, 2010 - 2011

In June 2011, the state superintendent formally accepted the state content standards development committees' recommendations and adopted the proposed content standards as the state's recognized content standards, specifying June 2013 as the official date of operational deployment.

From June 2011 to June 2013, local school districts statewide reviewed the new state standards and proceeded to align local curricula accordingly.

Effective June 2013, the new state standards became operational in classrooms statewide.

North Dakota Aligns State Assessments to Standards

In July 2013, following three years of collaboration, North Dakota adopted the **Smarter Balanced Assessment Consortium's** general assessment model for use as the North Dakota State Assessment.

Similarly, North Dakota adopted the **Dynamic Learning Maps Consortium's** alternate assessment model for use as the North Dakota Alternate Assessment.

Both the Smarter Balanced and the DLM assessment models have been independently validated for constructive alignment to the state standards and are undergoing peer review for fidelity of design and implementation.

Every Student Succeeds Act, 2015

President Barack Obama and Congress enact the ESSA, the reauthorized *Elementary and Secondary Education Act of 1965*, **reaffirming a requirement for states to develop their own academic content standards** in English language arts, mathematics and science, and to develop and administer state-level assessments within select grade spans, aligned to the state's academic content standards.

- **ESSA requires states to adopt content standards aligned to college and career readiness expectations.**
- ESSA reaffirms and strengthens the autonomy of states to establish their own academic content standards.

Every Student Succeeds Act, 2015

“(1) CHALLENGING STATE ACADEMIC STANDARDS.—

“(A) IN GENERAL.—Each State, in the plan it files under subsection (a), shall provide an assurance that the State has adopted challenging academic content standards and aligned academic achievement standards (referred to in this Act as ‘challenging State academic standards’), which achievement standards shall include not less than 3 levels of achievement, that will be used by the State, its local educational agencies, and its schools to carry out this part. A State shall not be required to submit such challenging State academic standards to the Secretary.

“(B) SAME STANDARDS.—Except as provided in subparagraph(E), the standards required by subparagraph (A) shall—

- (i) apply to all public schools and public school students in the State; and
- (ii) with respect to academic achievement standards, include the same knowledge, skills, and levels of achievement expected of all public school students in the State.

Every Student Succeeds Act, 2015

“(C) SUBJECTS.—The State shall have such academic standards for mathematics, reading or language arts, and science, and may have such standards for any other subject determined by the State.

“(D) ALIGNMENT.—

(i) IN GENERAL.—Each State shall demonstrate that the challenging State academic standards are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards.

(ii) RULE OF CONSTRUCTION.—Nothing in this Act shall be construed to authorize public institutions of higher education to determine the specific challenging State academic standards required under this paragraph.

Every Student Succeeds Act, 2015

“(G) PROHIBITIONS.—

(i) STANDARDS REVIEW OR APPROVAL.— A State shall not be required to submit any standards developed under this subsection to the Secretary for review or approval.

(ii) FEDERAL CONTROL.— The Secretary shall not have the authority to mandate, direct, control, coerce, or exercise any direction or supervision over any of the challenging State academic standards adopted or implemented by a State.

“(H) EXISTING STANDARDS.— Nothing in this part shall prohibit a State from revising, consistent with this section, any standards adopted under this part before or after the date of enactment of the Every Student Succeeds Act.

Purpose and Design of the State's Academic Content Standards

Purpose of State Academic Content Standards

- Present concise statements of what students are expected to know and be able to do within a content subject and at specified grade levels.
- Establish guidelines for local school district curriculum development.
- Content standards are NOT curriculum and do NOT prescribe instructional practice.
- The STATE establishes state standards.
- Local school DISTRICTS determine local curriculum and instructional practices.

Design Elements of State Content Standards

- Concise, specific statements
- Sequentially articulated and interrelated across grade spans
- Progressively challenging and manageable
- Differentiate skills of recognition, identification, use, understanding, analysis, evaluation, and more
- Include acquisition of knowledge, demonstration of logical reasoning, critical thinking, multi-step solving, and integrated skills, and more
- Cover oral and written communication, constructive and detailed reading, procedural skill and fluency, quantitative analysis, measurement, and more

A Simple Statement of Mission

Content standards provide a common reference for learning that ensures that all students will be provided a comparable opportunity to be exposed to and ultimately master content essential for the advancement of their education. Content standards provide a means to ensure instructional efficiency, accountability and overall school improvement. State content standards become the basis for securing a uniform system of education for all students, across all schools, within all communities in North Dakota, as mandated by the state constitution.

Committee Member Duties

Revisited

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When all is said and done at the end of the day,
how should the state position itself
regarding the content and structure of its
academic content standards?