Past, Present, and Future: Common Core State Standards, Assessments and ESEA Reauthorization

California Educational Research Association
Bridging Research, Policy, and Practice: Opportunities and Obstacles
December 1, 2011

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Presentation Overview – What a Difference a Year Makes

• Developments in the past year regarding:
  – Transitioning to the Common Core
  – Instructional Materials
  – Professional Learning Activities
  – New Assessments
  – ESEA Developments
    • Waiver
    • Reauthorization activity
November 2010

- Adoption of Common Core
- Prohibition on frameworks and materials adoption
- Participating state in the Partnership for Assessment of Readiness for College and Career Consortium
- Extraordinary Fiscal Climate
December 2011

- Transitioning to Common Core
- Ability to move forward on frameworks
- Offering supplemental materials review
- Governing state in the SMARTER Balanced Assessment Consortium
- Extraordinary Fiscal Climate
CCSS Implementation Plan

• Highlights from the past year:
  – CDE collaborates with other states in implementation of common core
  – Superintendent sponsors legislation to implement common core
  – Superintendent creates Common Core Integrated Action Team
  – CDE holds stakeholder meeting to gather statewide input
CCSS Implementation Plan

• CDE is currently developing a comprehensive CCSS Systems Implementation Plan.

• CDE and State Board required to deliver plan to legislature and governor

• CDE anticipates presenting the Plan to the SBE at the January 2012 meeting.
Instructional Materials

• Highlights from the past year:
  – AB 250 (Brownley) is enrolled allowing development of curriculum frameworks aligned to the common core state standards
  – Establishes the Instructional Quality Commission
  – SB 140 (Lowenthal) is enrolled supporting and strengthening review of supplemental materials
  – Instructional material dollars remain in flex
## Curriculum Frameworks Timeline: Mathematics

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>2012</td>
<td>SBE Approves Plan, Timeline, IQC Application</td>
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# Curriculum Frameworks Timeline: English Language Arts

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<td>2014</td>
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Supplemental Instructional Materials Review

- Supplemental Instructional Materials will bridge the gap between the content in the current materials being used in schools and the Common Core State Standards.
- Materials will work with either adopted materials or other materials being used in the district.
- Purpose is to determine the degree to which the supplemental materials—in conjunction with basic materials—provide full coverage of the Common Core State Standards with California additions for the given subject and grade level(s).
# Project Overview

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Review of Standards Maps for Existing Programs</th>
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<tbody>
<tr>
<td>(Fall 2011)</td>
<td>• CDE staff</td>
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<tr>
<td></td>
<td>• Results sent to publishers</td>
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<tr>
<th>Phase II</th>
<th>Review of Supplemental Materials at County Offices of Education</th>
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<td>(Summer and Fall 2012)</td>
<td>• Select Reviewers and Experts</td>
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<tr>
<td></td>
<td>• List of Recommended Supplemental materials posted on CDE Web site</td>
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Professional Learning Activities

• Highlights from the past year:
  – AB 250 enrolled allowing the development of a plan to implement the activities related to professional learning
  – CDE Professional Development Web page houses training opportunities sponsored by County Offices of Education, Local Educational Agencies, institutes of higher education, SBE-approved providers and other not-for-profit agencies: http://www.cde.ca.gov/pd/te/ce/prodev07intro.asp
Professional Learning Modules

• AB 250 requires the CDE to:
  • Compile a list of existing professional learning (PL) activities and resources currently available
  • Determine what PL activities and resources are needed by districts
  • Refine the existing Web site to better communicate activities aimed at transitioning to the Common Core State Standards
  • Develop and post learning modules to the CDE Web site
Possible Learning Modules

- Common Core State Standards
- Instructional strategies to support all learners including English learners, pupils with disabilities and underperforming students
- Instructional strategies that promote creativity, innovation, critical thinking, problem solving, collaboration and communication skills
- Integration of subject area content knowledge
- Instructional leadership and coaching
Assessment

• Highlights from the past year:
  – Went from a participating member in Partnership for Assessment of Readiness for College and Careers (PARCC) consortium to a governing state in the Smarter Balanced Assessment Consortium (SBAC)
  – AB 250 extends the authorization of the Standardized Testing and Reporting (STAR) Program by one year and requires an extensive report by the State Superintendent on state-wide assessment system (focused on STAR program) by November 1, 2012
SMARTER Balanced Assessment Consortium (SBAC)

- June 2011 - California joined the SMARTER Balanced Assessment Consortium (SBAC) as a governing state
  - Memorandum of Understanding signed by Superintendent Torlakson, Governor Brown, and State Board of Education President Michael Kirst
  - Governing state role
    - Decision-making capacity
    - Early access to information and policy considerations
California Work with SBAC

• Participate in regularly scheduled SBAC meetings, Webinars, and presentations

• Launched the SBAC Web site

• CDE created 10 internal SBAC Work Groups

• Participate with other consortium states in work groups
California Work with SBAC: Work Groups

1. Transition to CCSS
2. Technology Approach*
3. Assessment Design: Item Development
4. Assessment Design: Performance Tasks*
5. Assessment Design: Test Design*
6. Assessment Design: Test Administration
7. Reporting
8. Formative Processes and Tools/Professional Development*
9. Accessibility and Accommodations*
   – English Learner
   – Students with Disabilities
10. Validation and Psychometrics

