# Common Core State Standards Implementation Update

Charles E. McCully, Interim Superintendent

Michelle Rodriguez, Ed.D., Chief Academic Officer

July 23, 2013

**Getting to the Core**

**Superior Standards**　　**Supportive School Climate**　　**Successful Students**

# Presentation Highlights

- Review 2012-13 Common Core State Standards (CCSS) Implementation
  - Work with National Partners
  - Focus on Instructional Shifts
  - Development of English Learner Theoretical Framework
  - Support for Students with Disabilities
- Feedback on K-12 Spring Units of Study
- Review 2013-14 CCSS Implementation
- Review Assessment Transition Plan
- Standards Comparison—How are the new CCSS different than the CA 1997 Standards?
- Discuss Math Transition Plan
- Review Parent Resources
- Review CORE Waiver Process

**Superior Standards**     **Supportive School Climate**     **Successful Students**

# Elevator Speech on
# Common Core Implementation

**Getting to the Core**

"Common Core is an exciting opportunity to **revolutionize our instructional practices** in order to empower teachers and students to succeed in a rapidly changing world that **required independence and creativity.**

Common Core gives a clear understanding for what students are expected to know for the **real world** and will **prepare** our students to be **college and career ready**."

*SAUSD Common Core Task Force*

2
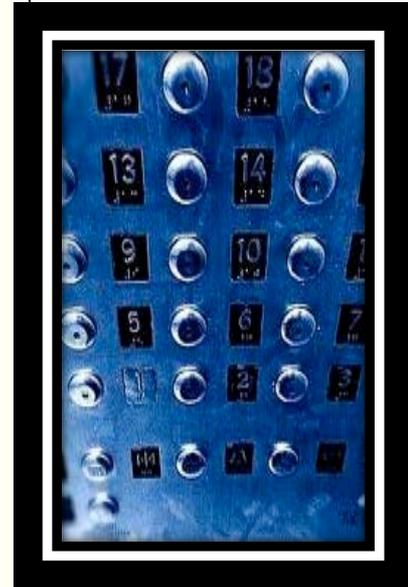
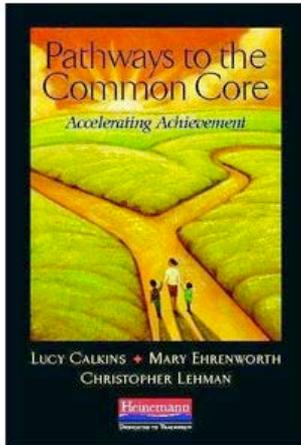**Superior Standards**     **Supportive School Climate**     **Successful Students**
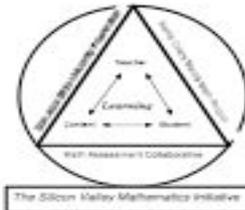
# Learning from our National Partners



**Getting to the Core**

Pathways to the Common Core: Accelerating Achievement — Lucy Calkins, Mary Ehrenworth, Christopher Lehman (Heinemann)

TextProject TEACHER DEVELOPMENT SERIES

BALTIMORE CITY PUBLIC SCHOOLS

WestEd

David Foster
Silicon Valley Mathematics Initiative
www.svmimac.org

QUALITY TEACHING for English Learners

engage ny
Our Students. Their Moment.

STANFORD UNIVERSITY
Understanding Language
Language, Literacy, and Learning in the Content Areas

assembled by
Student Achievement Partners

Council of the Great City Schools
The Nation's Voice for Urban Education

3

**Superior Standards**   **Supportive School Climate**   **Successful Students**

**Getting to the Core**

## Common Core Shifts for ELA/Literacy

1. **Building knowledge** through **content-rich nonfiction**

2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational

3. Regular practice with **complex text** and its **academic language**

## Common Core Shifts for Mathematics

1. **Focus** strongly where the Standards focus

2. **Coherence: Think** across grades, and **link** to major topics within grades

3. **Rigor**: In major topics, pursue **conceptual understanding**, procedural skill and **fluency**, and **application**

4

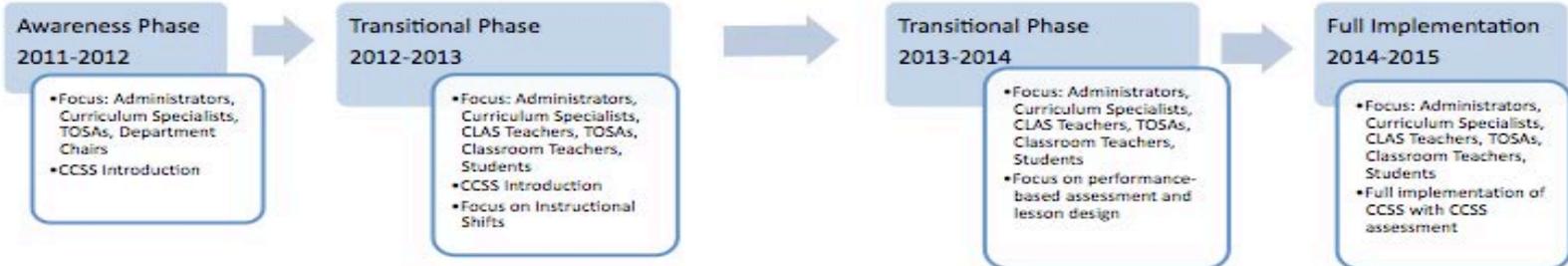**Superior Standards**          **Supportive School Climate**          **Successful Students**

# Four Year Implementation Plan

**Getting to the Core**

## SAUSD Common Core State Standards (CCSS) Transition Plan

Thelma Meléndez de Santa Ana, Ph.D.
**Superintendent of Schools**

**Awareness Phase**
2011-2012
- Focus: Administrators, Curriculum Specialists, TOSAs, Department Chairs
- CCSS Introduction

**Transitional Phase**
2012-2013
- Focus: Administrators, Curriculum Specialists, CLAS Teachers, TOSAs, Classroom Teachers, Students
- CCSS Introduction
- Focus on Instructional Shifts

**Transitional Phase**
2013-2014
- Focus: Administrators, Curriculum Specialists, CLAS Teachers, TOSAs, Classroom Teachers, Students
- Focus on performance-based assessment and lesson design

**Full Implementation**
2014-2015
- Focus: Administrators, Curriculum Specialists, CLAS Teachers, TOSAs, Classroom Teachers, Students
- Full implementation of CCSS with CCSS assessment

**Spring 2012**
- CCSS overview with instructional leaders (Why?)
  - Principals
  - Curriculum Specialists
  - TOSAs
  - Department Chairs/Teacher Leaders (Language Arts, Math, Science)

**Fall 2012**
- CCSS overview at all sites (Why?)
- Content-specific overviews in all content and elective areas (What?)
- Content Training on instructional shifts (How?)
  - Close reading and analysis of complex text
  - Argumentative writing
  - Academic Language
  - Focus, Coherence and Rigor (Math)
- One Unit of Study Developed by Curriculum Specialists for classroom teachers with CLAS coaching support (November—To approach)

**Spring 2013**
- Implement CCSS strategies with focus on instructional shifts (Practice and coaching)
- CLAS Teachers/ writing teams develop one unit of study with Curriculum Specialists support (Dec-May) for end of year
- Adapt portions of pacing guides to reflect CCSS
- Include CCSS item with each unit
- Identified K-12 classroom teachers develop additional units of study (Summer)

**Fall 2013**
- Train teachers on performance based-assessments
- Implement model lessons/developed units of study with focus on instructional shifts and assessment (practice and coaching)
- Continue to adapt pacing guides to reflect CCSS.
- Integrate CCSS items in benchmark/ Common Assessments

**Spring 2014**
- Train teachers on lesson design with CCSS focus
- Identified teachers continue to develop of CCSS lessons to complement content pacing guides (practice and coaching).
- Complete CCSS pacing guides for all content areas.
- Integrate CCSS items in benchmark/ Common Assessments

**Fall 2014**
- Fully implement common core pacing guides, lessons and assessments
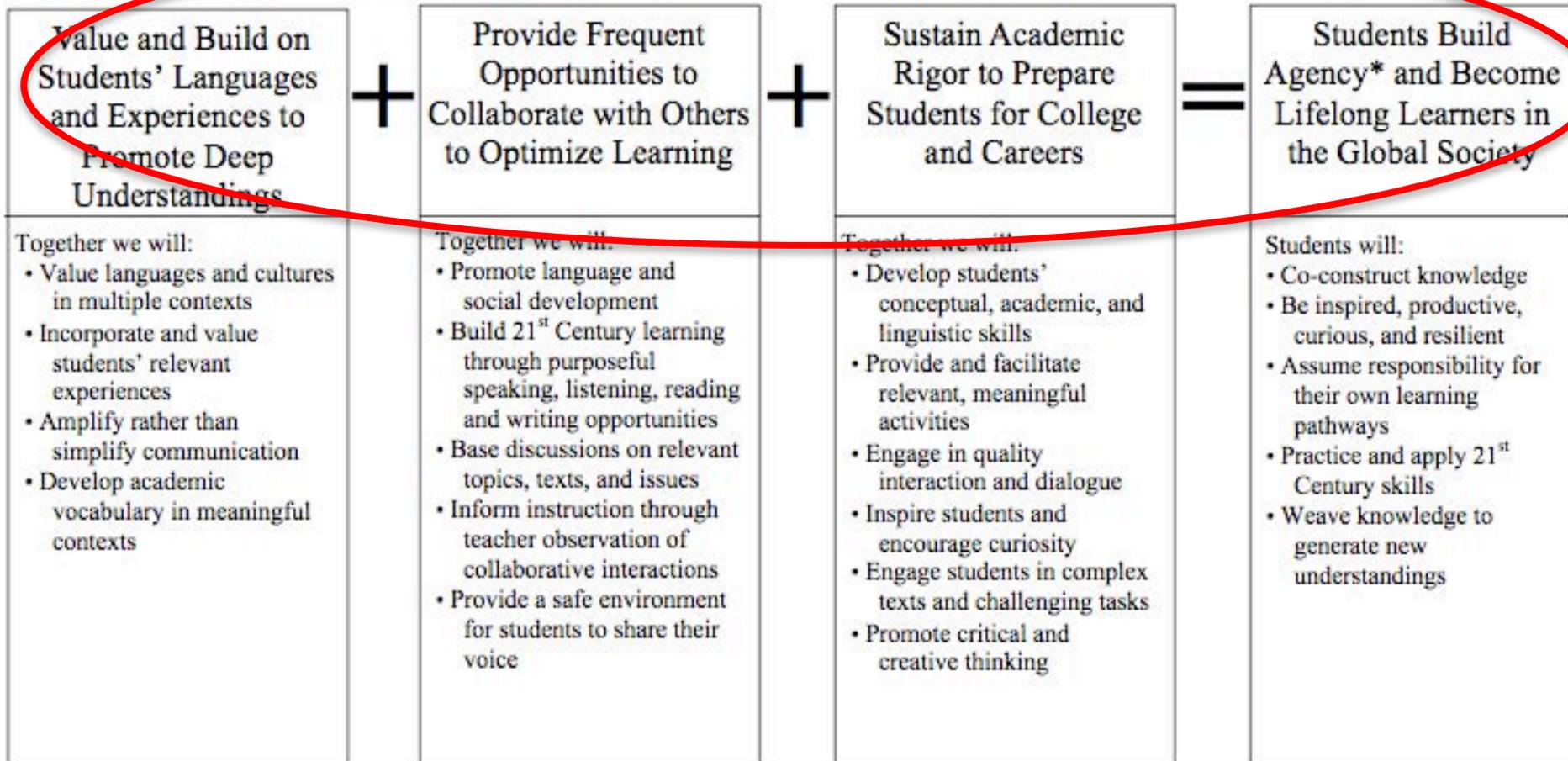- CCSS benchmarks/ Common Assessments

**Superior Standards**          **Supportive School Climate**          **Successful Students**

# SAUSD's Theoretical Framework for Common Core Implementation

Theory of Action: By establishing and applying a coherent K-12 theoretical foundation for pedagogical practices, we will provide meaningful interactions and consistent intellectual rigor that supports all students, including English Learners, to be college and career ready and well versed in 21st Century Skills.

| Value and Build on Students' Languages and Experiences to Promote Deep Understandings | | Provide Frequent Opportunities to Collaborate with Others to Optimize Learning | | Sustain Academic Rigor to Prepare Students for College and Careers | | Students Build Agency* and Become Lifelong Learners in the Global Society |
|---|---|---|---|---|---|---|
| | + | | + | | = | |
| Together we will: <br> • Value languages and cultures in multiple contexts <br> • Incorporate and value students' relevant experiences <br> • Amplify rather than simplify communication <br> • Develop academic vocabulary in meaningful contexts | | Together we will: <br> • Promote language and social development <br> • Build 21st Century learning through purposeful speaking, listening, reading and writing opportunities <br> • Base discussions on relevant topics, texts, and issues <br> • Inform instruction through teacher observation of collaborative interactions <br> • Provide a safe environment for students to share their voice | | Together we will: <br> • Develop students' conceptual, academic, and linguistic skills <br> • Provide and facilitate relevant, meaningful activities <br> • Engage in quality interaction and dialogue <br> • Inspire students and encourage curiosity <br> • Engage students in complex texts and challenging tasks <br> • Promote critical and creative thinking | | Students will: <br> • Co-construct knowledge <br> • Be inspired, productive, curious, and resilient <br> • Assume responsibility for their own learning pathways <br> • Practice and apply 21st Century skills <br> • Weave knowledge to generate new understandings |

Sources Referenced: Walqui, A & van Lier, V, Scaffolding the Academic Success of Adolescent English Language Learners, (2010), Walqui, A., Scaffolding Instruction for English Language Learners: A Conceptual Framework, (2006), Wong, L., What Does Text Complexity Mean for English Learners and Language Minority Students (2011)
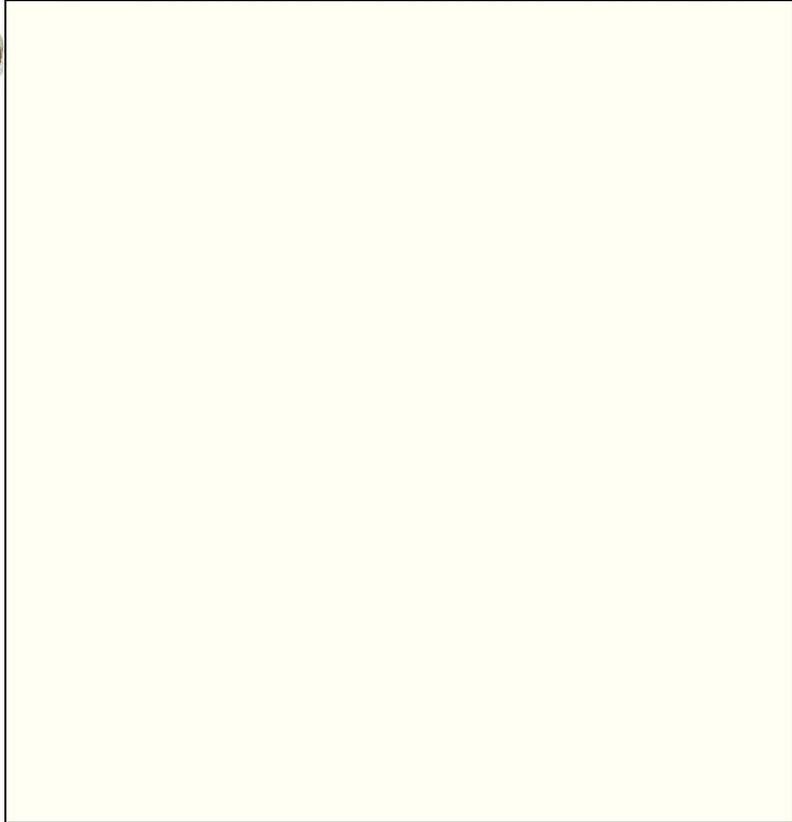*Active involvement and the development of autonomy

# *Provide Frequent Opportunities to Collaborate with Others to Optimize Learning*

- Example from High School Biology unit
- Sentence starters support classroom discussion
- ... g evidence from text
- ... ge within a context

**Getting to the Core**

| ...ay |
| --- |
| ...what this is about, but I think it may mean... |
| ...ricky, but I think it means... |
| ...ing this part, I think it may mean... |
| |
| ...rstand about this reading so far is... |
| ...rize this part by saying... |
| ...ints of this section are... |
| |
| ...ething about this from... |
| ...r heard about this when... |
| ...rstand the section, but I do recognize... |
| |
| .../idea I have encountered before that relates to this is.. |
| ...about this idea/concept when we studied... |
| .../idea is related to... |

8

**Superior Standards**   **Supportive School Climate**   **Successful Students**

# *Sustain Academic Rigor to Prepare Students for College and Careers*

**Getting to the Core**

- Example from 9th and 10th

**P.L. #G**

**QuickWrite – Prompt**

In a 5 – 7 sentence paragraph, provide an argument for or against Neo's decision to embrace conflict. What would you do in this difficult situation? Make sure to include a claim, provide at least two pieces of evidence, and explain how your evidence supports your claim.