Work Groups denoted with an asterisk are those with representatives from California
California Work with SBAC: Opportunities for Teacher Involvement

- Feedback on draft content specifications
- Writing and reviewing of test items and tasks
- Range-finding and score validation
- Scoring of performance tasks
- Collaborate on designing score reports and Web tools
SBAC: Coordination with Higher Education

State Superintendent of Public Instruction Tom Torlakson convened the California Education Round Table in October

The California Education Round Table is comprised of members from the:

- CDE and SBE
- University of California
- California State University
- California Community Colleges
- American Association of Independent Colleges and Universities
SBAC Resources

• SBAC information:
  – CDE/SBAC presentations and an electronic mailing list is found on the CDE SBAC Web page at http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp

  – If you prefer to receive more frequent SBAC updates, bookmark the SBAC website found at http://www.k12.wa.us/SMARTER (Outside source)

  – To receive press releases and other announcements from SBAC, please email info@smarterbalanced.org

• CCSS information:
  – www.cde.ca.gov/ci/cc/
Transitioning: Stakeholder Meetings

• A CCSS and Assessment Transition Planning Meeting was held on August 23, 2011, in Sacramento, California.

• Worked with stakeholders from across the state to contribute to the development of a CCSS and Assessment transition plan.

• Approximately 100 participants attended, which included a diverse population representative of:
  – Teachers, administrators, superintendents, governmental affairs and State Board of Education staff/members, Regional Assessment Network members, Technical Advisory Group (TAG) members, Technical Design Group (TDG) members, organization representatives.

• Additional Stakeholder meetings are anticipated over the next 3 years.
Transitioning: Stakeholder Feedback

- Create an implementation plan with specific steps.
- Develop a comprehensive communication plan that incorporates a variety of strategies, designed to target the information needs of stakeholder groups.
- Create multi-faceted strategies for identifying and addressing equity issues throughout the state.
ESEA Updates

• Highlights from the past year:
  – U.S. Department of Education (ED) offers waiver of certain provisions of Title I
  – Movement in the reauthorization of ESEA
  – Superintendent Torlakson sends letter to Secretary Duncan calling for an end to accountability provisions of NCLB
ESEA Provisions to Waive

1. 2013–14 Timeline for Determining AYP
2. Implementation of School Improvement Requirements
3. Implementation of LEA Improvement Requirements
4. Rural LEA Funding Flexibility
5. School wide Programs
6. Support for School Improvement
7. Reward Schools
8. Highly-Qualified Teacher (HQT) Improvement Plans
9. Transfer of Certain Funds
10. Use of School Improvement Grant (SIG) Funds to Support Priority Schools
Principles of Waiver

• The SEA must submit a request that addresses the following principles and associated requirements:
  1. College- and Career-Ready Expectations for All Students
  2. State-Developed Differentiated Recognition, Accountability, and Support
  3. Supporting Effective Instruction and Leadership
  4. Reducing Duplication and Unnecessary Burden
Partial Waiver

• As stated in the *ESEA Flexibility Request* issued by ED:
  “An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan....The Department will not accept a request that meets only some of the principles of this flexibility.”
Fiscal Benefits to LEAs

• LEAs would be relieved of:
  – Title I set-asides for Choice and supplemental educational services ($208 million in 2010-11)
  – Title I professional development ($146 million in the 2010-11 school year)
Estimated Fiscal Costs

• Costs to LEAs and the SEA to implement all principles and provisions of the waiver will be significant.
• Projected cost estimates for statewide implementation ranges from $2.4 billion to $3.1 billion.
• Cost estimate reflects materials adoption and purchase, professional development for all teachers, development and statewide implementation of a teacher and principal evaluation system, statewide implementation of teacher collaboration time, and assessment and accountability development costs.
Next Steps

• November 2011:
  – SBE discussed the pros and cons for seeking the waiver.
  – CDE will return to the SBE in January continuing discussions on activities that would be required to send in application.
ESEA Reauthorization

• U.S. Congress has re-engaged in its deliberations on the reauthorization of ESEA
  – Harkin Bill released October 2011
  – Current Harkin Bill draft would take effect July 2012
  – First Title I waivers would not be in effect until the end of 2011-12 school year
  – Creates potential for situations where administrators are ready to implement Title I waivers only to be faced with a new system
Harkin Bill Overview

• Builds on existing ESEA fundamentals
• Provides more local flexibility
• Increased emphasis on:
  – STEM
  – Literacy
  – Community involvement
• Some support for the bill but also some opposition
  – Opposition mostly due to concerns that there isn’t enough accountability and issues with teacher evaluations
Harkin Bill – Key Provisions

• No more AYP or 100% proficiency goal
• Focus on state-designed assessment and accountability systems
  – Retains testing requirement in reading and math in 3-8 and once in high school
• Mandated focus on bottom 5% of schools
• Uses 4 School Improvement Grant models for school improvement
Harkin Bill – Federal Support but not Currently Required

- Teacher and principal evaluations which include student data
- Performance pay
- Teacher recruitment and retention
- Expansion and replication of charter models
Reflections

• What a difference a year makes—rapidly changing environment

• Consider research role in policy decisions within political and fiscal climate

• Consider unintended long term consequences with a short term gain

• Consider policy decisions made in the context of a fiscal crisis
Reflections

- Consider appropriate tools
- Consider appropriate applications
- Consider research, policy and practice in your own setting
- Consider the impact of what we do today on tomorrow