**P.L. #I**

*Use this rubric with the Quickwrite and the Digital Presentation

**Appearance and Content Rubric for: Argumentative Digital Presentation**

Teacher Name:

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Claim & Counterclaim | Thoroughly addresses all parts of the prompt. Includes at least 3 clear and specific claims based on textual evidence. Counterclaim is presented and clearly refuted. | Adequately addresses all parts of the prompt. Includes less than 3 specific claims based on textual evidence. Counterclaim is presented and somewhat refuted. | Does not address all parts of the prompt. Claims may be lacking, may not be strong, or are not based on evidence. Counterclaim may be weak or missing. | Does not address all parts of the prompt. Does not include any claims. No counterclaim is given. |
| Evidence & Citations | Evidence is thoroughly and clearly explained. Proper citation is given for each piece of evidence. | Evidence is clearly explained. Proper citation is given for most pieces of evidence. | Evidence is not clearly explained. Citations are lacking for most pieces of evidence. | Explanation of evidence is short, missing, or may be awkward. No citations are given. |
| Style & Conventions | Presentation has no misspellings or grammatical errors. Sentences are clear, concise, and varied. | Presentation has 1-2 misspellings, but no grammatical errors. Most sentences are clear and show variety. | Presentation has 1-2 grammatical errors and few misspellings. Sentences may be awkward or unclear. | Presentation has more than 2 grammatical and/or spelling errors. Sentences are very awkward. |
| Presentation & Organization | All graphics are attractive (size and colors) and support the theme/content of the presentation. Must include 5-10 slides. | A few graphics are not attractive but all support the theme/content of the presentation. Still includes 5-10 slides. | All graphics are attractive but a few do not seem to support the theme/content of the presentation. May be under 5 slides. | Several graphics are unattractive AND detract from the content of the presentation. Does not meet minimum requirement of slides. |
| Multimedia Usage | Presentation includes at least 2 pieces of school-appropriate pictures, videos, or music. Media use enhances presentation. | Presentation includes at least 2 pieces of school-appropriate pictures, videos, or music. Media use follows the flow of presentation. | Media use may distract from presentation. | Media may be lacking. |

9

**Superior Standards**    **Supportive School Climate**    **Successful Students**

# Supports for Students with Disabilities

**Getting to the Core**

- **Instructional Supports** for learning-based on the principles of Universal Design for Learning (UDL) which fosters student engagement by presenting information in multiple ways

- **Instructional accommodations-** changes in materials or procedures- which do not change the standards, but allow students to learn within the framework of the Common Core

- **Assistive technology** devices and services to ensure access to the general education curriculum and the Common Core State Standards

- <u>**Development of Appendices for students with disabilities,**</u> a majority of whom are English learners, which include:

- *Additional Lessons*
- Accommodations and Modifications to Lessons
- Companion Text
- Assistive Technology
- IEP development and alignment
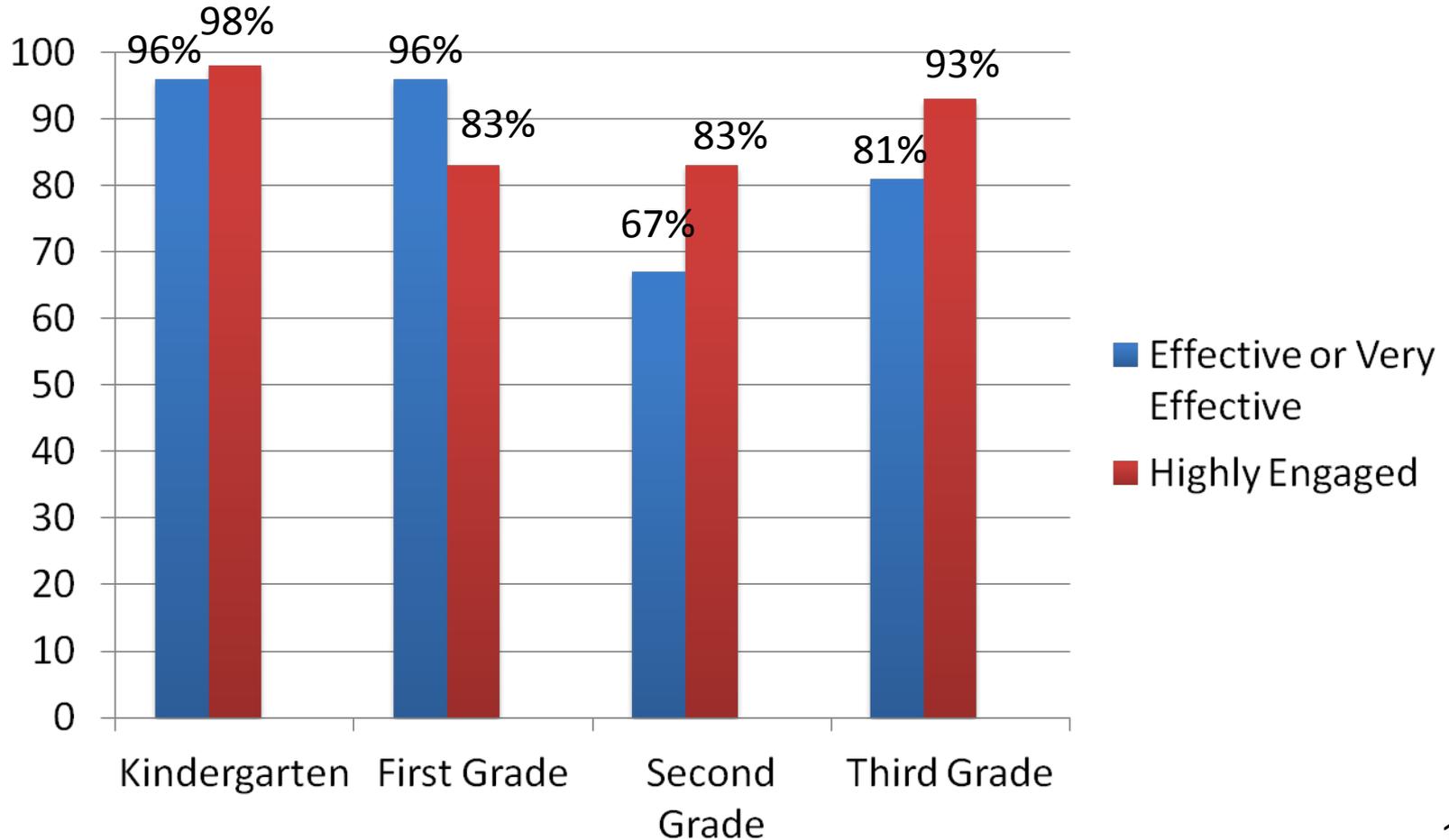- Resources

11

**Superior Standards**    **Supportive School Climate**    **Successful Students**

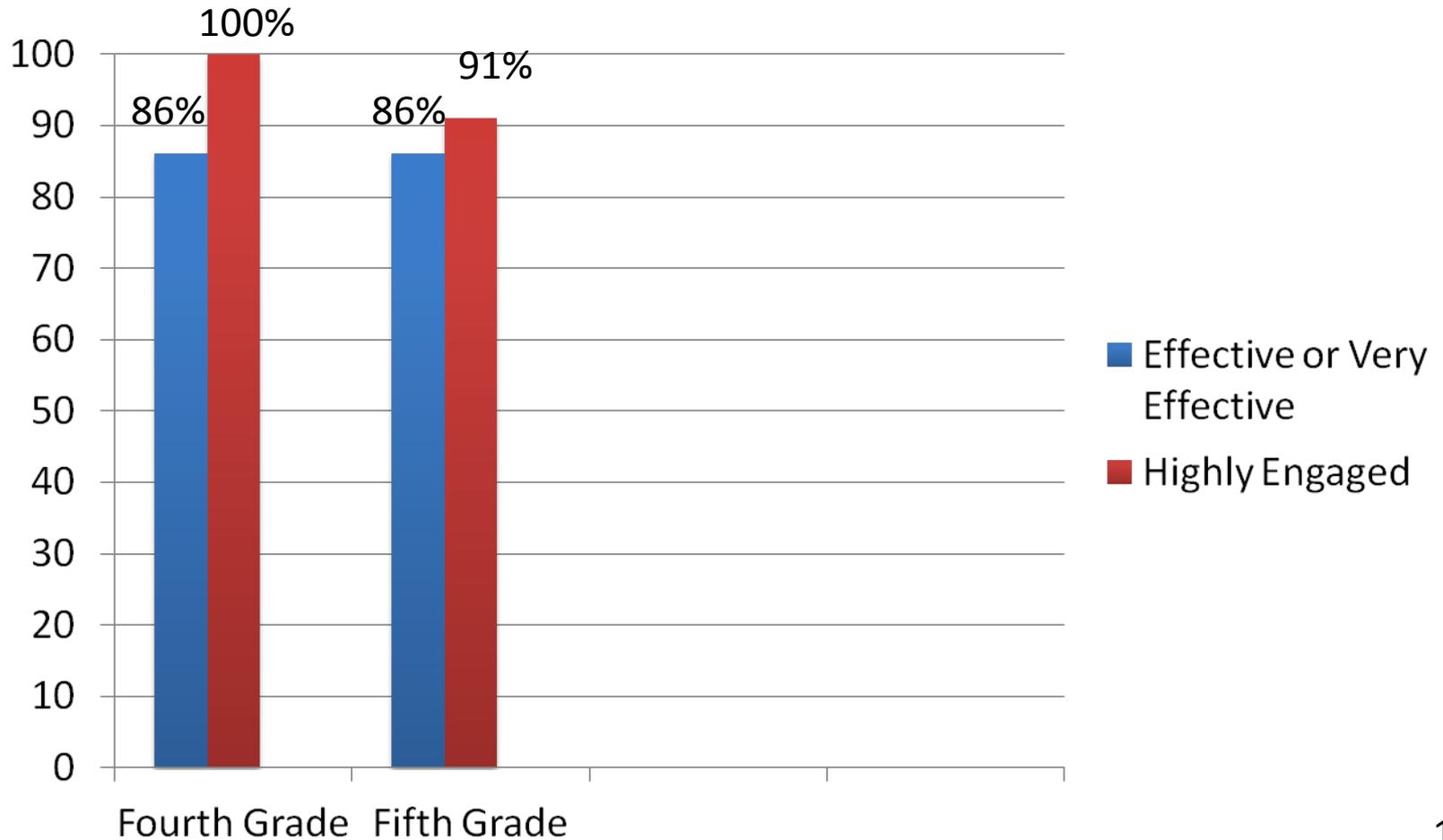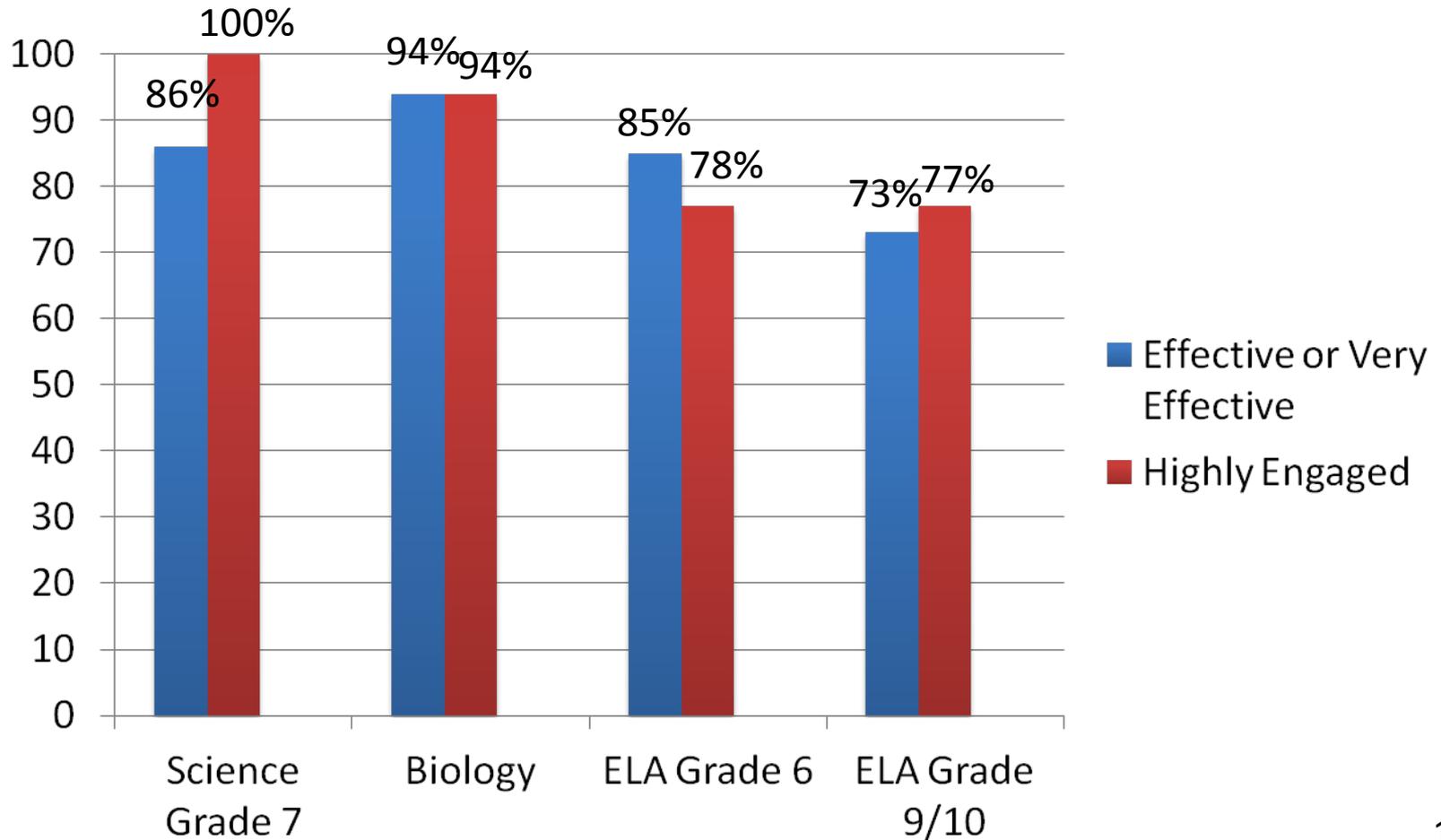Feedback on Elementary Spring Units of Study

**Getting to the Core**

Chart data:

| Grade | Effective or Very Effective | Highly Engaged |
|---|---|---|
| Kindergarten | 96% | 98% |
| First Grade | 96% | 83% |
| Second Grade | 67% | 83% |
| Third Grade | 81% | 93% |

Legend:
- Effective or Very Effective
- Highly Engaged

**Superior Standards**   **Supportive School Climate**   **Successful Students**

12

# Feedback on Elementary Spring Units of Study



**Getting to the Core**

Chart showing feedback percentages:
- Fourth Grade: Effective or Very Effective 86%, Highly Engaged 100%
- Fifth Grade: Effective or Very Effective 86%, Highly Engaged 91%

Legend:
- Effective or Very Effective
- Highly Engaged

**Superior Standards**          **Supportive School Climate**          **Successful Students**

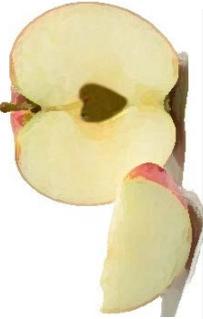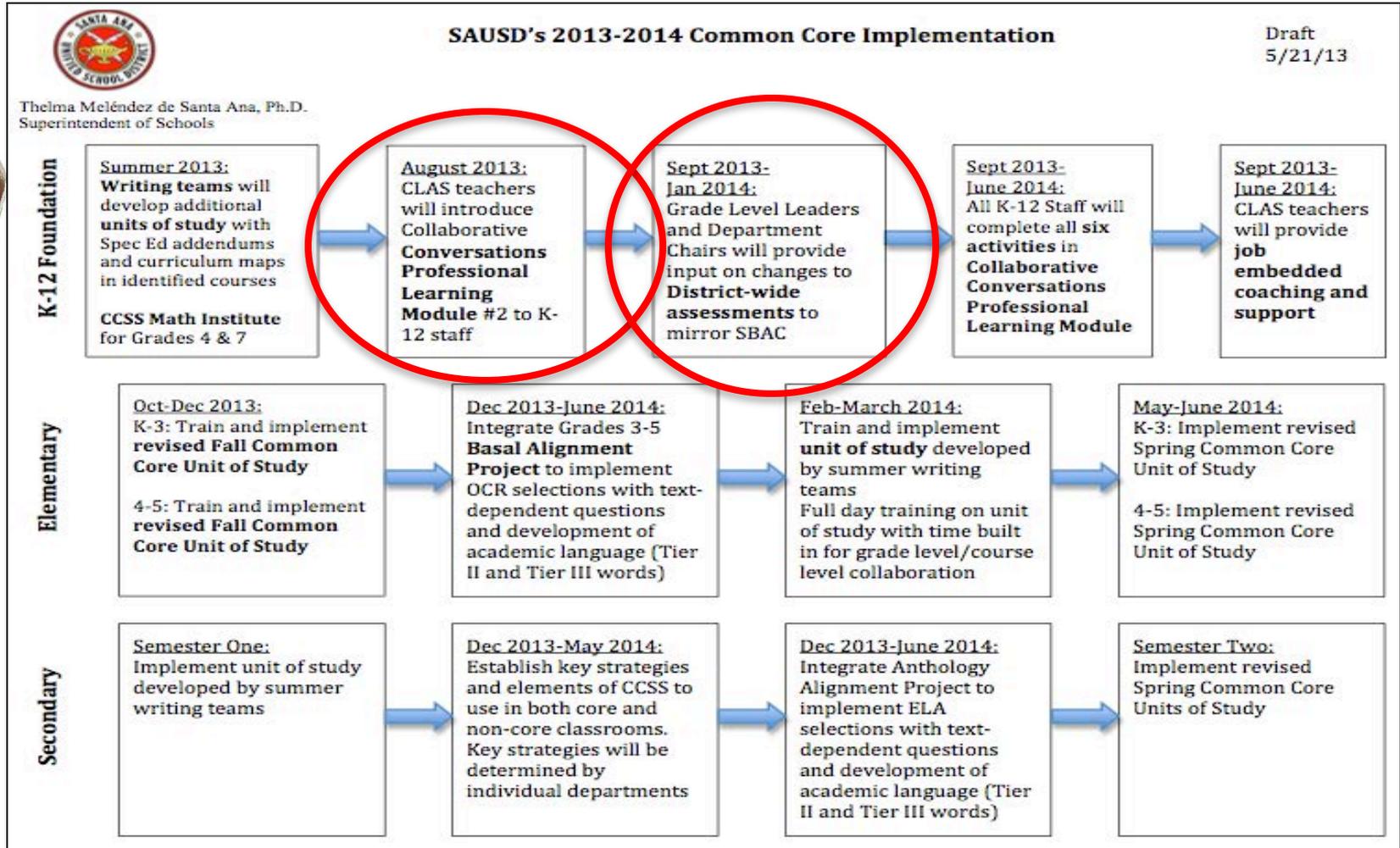# Feedback on Secondary Spring Units of Study



**Getting to the Core**

Chart data:

| Category | Effective or Very Effective | Highly Engaged |
|---|---|---|
| Science Grade 7 | 86% | 100% |
| Biology | 94% | 94% |
| ELA Grade 6 | 85% | 78% |
| ELA Grade 9/10 | 73% | 77% |

**Superior Standards**   **Supportive School Climate**   **Successful Students**

# Feedback on Secondary Spring Units of Study

**Getting to the Core**

**Superior Standards**  **Supportive School Climate**  **Successful Students**

# 2013-14 Implementation Plan

**Getting to the Core**

## SAUSD's 2013-2014 Common Core Implementation

Draft 5/21/13

Thelma Meléndez de Santa Ana, Ph.D.
Superintendent of Schools

### K-12 Foundation

**Summer 2013:** **Writing teams** will develop additional **units of study** with Spec Ed addendums and curriculum maps in identified courses

**CCSS Math Institute** for Grades 4 & 7

**August 2013:** CLAS teachers will introduce Collaborative **Conversations Professional Learning** Module #2 to K-12 staff

**Sept 2013-Jan 2014:** Grade Level Leaders and Department Chairs will provide input on changes to **District-wide assessments** to mirror SBAC

**Sept 2013-June 2014:** All K-12 Staff will complete all **six** activities in **Collaborative Conversations Professional Learning Module**

**Sept 2013-June 2014:** CLAS teachers will provide **job embedded coaching and support**

### Elementary

**Oct-Dec 2013:** K-3: Train and implement **revised Fall Common Core Unit of Study**

4-5: Train and implement **revised Fall Common Core Unit of Study**

**Dec 2013-June 2014:** Integrate Grades 3-5 **Basal Alignment Project** to implement OCR selections with text-dependent questions and development of academic language (Tier II and Tier III words)

**Feb-March 2014:** Train and implement **unit of study** developed by summer writing teams
Full day training on unit of study with time built in for grade level/course level collaboration

**May-June 2014:** K-3: Implement revised Spring Common Core Unit of Study

4-5: Implement revised Spring Common Core Unit of Study

### Secondary

**Semester One:** Implement unit of study developed by summer writing teams

**Dec 2013-May 2014:** Establish key strategies and elements of CCSS to use in both core and non-core classrooms. Key strategies will be determined by individual departments

**Dec 2013-June 2014:** Integrate Anthology Alignment Project to implement ELA selections with text-dependent questions and development of academic language (Tier II and Tier III words)

**Semester Two:** Implement revised Spring Common Core Units of Study

13

**Superior Standards**　　**Supportive School Climate**　　**Successful Students**

# Assessment Transition Plan

**Getting to the Core**

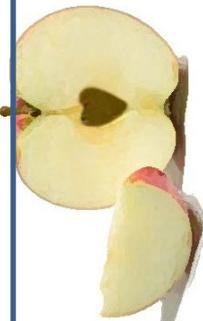|  | Current Status 2012-2013 | Transition Phase 2013-2014 | Aligned SBAC Assessments 2014-2015 |
|---|---|---|---|
| **Formative** | **Common assessments** developed by individual schools, departments or grade levels with individually created items<br><br>Use of **progress monitoring** tools to monitor student progress | Update current **common assessments** developed at each site. Develop with teacher leaders and/or obtain **SBAC aligned, vetted items** to be used for 2014-2015 school year<br><br>Use of **progress monitoring** tools to monitor student progress | **Common assessments** developed by individual schools, departments or grade levels from **SBAC aligned, vetted item bank**<br><br>Use of **progress monitoring** tools to monitor student progress |
| **Interim** | **Benchmarks** provided at various times in the school year and intended to be aligned with the pacing guide.<br><br>**Performance based** assessment in units of study (1-2 per year)<br><br>**Universal screening** in reading grades K-5<br><br>District-wide **writing** assessments<br><br>Assessment of **Language Development** (Grades K-5 ELs only) | Reduce the number of multiple-choice items on benchmarks and add **one extended response item** to standards aligned to both CST and CCSS (depending on level of CST testing for 13-14 school year)—**2-3 per** year at end of semester/trimester<br><br>**Performance based** assessments in units of study (2-3 per year) with expectations of technology use such as use of navigational and productivity tools required by SBAC<br><br>**Universal screening** in reading Grades K-6 (**computer adaptive** grades 3-6)<br><br>District-wide **writing** assessments linked to **texts and tasks**<br><br>Assessment of **Language Development** (Grades K-5 ELs only) | **Interim comprehensive assessments** aligned to SBAC and CCSS—2-3 per yr<br><br>**Performance based assessments** in units of study (2-3 per year) with expectations of technology use such as use of navigational and productivity tools required by SBAC<br><br>**Universal screening** in reading Grades K-6 (**computer adaptive** grades 3-6)<br><br>District-wide **writing** assessments linked to **texts and tasks**<br><br>Assessment of **Language Development** (Grades K-5 ELs only) |
| **Summative** | **State and Federally required assessments** including STAR Assessments (including CST, CAHSEE, 4th and 7th grade writing etc.), and CELDT | State and Federally required assessments including STAR Assessments (including CST, CAHSEE, 4th and 7th grade writing etc.), and CELDT<br><br>Develop and pilot **end of course exams** for identified courses | State and Federally required assessments including SBAC and CELDT<br><br>Administer **end of course exams** for identified courses |

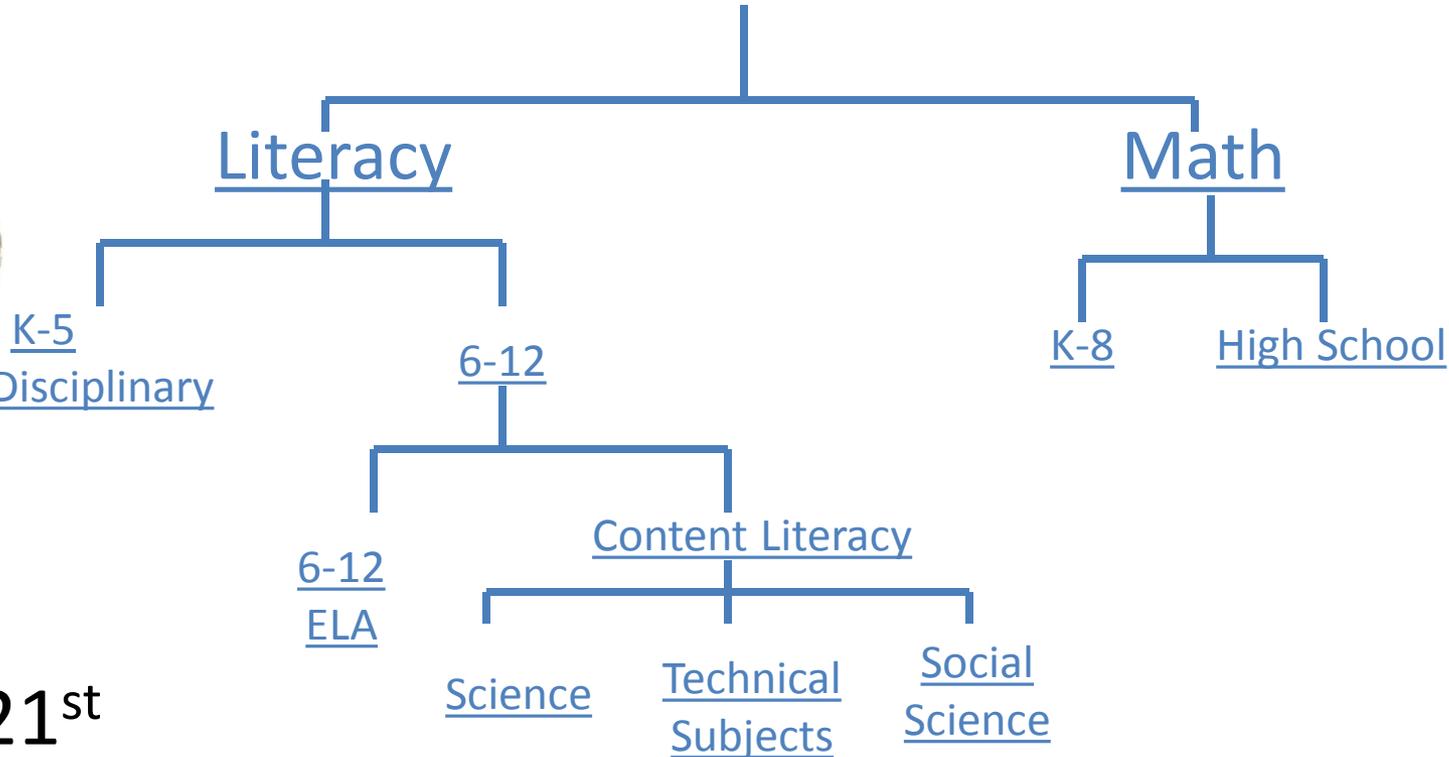**Superior Standards**     **Supportive School Climate**     **Successful Students**

# Common Core State Standards Organization

**Getting to the Core**

**Literacy**

- **K-5**
  Cross Disciplinary

- **6-12**
  - **6-12 ELA**
  - **Content Literacy**
    - Science
    - Technical Subjects
    - Social Science

**Math**

- **K-8**
- **High School**

21st Century Skills

| Superior Standards | Supportive School Climate | Successful Students |

| Current Practice | Common Core |
|---|---|
| 1. Standards spiral and may skip among the grade levels for inconsistent learning | 1. Standards form a stair-cased progression of learning linked back to College and Career Anchor Standards |
| 2. Students work independently | 2. Students work interdependently in small groups or partnerships with peers |
| 3. Students read a text one time | 3. Students read a text multiple times to gain a deeper understanding of text |

**Getting to the Core**

16

**Superior Standards**     **Supportive School Climate**     **Successful Students**
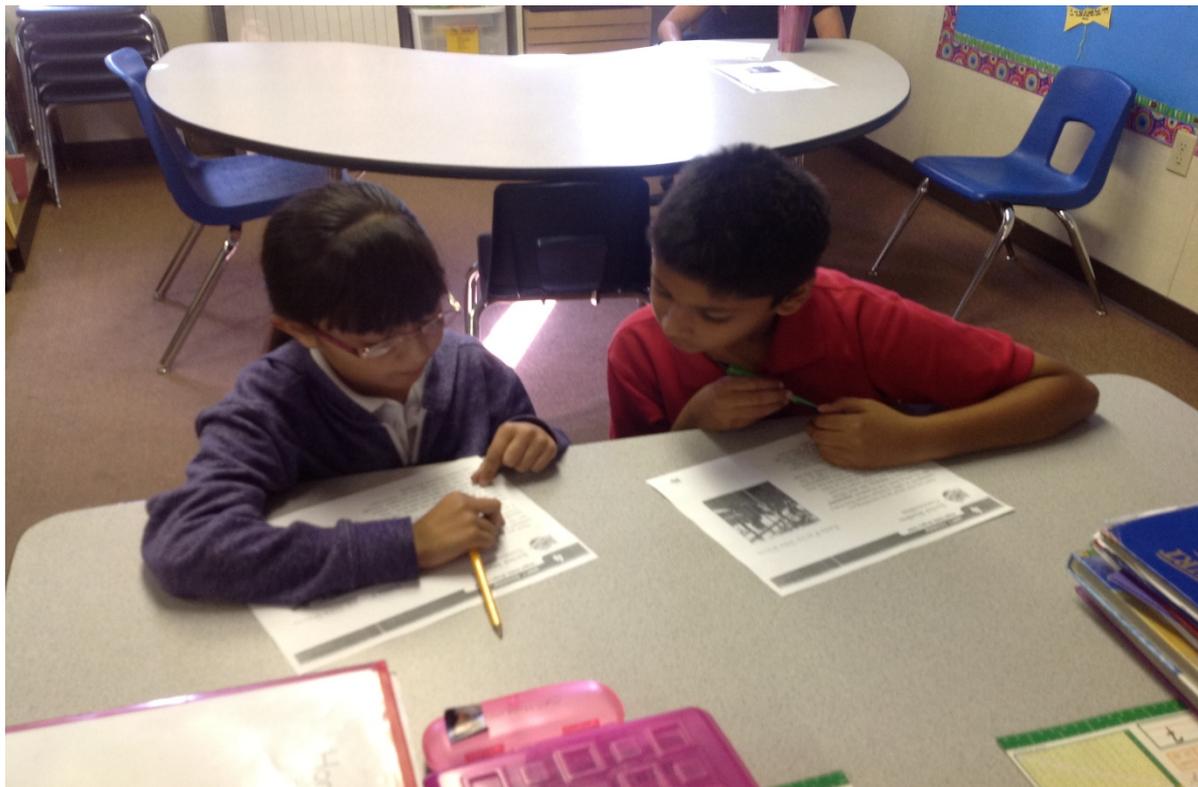
# Going Deeper in Social Science

**Getting to the Core**

### Kindergarten

With prompting and support, students **will ask and answer questions** about key details in the text to show understanding that **history relates to events, people and place** of other times

### Fifth Grade

Students **will quote accurately from a text** when explaining what the text says explicitly and **draw inferences** to describe the people and events associated with the development of the US Constitution and **analyze the significance** as the foundation of the American republic

### Eighth Grade

Students **cite specific textual evidence** to support analysis of **primary and secondary sources** to **analyze the political principles** underlying the US Constitution and compare the enumerated and implied power of the federal government

### Eleventh Grade

17

Students **evaluate authors' differing points of view** on the same historical event to **analyze the significant events** in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence

**Superi**

| Current Practice | Common Core |
|---|---|
| 1. Standards spiral and may skip among the grade levels for inconsistent learning | 1. Standards form a stair-cased progression of learning linked back to College and Career Anchor Standards |
| 2. Students work independently | 2. Students work interdependently in small groups or partnerships with peers |
| 3. Students read a text one time | 3. Students read a text multiple times to gain a deeper understanding of text |

**Getting to the Core**

18

**Superior Standards**   **Supportive School Climate**   **Successful Students**

**Getting to the Core**

**Superior Standards**     **Supportive School Climate**     **Successful Students**

|  | **Current Practice** | **Common Core** |
|---|---|---|
| **Getting to the Core** | 1. Standards spiral and may skip among the grade levels for inconsistent learning | 1. Standards form a stair-cased progression of learning linked back to College and Career Anchor Standards |
| | 2. Students work independently | 2. Students work interdependently in small groups or partnerships with peers |
| | 3. Students read a text one time | 3. Students read a text multiple times to gain a deeper understanding of text |

20

**Superior Standards**  **Supportive School Climate**  **Successful Students**

Getting to the Core

**Superior Standards**     **Supportive School Climate**     **Successful Students**

|  | **Current Practice** | **Common Core** |
|---|---|---|
| **Getting to the Core** | 4. Importance is placed on learning of facts | 4. Importance is placed on applying learning in different contexts |
|  | 5. Importance is placed on getting the right answer | 5. Importance is placed conceptual understanding and on the process to get a possible answer |
|  | 6. Students learn reading and writing skills only during English Language Arts classes | 6. Students learn reading and writing skills during all classes including Social Science, Science, and electives |

22

**Superior Standards**   **Supportive School Climate**   **Successful Students**
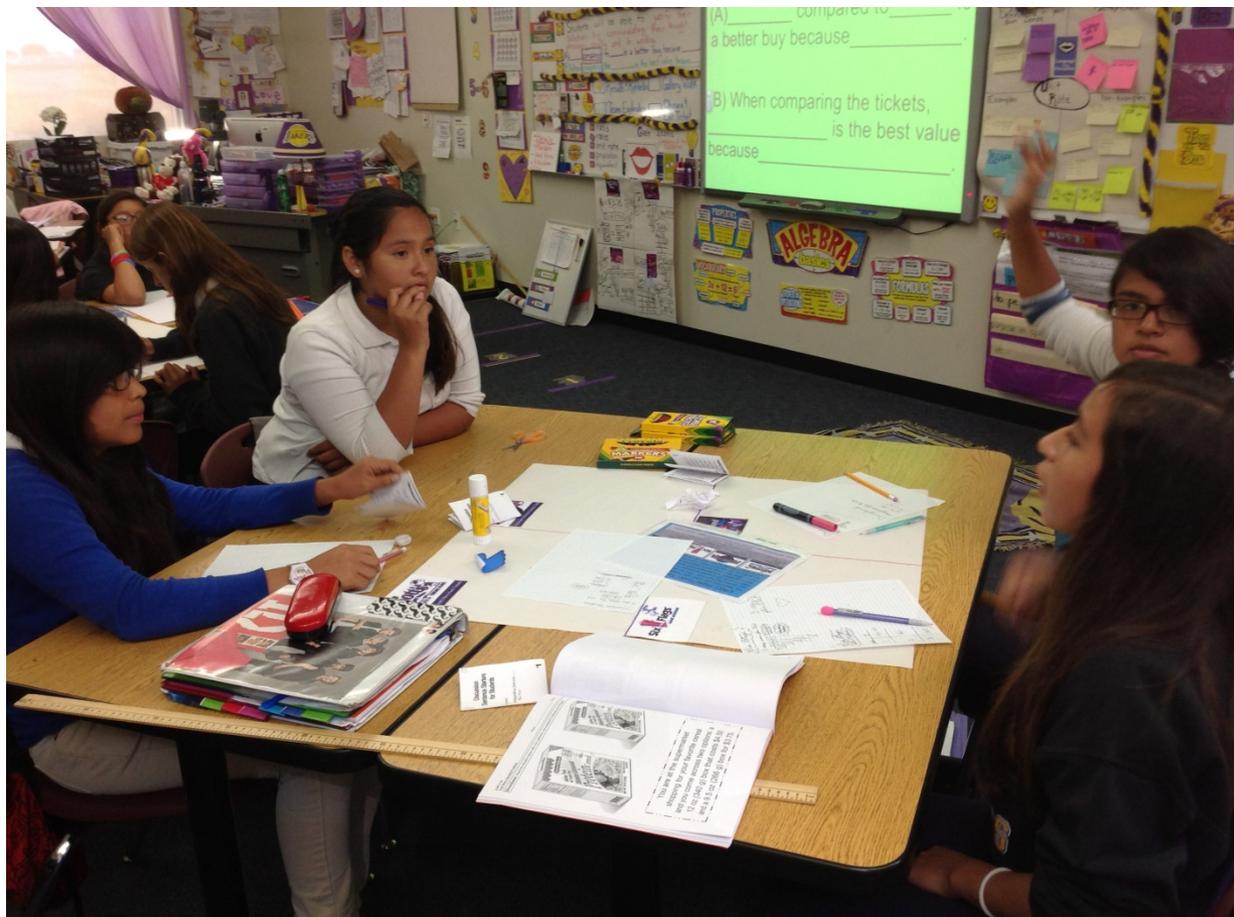
Getting to the Core

**Superior Standards**  **Supportive School Climate**  **Successful Students**

# CCSS Mathematical Practices

**Getting to the Core**

**OVERARCHING HABITS OF MIND**
1. Make sense of problems and persevere in solving them
6. Attend to precision

**REASONING AND EXPLAINING**
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others

**MODELING AND USING TOOLS**
4. Model with mathematics
5. Use appropriate tools strategically

**SEEING STRUCTURE AND GENERALIZING**
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

**Superior Standards**   **Supportive School Climate**   **Successful Students**

**Students' Achievement**
- Learning Practices
- Math Content Knowledge
- Problem Solving Skills
- Success in College and Career

**Common Core State Standards**
- CCSS – Mathematics

**CCSS – Mathematics in U.S.**
- Curriculum
- Assessments

**Silicon Valley Math Initiative (SVMI)**
- David Foster

**Irvine Math Project (IMP)**

**Collaborative Effort of**
- Site & District Administrators
- SAEA
- Department Chairs and Classroom Teachers

**Decisions**
- IS: Foundational Math skills & knowledge focus
- HS: Acceleration Points decisions and Integrated Pathway

**IS Transition Plan**

**HS Transition Plan**

**Proposed Secondary Math Course Sequencing**

**Intermediate schools' goals are to**
- Develop problem solving skills
- Build math content knowledge
- Prepare for success in High School, College and Career

**High schools' goals are to prepare students for**
- Advanced Placement courses (Calculus/Statistics)
- Graduation
- College and/or Career Readiness

# Two Mathematics Pathways

**Two Regular Sequences:**

*Traditional Pathway*

- 2 Algebra courses,1 Geometry course, with Probability and Statistics interwoven

*Integrated Pathway*

- 3 courses that attend to Algebra, Geometry, and Probability and Statistics each year

**Getting to the Core**

Courses in higher level mathematics: Precalculus, Calculus*, Advanced Statistics, Discrete Mathematics, Advanced Quantitative Reasoning, or courses designed for career technical programs of study.

| Algebra II | Course III |
| Geometry | Course II |
| High School Algebra I | Course I |

**Traditional Pathway**
*Typical in U.S.*

**Integrated Pathway**
*Typical outside of U.S.*

**Superior Standards**    **Supportive School Climate**    **Successful Students**

# Proposed Secondary Math Course Sequencing
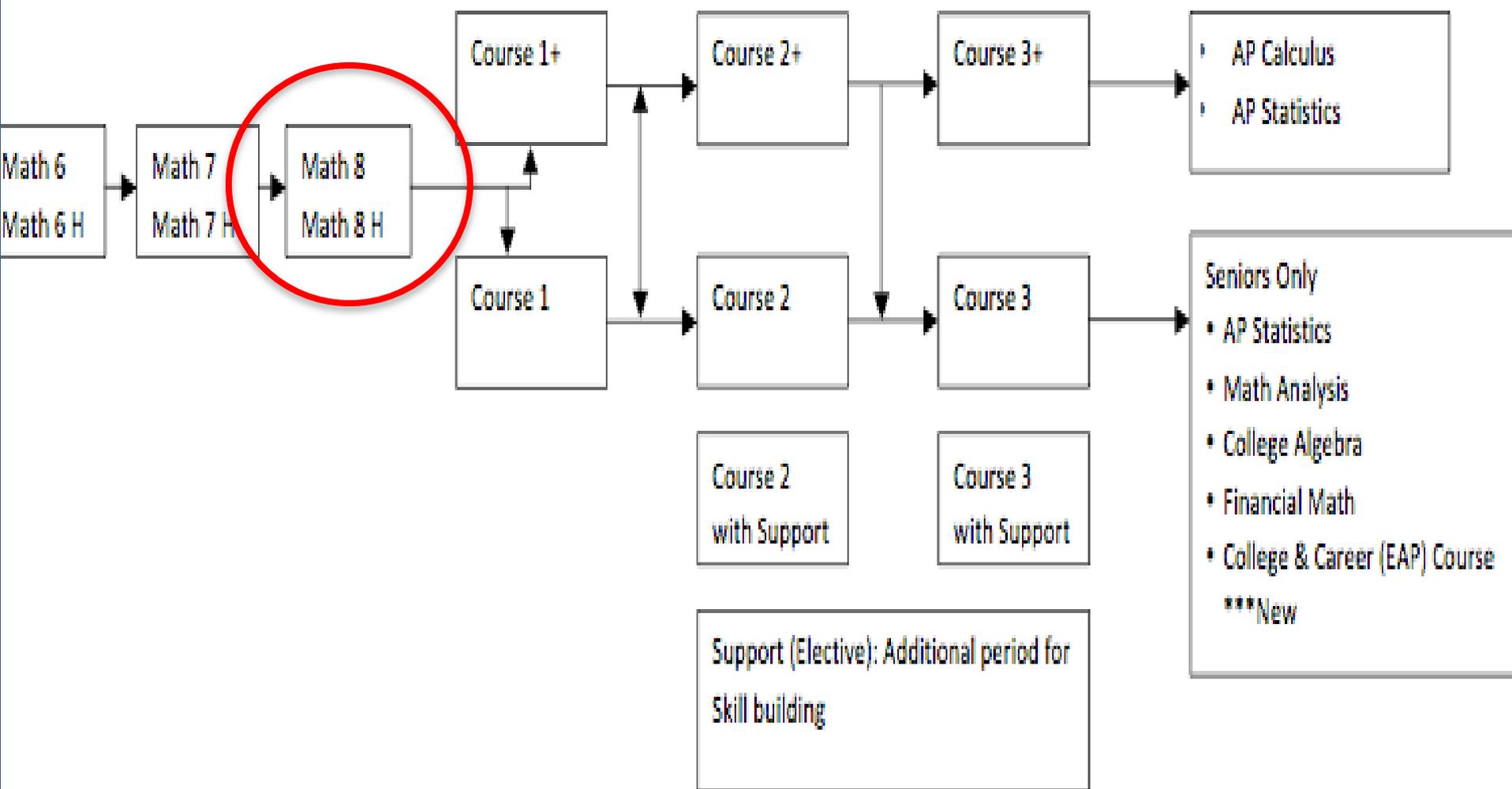
# Parent Professional Development Series

**Getting to the Core**

**Superior Standards**

**Supportive School Climate**

**Successful Students**

# Parent Resources



**Getting to the Core**

Common Core State Standards

- General Information
  - What is Common Core?
  - Standards
- Spotlight on SAUSD
- Theory of Action
- Instructional Shifts
- Implementation Plan
- Instructional Strategies
- Presentations
- Partners
- Resources
  - Parent Resources
  - Teacher Resources
- Contact Us
- Common Core Newsletter
- Frequently Asked Questions
- Assessment Simulator
- SAUSD Common Core Blog

Santa Ana Unified School District > Common Core > Common Core State Standards > Resources

**Parent Resources**

**SAUSD Common Core State Standards: Common Fundamental Standards (Spanish)**
Junta Informativa de Padres de Familia, 13 de febrero del 2013. Estándares Fundamentales Comunes.

**Common Core Pamphlet**
Changing from Procedure to Application of Knowledge

**Common Core Pamphlet (Spanish)**
Cambio de procedimiento a aplicación de conocimiento

**SAUSD District EL Common Core Update**
SAUSD's Getting to the Core English Learner Common Core Update

**SAUSD District EL Common Core Update (Spanish)**
Distrito Escolar Unificado de Santa Ana Llegar al Centro Actualización de Estándares Comunes para Aprendices del Inglés

**Common Core and Gifted and Talented Students**
AGATE Advisory Parent Meeting, 10-12-12 (English & Spanish)

**ELA Roadmaps**

**Kindergarten ELA**
Parent Guide – Guía para padres

**1st Grade ELA**
Parent Guide – Guía para padres

**2nd Grade ELA**
Parent Guide – Guía para padres

**3rd Grade ELA**
Parent Guide – Guía para padres

**4th Grade ELA**
Parent Guide – Guía para padres

**5th Grade ELA**
Parent Guide – Guía para padres

**Math Roadmaps**

**Kindergarten Mathematics**
Parent Guide – Guía para padres

**1st Grade Mathematics**
Parent Guide – Guía para padres

**2nd Grade Mathematics**
Parent Guide – Guía para padres

**3rd Grade Mathematics**
Parent Guide – Guía para padres

**4th Grade Mathematics**
Parent Guide – Guía para padres

**5th Grade Mathematics**
Parent Guide – Guía para padres

**Superior Standards**   **Supportive School Climate**   **Successful Students**

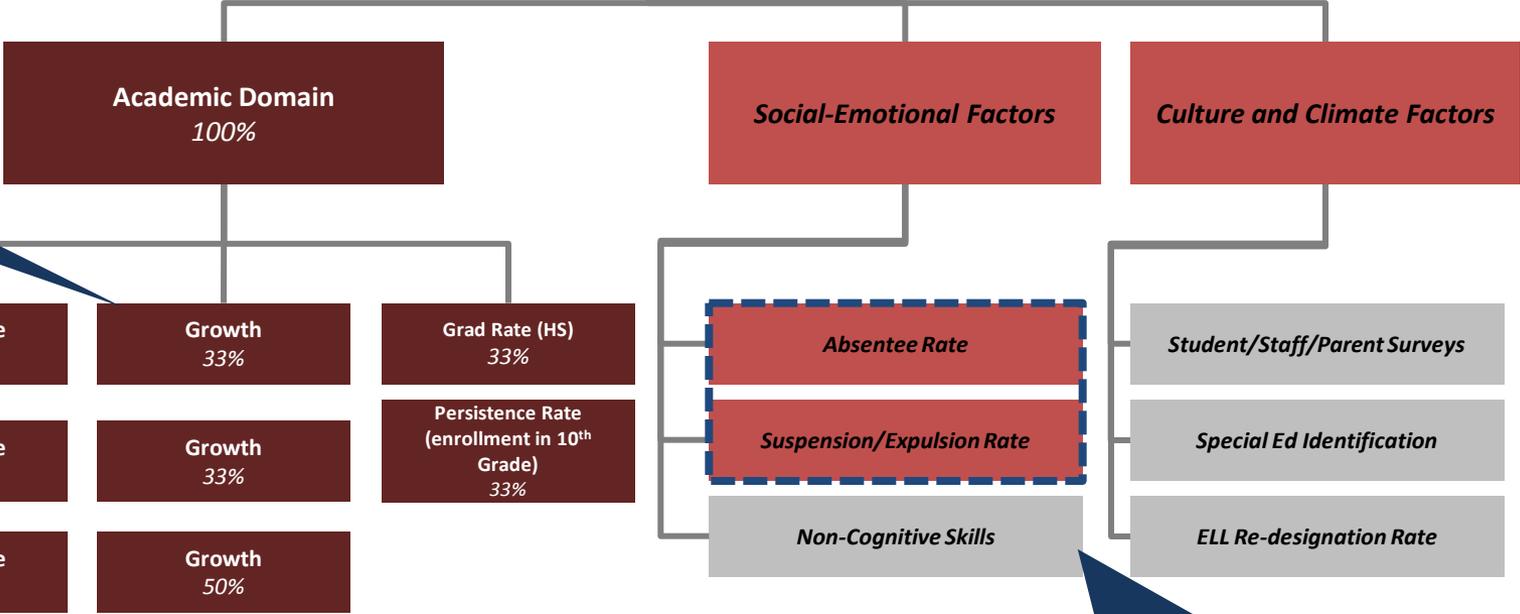# CORE Differentiated Accountability
## for 2013-14 School Year

Factor to be used for index calculation

Factor to be measured (not included in index calculation)

Factor not measured or used

**School Quality Improvement Index**
*100%*

**2013-2014**
*Begin collecting social-emotional and culture/climate data for baseline*

2013-14 Academic Domain scores will be based on CSTs (performance), APIs, (growth) and graduation/ persistence rate

**Getting to the Co**

**Academic Domain**
*100%*

**Social-Emotional Factors**

**Culture and Climate Factors**

**High School**

| Performance 33% | Growth 33% | Grad Rate (HS) 33% |

**Intermediate**

| Performance 33% | Growth 33% | Persistence Rate (enrollment in 10th Grade) 33% |

**Elementary**

| Performance 50% | Growth 50% |

*Absentee Rate*

*Suspension/Expulsion Rate*

*Non-Cognitive Skills*

*Student/Staff/Parent Surveys*

*Special Ed Identification*

*ELL Re-designation Rate*

Factors to be collected this year, but will not be included in accountability calculation. Data collected will be used as baseline to set targets for following years
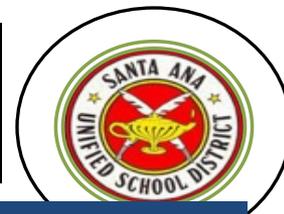
**Superior Standards**

**Supportive School Climate**

**Successful Students**

Note: Growth will be measured as whether or not a district met their API target; CORE will either implement independently, or implement PARCC

# Differentiated Accountability with CORE

| | Reward Schools *Highest Performing* | Reward Schools *High-Progress* | Focus Schools | Priority Schools |
|---|---|---|---|---|
| | *At least 10% of Title 1 schools* | | *At least 10% of Title 1 schools* | *At least 5% of Title 1 schools* |
| **USED Description** | **Highest-Performing Schools:**<br><br>•Are among schools with the highest absolute performance over a number of years for the "all student" groups and all subgroups<br><br>•At the high school level, must have the highest graduation rates<br><br>•Must be making AYP for "all students" and all subgroups<br><br>•Cannot have significant achievement gaps that are not closing | **High-Progress Reward Schools:**<br><br>•Are among the top 10% of CORE schools in improving performance over a number of years<br><br>•Cannot have significant achievement gaps that are not closing | **Focus Schools must include:**<br><br>•Any high schools with <60% graduation rates not designated a Priority School<br><br>•Title 1 schools with the largest within-school achievement gaps in performance or graduation rates<br><br>•A Title 1 school with at least 1 low performing subgroup over a number of years | **A Priority School must be <u>one</u> of the following:**<br><br>•A currently-served Title 1 and non-Title 1 SIG School<br><br>•Title 1 eligible or participating school with <60% graduation over a number of years<br><br>•Among the lowest 5% of schools in CORE based on student achievement in the "all students" group |
| **USED Required Interventions or Rewards** | • Rewards identified by CORE and participating districts | • Rewards identified by CORE and participating districts | • Focus Schools must engage in LEA and school-determined targeted interventions based on the specific needs of each Focus School | • Priority Schools **<u>must apply the 7 turnaround principles for at least 3 years</u>** as outlined in USED's ESEA Flexibility Application |

**Superior Standards**     **Supportive School Climate**     **Successful Students**

Note: CORE has defined "a number of years" as 3 years
Source: U.S. Department of Education

# CORE Principle 1: College and Career Ready Standards
## Recap of July 12th USED Letter
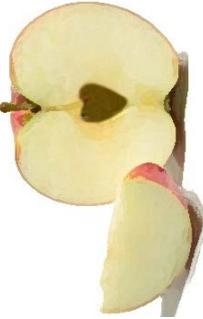
**Getting to the Core**

### Timeline

- USED questions whether CORE LEAs will fully implement CCSS no later than the start of the 2013-14 SY
- USED also questions how CSSS can be fully implemented this SY if the participating districts will be held accountable for California's current state standards in the 2013-2014 school year

- The application indicates CCSS "no later than the 2013-14 SY"
- Implementing by the start of the SY would cause a hastened plan for many LEAs

### ELL, SWD, Low-Achieving Students

- Additional detail requested for how LEAs will ensure that all students, including ELLs, SWDs, and low-achieving students, will gain access to content aligned to the CCSS
- USED contends the level of rigor varies greatly across districts and there is scant attention to specific supports that will be provided for teachers of students with disabilities

The July 1st submission included 5 new pages highlighting a detailed the implementation plan for these subgroups

### Waivers USED Cannot Grant LEAs

- CORE asserts that LEAs might adopt assessments other than those adopted by California, such as PARCC
- The requirement to develop and implement a system of statewide assessments in at least ELA, math, and science is a State-level requirement imposed on a State educational agency (SEA), only an SEA can request a waiver of that requirement

CORE is committed to college and career ready assessments; only if California reversed their commitment would CORE wish to proceed differently

**Superior Standards**     **Supportive School Climate**     **Successful Students**

# Principle 2: Accountability Model
## Recap of July 12th USED Letter

| Priority Schools | Focus Schools | Schools That Do Not Meet AMOs | 20% of Title I |
|---|---|---|---|
| • Additional implementation details needed (e.g., partnering process, professional development)<br><br>• School partnering needs to be part of a larger, comprehensive and coherent strategy<br><br>• Alignment with turnaround principles not currently apparent | • Communities of practice interventions not strong enough:<br><br>• "CORE's strategy to do nothing in focus schools for the first two years other than convene quarterly community of practice meetings does not meet the requirement for meaningful interventions" | • "There is no evidence of an ongoing, comprehensive support and intervention system to address schools not meeting the (California) AMOs or graduation rate targets, and to meet the needs of low-achieving students in these schools" | • Waiver "lacks a clear commitment to use an amount equal to 20 percent of an LEA's Title I allocation that the district currently must reserve for public school choice-related transportation and supplemental education services (SES) to support a comprehensive and coherent strategy to provide interventions and supports in priority, focus and other Title I schools" |
| **Pledge beyond commitment to 7 turnaround principles** | **Focus schools will write a self-improvement plan with school advisory council** | **Interventions tied to progress against CA AMOs is inconsistent with past guidance** | **First reference to an amount "equal" to the set-asides** |

**Getting to the Core**

**Superior Standards**     **Supportive School Climate**     **Successful Students**

# Upcoming CCSS Presentations

**Getting to the Core**

- August 27, 2013 Board Meeting—Technology Preparation for Smarter Balanced and Common Core Block Grant Funding

**Superior Standards**  **Supportive School Climate**  **Successful Students**